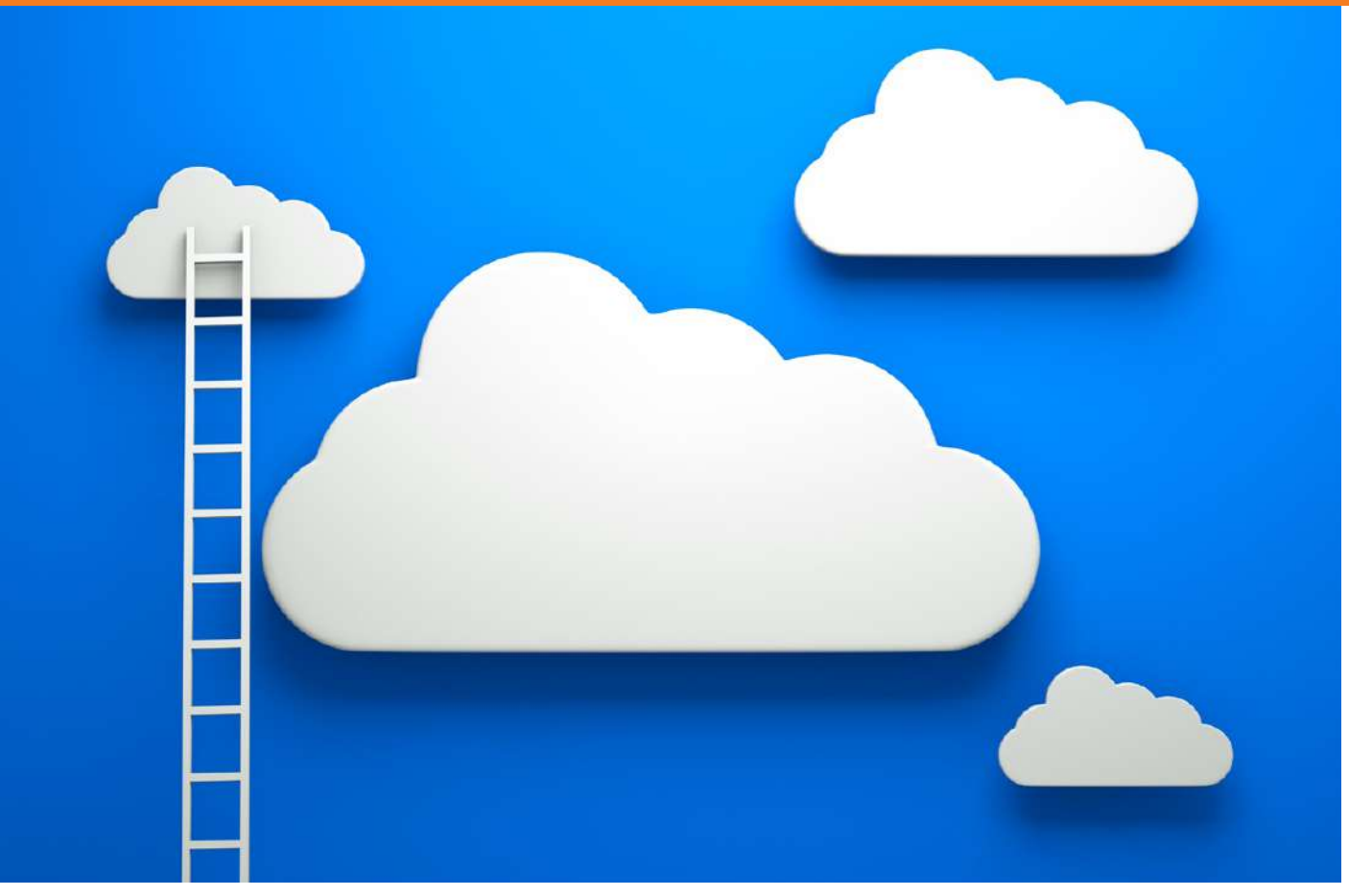

Enhanced Core Reading Instruction™

moving up!™

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Tier 2 Foundational Skills Intervention

The *Tier 2 Foundational Skills Intervention* provides interventionists with the tools necessary to explicitly and systematically pre-teach the Tier 1 core foundational skills for students at risk for reading problems in Kindergarten, Grade 1 and Grade 2. The intervention covers foundational skills in reading that are directly aligned with the Common Core State Standards and directly aligned with the core reading program's scope and sequence. The *Tier 2 Foundational Skills Intervention* materials provide teachers with 150 ready-to-use 30-minute pre-teach lessons used in addition to the Tier 1 core reading instruction. Because Tier 2 instruction is pre-taught and there are more practice opportunities, students who receive Tier 2 intervention often are more engaged, more successful, and more confident about their learning.

Complete Overview, Training, and Practice

Refer to the *Interventionist Workbook* for the complete explanation and practice of all instructional routines used in the *Tier 2 Foundational Skills Intervention* lessons. See *Foundational Skills Intervention Lesson* Activities table on the following page for a complete list of all instructional routines. The *Interventionist Workbook* also explains how to increase explicitness through instructional routines, how to organize your small group setting and ways to establish rules and routines to support reading instruction. Examples and practice opportunities are provided for each of the instructional routines that are implemented in the *Tier 2 Foundational Skills Intervention* lessons.

Pronunciation Guide

Teachers can help prepare students for the blending practice by teaching students to hold *continuous sounds* (i.e., sounds that can be held without distortion) for a second or two and to hold *stop sounds* for just an instant (i.e., sounds that can not be held without distorting the sound). The table to the right identifies letters that are continuous sounds, letters that are stop sounds, and provides the pronunciation for each letter.

Continuous Sounds	Pronounced	Stop Sounds	Pronounced
a	aaa	b	b
e	eee	c	c
f	fff	d	d
i	iii	g	g
l	lll	h	h
m	mmm	j	j
n	nnn	k	k
o	ooo	p	p
r	rrr	t	t
s	sss		
u	uuu		
v	vvv	**Stop then Continuous Sound**	**Pronounced**
w	woo	q	kwoo
y	yee	x	ksss
z	zzz		

Materials

- ✓ Chains of two, three, and four cubes or similar type of manipulative for the ***Phoneme Blending Routine*** (Grade K and Grade 1 only)
- ✓ Sound-spelling cards from the core reading program
- ✓ Copies of the core reading program decodable texts (one copy for each student)
- ✓ Paper and pens, or small white boards, markers and erasers (one for each student) for the ***Dictation Routine***
- ✓ Blank index card, drop-e card, drop-y card for the ***Spelling-Focused Multisyllabic Blending Routine*** (Grade 1 and Grade 2 only)

Foundational Skills Intervention Lesson Activities

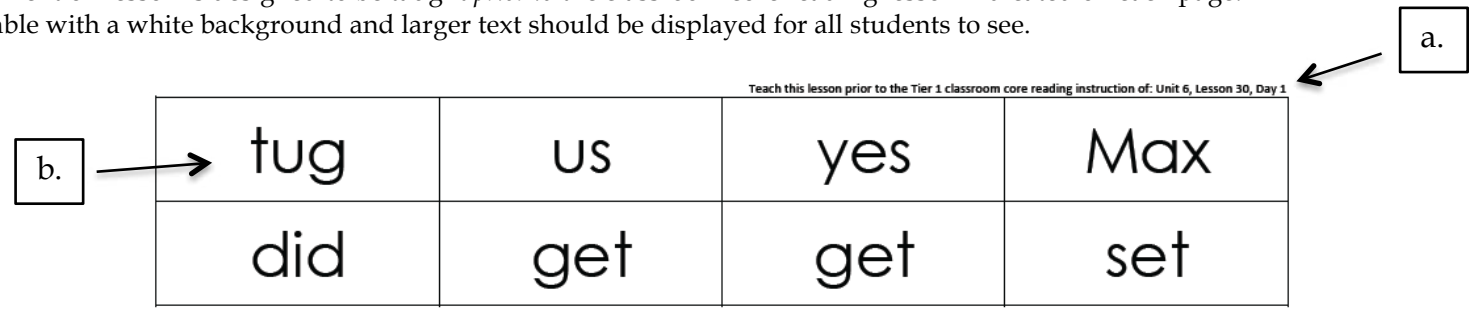
The following table includes the instructional routines that are used for each activity, an approximation of the instructional time requirements, and the *Interventionist Workbook* chapter to use as a reference for training and support.

Lesson Activity	Instructional Routines	Instructional Time	*Interventionist Workbook* Chapter Reference
Irregular Word Reading	• Irregular Word Reading Routine	2 minutes	Chapter 4
Phoneme Blending	• Phoneme Blending Routine	1 minute	Chapter 2
Sound-Spelling Introduction and Practice	• Letter Name Routine • Sound-spelling Card Introduction and Practice Routines • Sound-Spelling Review: Beginning Routine • Sound-Spelling Review: Advanced Routine	3 minutes	Chapter 3
Regular Word Reading	• Blending Routine 1: Continuous • Blending Routine 2: Sound-by-Sound • Contraction Card Introduction and Practice Routines • Affix Review Routine • Blending Routine 3: Spelling-Focused • Blending Routine 4: Spelling-Focused Multisyllabic • Regular Word Reading Routine	4 minutes	Chapters 5 and 6
Reading in Connected Text	• Decodable Text Routine 1: Introductory • Decodable Text Routine 2: Intermediate • Decodable Text Routine 3: Advanced • Decodable Text Fluency Practice Routine	15 minutes	Chapters 8 and 9
Phoneme Segmentation	• Phoneme Segmentation Routine	1 minute	Chapter 2
Encoding Practice	• Dictation Routine 1: Introductory • Dictation Routine 2: Advanced	4 minutes	Chapter 7

How to Use the Presentation Book

a. This presentation book contains directly aligned lessons for use with one Unit or Theme of the core reading program. Each page of the lesson includes a heading on the upper right side of the page that indicates the Unit or Theme, Week or Lesson, and Day. Each intervention lesson is designed to be taught *prior to* the classroom core reading lesson indicated on each page.

b. A table with a white background and larger text should be displayed for all students to see.



c. A table with a gray background and smaller text is for the teacher to use and is not displayed for the students to see.

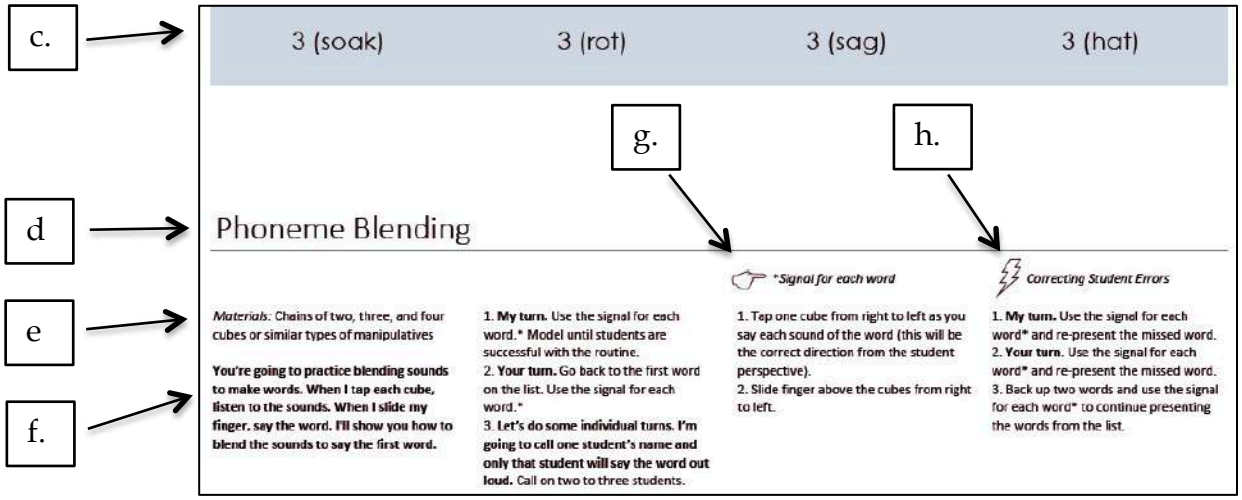
d. The instructional routine card name is located in the middle of each page.

e. If materials are needed, the list will be on the bottom left side of each page.

f. What the teacher will say is in **bold** type. What the teacher is supposed to do is in regular type.

g. The ☞ indicates the directions for the signaling procedure that will be used to present each item on the page.

h. The ↯ indicates the directions for correcting student errors.



I	★	I	■

Irregular Word Reading

You're going to learn to read new words using *say-it, spell-it, say-it*.

*Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

Correcting Student Errors

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

I	★	I	■

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (did)	3 (nap)	3 (ham)	3 (pan)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 1, Day 2

■	I	I	★

Irregular Word Reading

You're going to learn to read new words using *say-it, spell-it, say-it*.

*Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

Correcting Student Errors

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 1, Day 2

■	I	I	★

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (map)	3 (mat)	3 (hum)	3 (mop)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

I	■	I	★

Irregular Word Reading

You're going to learn to read new words using *say-it, spell-it, say-it*.

*Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

Correcting Student Errors

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 1, Day 3

I	■	I	★

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (dim)	3 (tap)	3 (man)	3 (Sam)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

like	I	like	I

Irregular Word Reading

*Signal for *say-it, spell-it, say-it*

Correcting Student Errors

You're going to learn to read new words using *say-it, spell-it, say-it*.

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 1, Day 4

like	I	like	I

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

2 (at)	3 (lap)	3 (fan)	2 (am)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

like	I	like	I

Irregular Word Reading

*Signal for *say-it, spell-it, say-it*

Correcting Student Errors

You're going to learn to read new words using *say-it, spell-it, say-it*.

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

like	I	like	I

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (ran)	3 (fan)	3 (sip)	3 (pin)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 2, Day 1

like	I	I	like

Irregular Word Reading

You're going to learn to read new words using *say-it, spell-it, say-it*.

*Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

Correcting Student Errors

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 2, Day 1

like	I	I	like

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (man)	3 (fan)	3 (sun)	3 (Pat)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 2, Day 2

like	I	I	like

Irregular Word Reading

*Signal for *say-it, spell-it, say-it*

Correcting Student Errors

You're going to learn to read new words using *say-it, spell-it, say-it*.

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 2, Day 2

like	I	I	like

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (sin)	3 (pin)	3 (tin)	3 (hop)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

I	like	I	like

Irregular Word Reading

*Signal for *say-it, spell-it, say-it*

Correcting Student Errors

You're going to learn to read new words using *say-it, spell-it, say-it*.

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 2, Day 3

I	like	I	like

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (mash)	3 (sat)	3 (bet)	3 (dip)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 2, Day 4

the	I	like	I

Irregular Word Reading

*Signal for *say-it, spell-it, say-it*

Correcting Student Errors

You're going to learn to read new words using *say-it, spell-it, say-it*.

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 2, Day 4

the	I	like	I
the	like	I	like

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (Matt)	3 (sin)	3 (ham)	3 (pot)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 2, Day 5

I	the	like	I

Irregular Word Reading

*Signal for *say-it, spell-it, say-it*

Correcting Student Errors

You're going to learn to read new words using *say-it, spell-it, say-it*.

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

I	the	like	I
the	like	I	the

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (cap)	3 (nap)	3 (tin)	3 (did)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 3, Day 1

the	I	the	like

Irregular Word Reading

*Signal for *say-it, spell-it, say-it*

Correcting Student Errors

You're going to learn to read new words using *say-it, spell-it, say-it*.

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

the	I	the	like
the	I	like	the

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (tap)	3 (cap)	3 (nap)	3 (gap)

Phoneme Blending

**Signal for each word*

Correcting Student Errors

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 3, Day 2

the	like	I	the

Irregular Word Reading

You're going to learn to read new words using *say-it, spell-it, say-it*.

*Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

Correcting Student Errors

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 3, Day 2

the	like	I	the
I	like	the	I

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (cat)	3 (top)	3 (pan)	2 (at)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

I	like	I	like

Irregular Word Reading

*Signal for *say-it, spell-it, say-it*

Correcting Student Errors

You're going to learn to read new words using *say-it, spell-it, say-it*.

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 3, Day 3

I	like	I	like
the	like	the	the

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (can)	3 (nip)	3 (pin)	3 (fit)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 3, Day 4

and	I	like	the

Irregular Word Reading

You're going to learn to read new words using *say-it, spell-it, say-it*.

*Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

Correcting Student Errors

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 3, Day 4

and	I	like	the
like	and	the	and

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (cat)	3 (pot)	3 (lap)	3 (fat)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Mimi Mouse

Sound-Spelling Card Introduction and Practice

Materials: Sound-spelling cards from your core reading program.

You're going to learn the new sound-spelling card(s). When I tap the card, you'll repeat the name, sound, or spelling.

**Signal to introduce a new sound-spelling card*

1. Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Repeat steps 1 through 4 for each of the new cards.

Now you're going to practice the new sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.

**Signal to practice the sound-spelling card

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.

Correcting Student Errors

1. **Let's practice this one together.**
2. Follow the signal to introduce a new sound-spelling card* steps 1 through 4.
3. Practice two other sound-spelling cards.
4. Re-present the missed card following the signal to practice the sound-spelling card** steps 1 though 4.
5. Continue presenting the sound-spelling cards.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 3, Day 4

m	★	m	■

Letter Name Review

You're going to practice saying letter names. When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

1. **My turn.** Use the signal for each letter name.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first letter on the chart. Use the signal for each letter name.*
3. **Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud.** Call on two to three students.

*Signal for each letter name

1. Touch to the left of the letter. **Name?**
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.

Correcting Student Errors

1. **My turn.** Re-present the missed letter name.
2. **Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 3, Day 4

m	★	m	■

Sound-Spelling Review: Beginning

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter. I'll show you how to say the sounds for the first two letters.

1. **My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
3. **Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.** Call on two to three students.

*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
2. Wait 2 seconds for students to think.
3. For stop sounds, tap finger under the sound-spelling.

– or –

For continuous sounds, touch under the sound-spelling for 2 seconds.

Correcting Student Errors

1. **My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 3, Day 5

I	and	the	like

Irregular Word Reading

You're going to learn to read new words using *say-it, spell-it, say-it*.

*Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

Correcting Student Errors

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 3, Day 5

I	and	the	like
the	and	I	like

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (pan)	3 (zap)	3 (Pam)	3 (bit)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Mimi Mouse

Sound-Spelling Card Introduction and Practice

Materials: Sound-spelling cards from your core reading program.

You're going to learn the new sound-spelling card(s). When I tap the card, you'll repeat the name, sound, or spelling.

**Signal to introduce a new sound-spelling card*

1. Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Repeat steps 1 through 4 for each of the new cards.

Now you're going to practice the new sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.

**Signal to practice the sound-spelling card

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.

Correcting Student Errors

1. **Let's practice this one together.**
2. Follow the signal to introduce a new sound-spelling card* steps 1 through 4.
3. Practice two other sound-spelling cards.
4. Re-present the missed card following the signal to practice the sound-spelling card** steps 1 though 4.
5. Continue presenting the sound-spelling cards.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 3, Day 5

m	■	★	m

Letter Name Review

You're going to practice saying letter names. When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

1. **My turn.** Use the signal for each letter name.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first letter on the chart. Use the signal for each letter name.*
3. **Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud.** Call on two to three students.

*Signal for each letter name

1. Touch to the left of the letter. **Name?**
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.

Correcting Student Errors

1. **My turn.** Re-present the missed letter name.
2. **Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 3, Day 5

m	■	★	m

Sound-Spelling Review: Beginning

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter. I'll show you how to say the sounds for the first two letters.

1. **My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
3. **Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.** Call on two to three students.

*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
2. Wait 2 seconds for students to think.
3. For stop sounds, tap finger under the sound-spelling.
– or –
For continuous sounds, touch under the sound-spelling for 2 seconds.

Correcting Student Errors

1. **My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 4, Day 1

the	and	I	like

Irregular Word Reading

You're going to learn to read new words using *say-it, spell-it, say-it*.

*Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

Correcting Student Errors

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

the	and	I	like
the	and	like	the

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (man)	3 (gum)	3 (map)	3 (mat)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Mimi Mouse

Sound-Spelling Card Practice

**Signal to practice the sound-spelling card

Correcting Student Errors

Materials: Sound-spelling cards from your core reading program.

You're going to practice the sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.

1. **Let's practice this one together.** Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Use signal for practice** to present two other sound-spelling cards and re-present the missed card.
6. Continue presenting the sound-spelling cards.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 4, Day 1

m	■	m	★

Letter Name Review

You're going to practice saying letter names. When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

1. **My turn.** Use the signal for each letter name.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first letter on the chart. Use the signal for each letter name.*
3. **Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud.** Call on two to three students.

*Signal for each letter name

1. Touch to the left of the letter. **Name?**
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.

Correcting Student Errors

1. **My turn.** Re-present the missed letter name.
2. **Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 4, Day 1

m	■	m	★

Sound-Spelling Review: Beginning

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter. I'll show you how to say the sounds for the first two letters.

1. **My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
3. **Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.** Call on two to three students.

*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
2. Wait 2 seconds for students to think.
3. For stop sounds, tap finger under the sound-spelling.
– or –
For continuous sounds, touch under the sound-spelling for 2 seconds.

Correcting Student Errors

1. **My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 4, Day 2

and	like	I	the

Irregular Word Reading

*Signal for *say-it, spell-it, say-it*

Correcting Student Errors

You're going to learn to read new words using *say-it, spell-it, say-it*.

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

and	like	I	the
and	like	the	I

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (hum)	3 (mop)	3 (dim)	3 (jam)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Mimi Mouse

Sound-Spelling Card Practice

**Signal to practice the sound-spelling card

Correcting Student Errors

Materials: Sound-spelling cards from your core reading program.

You're going to practice the sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.

1. **Let's practice this one together.** Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Use signal for practice** to present two other sound-spelling cards and re-present the missed card.
6. Continue presenting the sound-spelling cards.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 4, Day 2

★	m	m	■

Letter Name Review

You're going to practice saying letter names. When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

1. **My turn.** Use the signal for each letter name.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first letter on the chart. Use the signal for each letter name.*
3. **Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud.** Call on two to three students.

*Signal for each letter name

1. Touch to the left of the letter. **Name?**
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.

Correcting Student Errors

1. **My turn.** Re-present the missed letter name.
2. **Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 4, Day 2

★	m	m	■

Sound-Spelling Review: Beginning

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter. I'll show you how to say the sounds for the first two letters.

1. **My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
3. **Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.** Call on two to three students.

*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
2. Wait 2 seconds for students to think.
3. For stop sounds, tap finger under the sound-spelling.
– or –
For continuous sounds, touch under the sound-spelling for 2 seconds.

Correcting Student Errors

1. **My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 4, Day 3

I	like	and	like

Irregular Word Reading

*Signal for *say-it, spell-it, say-it*

Correcting Student Errors

You're going to learn to read new words using *say-it, spell-it, say-it*.

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

I	like	and	like
and	like	the	I

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (him)	3 (map)	3 (Sam)	3 (mug)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Mimi Mouse

Sound-Spelling Card Practice

**Signal to practice the sound-spelling card

Correcting Student Errors

Materials: Sound-spelling cards from your core reading program.

You're going to practice the sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.

1. **Let's practice this one together.** Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Use signal for practice** to present two other sound-spelling cards and re-present the missed card.
6. Continue presenting the sound-spelling cards.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 4, Day 3

m	■	★	m

Letter Name Review

You're going to practice saying letter names. When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

1. **My turn.** Use the signal for each letter name.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first letter on the chart. Use the signal for each letter name.*
3. **Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud.** Call on two to three students.

*Signal for each letter name

1. Touch to the left of the letter. **Name?**
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.

Correcting Student Errors

1. **My turn.** Re-present the missed letter name.
2. **Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 4, Day 3

m	■	★	m

Sound-Spelling Review: Beginning

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter. I'll show you how to say the sounds for the first two letters.

1. **My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
3. **Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.** Call on two to three students.

*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
2. Wait 2 seconds for students to think.
3. For stop sounds, tap finger under the sound-spelling.
– or –
For continuous sounds, touch under the sound-spelling for 2 seconds.

Correcting Student Errors

1. **My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

and	I	like	the

Irregular Word Reading

*Signal for *say-it, spell-it, say-it*

Correcting Student Errors

You're going to learn to read new words using *say-it, spell-it, say-it*.

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 4, Day 4

and	I	like	the
like	and	the	and

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (sat)	3 (mix)	3 (me)	3 (Sam)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

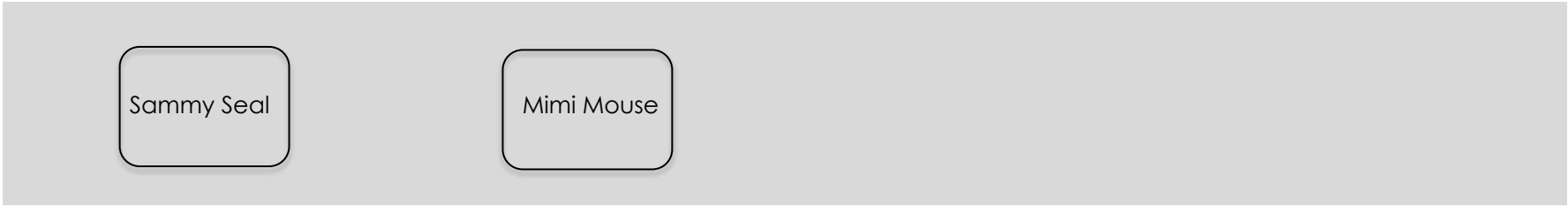
1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.



Sound-Spelling Card Introduction and Practice

Materials: Sound-spelling cards from your core reading program.

You're going to learn the new sound-spelling card(s). When I tap the card, you'll repeat the name, sound, or spelling.

**Signal to introduce a new sound-spelling card*

1. Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Repeat steps 1 through 4 for each of the new cards.

Now you're going to practice the new sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.

**Signal to practice the sound-spelling card

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.

Correcting Student Errors

1. **Let's practice this one together.**
2. Follow the signal to introduce a new sound-spelling card* steps 1 through 4.
3. Practice two other sound-spelling cards.
4. Re-present the missed card following the signal to practice the sound-spelling card** steps 1 though 4.
5. Continue presenting the sound-spelling cards.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 4, Day 4

s	m	s	m

Letter Name Review

You're going to practice saying letter names. When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

1. **My turn.** Use the signal for each letter name.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first letter on the chart. Use the signal for each letter name.*
3. **Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud.** Call on two to three students.

*Signal for each letter name

1. Touch to the left of the letter. **Name?**
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.

Correcting Student Errors

1. **My turn.** Re-present the missed letter name.
2. **Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 4, Day 4

s	m	s	m

Sound-Spelling Review: Beginning

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter. I'll show you how to say the sounds for the first two letters.

1. **My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
3. **Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.** Call on two to three students.

*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
2. Wait 2 seconds for students to think.
3. For stop sounds, tap finger under the sound-spelling.

– or –

For continuous sounds, touch under the sound-spelling for 2 seconds.

Correcting Student Errors

1. **My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

I	and	the	like

Irregular Word Reading

You're going to learn to read new words using *say-it, spell-it, say-it*.

*Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

Correcting Student Errors

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 4, Day 5

I	and	the	like
the	and	I	like

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (mat)	3 (ham)	3 (Gus)	3 (sum)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

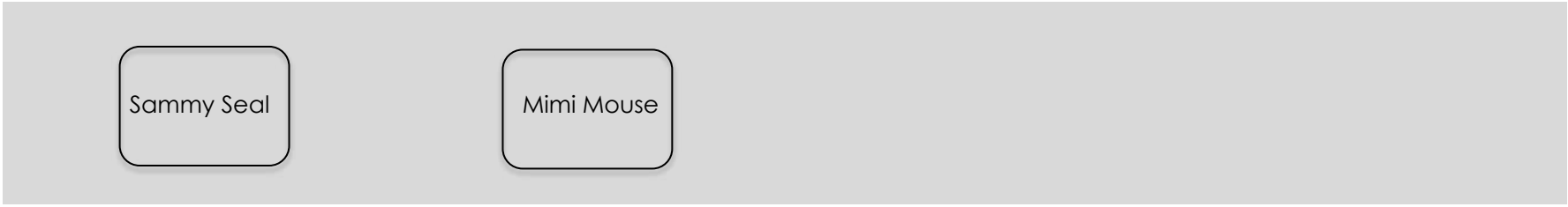
1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.



Sound-Spelling Card Introduction and Practice

Materials: Sound-spelling cards from your core reading program.

You're going to learn the new sound-spelling card(s). When I tap the card, you'll repeat the name, sound, or spelling.

**Signal to introduce a new sound-spelling card*

1. Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Repeat steps 1 through 4 for each of the new cards.

Now you're going to practice the new sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.

**Signal to practice the sound-spelling card

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.

Correcting Student Errors

1. **Let's practice this one together.**
2. Follow the signal to introduce a new sound-spelling card* steps 1 through 4.
3. Practice two other sound-spelling cards.
4. Re-present the missed card following the signal to practice the sound-spelling card** steps 1 though 4.
5. Continue presenting the sound-spelling cards.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 4, Day 5

s	m	m	s

Letter Name Review

You're going to practice saying letter names. When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

1. **My turn.** Use the signal for each letter name.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first letter on the chart. Use the signal for each letter name.*
3. **Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud.** Call on two to three students.

*Signal for each letter name

1. Touch to the left of the letter. **Name?**
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.

Correcting Student Errors

1. **My turn.** Re-present the missed letter name.
2. **Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 4, Day 5

s	m	m	s

Sound-Spelling Review: Beginning

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter. I'll show you how to say the sounds for the first two letters.

1. **My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
3. **Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.** Call on two to three students.

*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
2. Wait 2 seconds for students to think.
3. For stop sounds, tap finger under the sound-spelling.

– or –

For continuous sounds, touch under the sound-spelling for 2 seconds.

Correcting Student Errors

1. **My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

like	I	and	like

Irregular Word Reading

You're going to learn to read new words using *say-it, spell-it, say-it*.

*Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

Correcting Student Errors

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

like	I	and	like
the	I	like	the

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (sum)	3 (map)	3 (Sam)	3 (mug)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Sammy Seal

Mimi Mouse

Sound-Spelling Card Practice

**Signal to practice the sound-spelling card

Correcting Student Errors

Materials: Sound-spelling cards from your core reading program.

You're going to practice the sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.

1. **Let's practice this one together.** Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Use signal for practice** to present two other sound-spelling cards and re-present the missed card.
6. Continue presenting the sound-spelling cards.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 5, Day 1

s	s	m	m
m	s	s	m

Letter Name Review

You're going to practice saying letter names. When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

1. **My turn.** Use the signal for each letter name.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first letter on the chart. Use the signal for each letter name.*
3. **Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud.** Call on two to three students.

*Signal for each letter name

1. Touch to the left of the letter. **Name?**
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.

Correcting Student Errors

1. **My turn.** Re-present the missed letter name.
2. **Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

s	s	m	m
m	s	s	m

Sound-Spelling Review: Beginning

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter. I'll show you how to say the sounds for the first two letters.

1. **My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
3. **Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.** Call on two to three students.

*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
2. Wait 2 seconds for students to think.
3. For stop sounds, tap finger under the sound-spelling.

– or –

For continuous sounds, touch under the sound-spelling for 2 seconds.

Correcting Student Errors

1. **My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

3 (mat)	3 (ham)	3 (Gus)	3 (sum)

Phoneme Segmentation

You're going to practice saying the sounds in words. I'll say a word. Each time I hold up a finger, you'll say a sound in the word. I'll show you how to say the sounds in the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say each sound in the word out loud.** Call on two to three students.

**Signal for each word*

1. Hold up a closed fist, fingers facing you. Say one word from the list.
2. Every second hold up one finger from right to left for each sound of the word (this will be the correct direction from the student perspective).

Correcting Student Errors

1. **My turn**. Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 5, Day 2

the	like	I	and

Irregular Word Reading

You're going to learn to read new words using *say-it, spell-it, say-it*.

*Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

Correcting Student Errors

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 5, Day 2

the	like	I	and
I	like	and	I

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (him)	3 (mix)	3 (me)	3 (Tam)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Sammy Seal

Mimi Mouse

Sound-Spelling Card Practice

**Signal to practice the sound-spelling card

Correcting Student Errors

Materials: Sound-spelling cards from your core reading program.

You're going to practice the sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.

1. **Let's practice this one together.** Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Use signal for practice** to present two other sound-spelling cards and re-present the missed card.
6. Continue presenting the sound-spelling cards.

s	m	m	s
m	s	m	s

Letter Name Review

You're going to practice saying letter names. When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

1. **My turn.** Use the signal for each letter name.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first letter on the chart. Use the signal for each letter name.*
3. **Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud.** Call on two to three students.

*Signal for each letter name

1. Touch to the left of the letter. **Name?**
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.

Correcting Student Errors

1. **My turn.** Re-present the missed letter name.
2. **Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

s	m	m	s
m	s	m	s

Sound-Spelling Review: Beginning

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter. I'll show you how to say the sounds for the first two letters.

1. **My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
3. **Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.** Call on two to three students.

*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
2. Wait 2 seconds for students to think.
3. For stop sounds, tap finger under the sound-spelling.

– or –

For continuous sounds, touch under the sound-spelling for 2 seconds.

Correcting Student Errors

1. **My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

3 (sum)	3 (map)	3 (Sam)	3 (mug)

Phoneme Segmentation

You're going to practice saying the sounds in words. I'll say a word. Each time I hold up a finger, you'll say a sound in the word. I'll show you how to say the sounds in the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say each sound in the word out loud.** Call on two to three students.

**Signal for each word*

1. Hold up a closed fist, fingers facing you. Say one word from the list.
2. Every second hold up one finger from right to left for each sound of the word (this will be the correct direction from the student perspective).

Correcting Student Errors

1. **My turn**. Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 5, Day 3

and	like	I	like

Irregular Word Reading

You're going to learn to read new words using *say-it, spell-it, say-it*.

*Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

Correcting Student Errors

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

and	like	I	like
the	like	and	I

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (mat)	3 (ham)	3 (mug)	3 (sum)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Sammy Seal

Mimi Mouse

Sound-Spelling Card Practice

**Signal to practice the sound-spelling card

Correcting Student Errors

Materials: Sound-spelling cards from your core reading program.

You're going to practice the sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.

1. **Let's practice this one together.** Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Use signal for practice** to present two other sound-spelling cards and re-present the missed card.
6. Continue presenting the sound-spelling cards.

m	s	s	m
m	s	m	s

Letter Name Review

You're going to practice saying letter names. When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

1. **My turn.** Use the signal for each letter name.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first letter on the chart. Use the signal for each letter name.*
3. **Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud.** Call on two to three students.

*Signal for each letter name

1. Touch to the left of the letter. **Name?**
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.

Correcting Student Errors

1. **My turn.** Re-present the missed letter name.
2. **Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

m	s	s	m
m	s	m	s

Sound-Spelling Review: Beginning

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter. I'll show you how to say the sounds for the first two letters.

1. **My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
3. **Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.** Call on two to three students.

*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
2. Wait 2 seconds for students to think.
3. For stop sounds, tap finger under the sound-spelling.

– or –

For continuous sounds, touch under the sound-spelling for 2 seconds.

Correcting Student Errors

1. **My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

3 (him)	3 (mix)	3 (me)	3 (Tam)

Phoneme Segmentation

You're going to practice saying the sounds in words. I'll say a word. Each time I hold up a finger, you'll say a sound in the word. I'll show you how to say the sounds in the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say each sound in the word out loud.** Call on two to three students.

**Signal for each word*

1. Hold up a closed fist, fingers facing you. Say one word from the list.
2. Every second hold up one finger from right to left for each sound of the word (this will be the correct direction from the student perspective).

Correcting Student Errors

1. **My turn**. Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 5, Day 4

see	I	and	the

Irregular Word Reading

You're going to learn to read new words using *say-it, spell-it, say-it*.

*Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

Correcting Student Errors

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

see	I	and	the
like	and	see	and
and	like	the	see

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (man)	3 (gum)	3 (map)	3 (mat)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

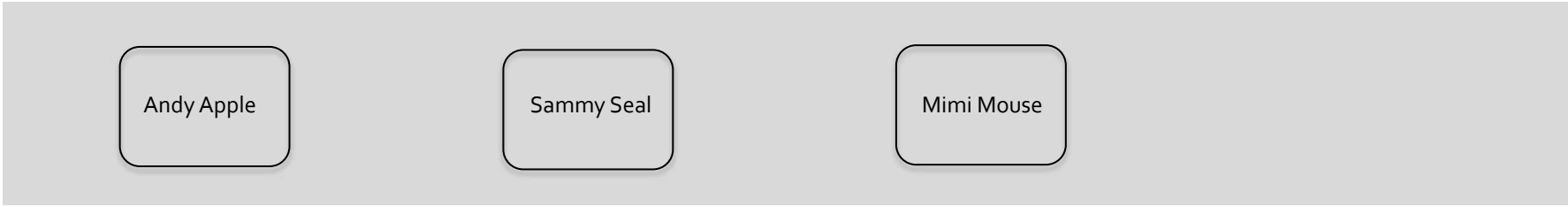
1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.



Sound-Spelling Card Introduction and Practice

Materials: Sound-spelling cards from your core reading program.

You're going to learn the new sound-spelling card(s). When I tap the card, you'll repeat the name, sound, or spelling.

**Signal to introduce a new sound-spelling card*

1. Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Repeat steps 1 through 4 for each of the new cards.

Now you're going to practice the new sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.

**Signal to practice the sound-spelling card

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.

Correcting Student Errors

1. **Let's practice this one together.**
2. Follow the signal to introduce a new sound-spelling card* steps 1 through 4.
3. Practice two other sound-spelling cards.
4. Re-present the missed card following the signal to practice the sound-spelling card** steps 1 though 4.
5. Continue presenting the sound-spelling cards.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 5, Day 4

a	m	m	s
m	s	a	s

Letter Name Review

You're going to practice saying letter names. When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

1. **My turn.** Use the signal for each letter name.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first letter on the chart. Use the signal for each letter name.*
3. **Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud.** Call on two to three students.

*Signal for each letter name

1. Touch to the left of the letter. **Name?**
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.

Correcting Student Errors

1. **My turn.** Re-present the missed letter name.
2. **Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 5, Day 4

a	m	m	s
m	s	a	s

Sound-Spelling Review: Beginning

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter. I'll show you how to say the sounds for the first two letters.

1. **My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
3. **Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.** Call on two to three students.

*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
2. Wait 2 seconds for students to think.
3. For stop sounds, tap finger under the sound-spelling.

– or –

For continuous sounds, touch under the sound-spelling for 2 seconds.

Correcting Student Errors

1. **My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 5, Day 4

am	Sam

Continuous Blending

You're going to practice blending sounds to read words. You will say the sounds when I point to the letters. When you blend, don't stop between sounds. I'll show you how to blend and read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Words beginning with continuous sounds: Touch to the left of the word. **Blend.**
1. Words beginning with stop sounds: Touch under the first letter.
Blend.
2. Loop finger from letter to letter. Pause under each letter for 1 second for continuous sounds and an instant for stop sounds.
3. Touch again to the left of the word. **Word?**
4. Slide finger under the word.

Correcting Student Errors

• Sound Error: **My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.**Continue presenting the words on the chart.
• Blending Error: **My turn. Watch me blend this word.** Demonstrate blending. **Your turn. Blend.** Loop finger from letter to letter. **Let's start over.** Continue presenting the words on the chart.
• Word Error: **My turn. This word is [word]. Your turn. Word?** Slide finger under the word. **Let's start over.** Continue presenting the words on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 5, Day 4

am	Sam

Regular Word Reading

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. **My turn.** Re-present the missed word.
2. **Your turn.** Re-present the missed word.
3. **Now let's practice blending that word.** Follow the blending routine used in the previous blending activity to have students practice blending the missed word.
4. Back up two words and continue presenting the words on the chart.

3 (mat)	3 (ham)	3 (mug)	3 (sum)

Phoneme Segmentation

You're going to practice saying the sounds in words. I'll say a word. Each time I hold up a finger, you'll say a sound in the word. I'll show you how to say the sounds in the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say each sound in the word out loud.** Call on two to three students.

**Signal for each word*

1. Hold up a closed fist, fingers facing you. Say one word from the list.
2. Every second hold up one finger from right to left for each sound of the word (this will be the correct direction from the student perspective).

Correcting Student Errors

1. **My turn**. Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 5, Day 5

see	and	the	like

Irregular Word Reading

*Signal for *say-it, spell-it, say-it*

Correcting Student Errors

You're going to learn to read new words using *say-it, spell-it, say-it*.

1. Touch to the left of the word. **My turn. The word is…** Slide finger under the word [word].

2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.

3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.

4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again**. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 5, Day 5

see	and	the	like
the	see	I	like
and	see	the	I

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (sap)	3 (mop)	3 (mad)	3 (jam)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

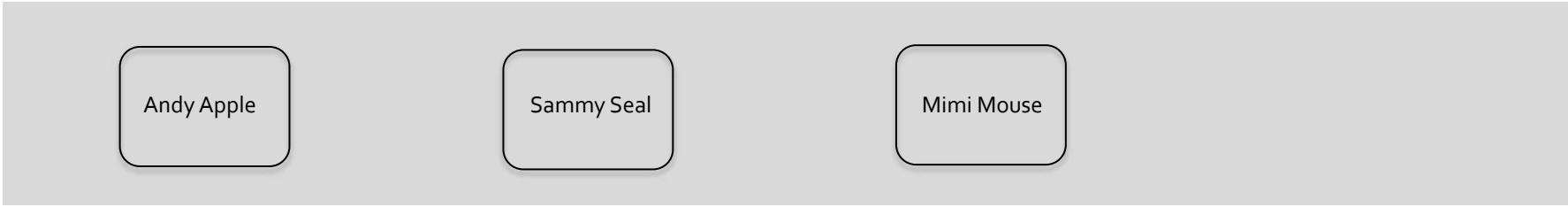
1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.



Sound-Spelling Card Introduction and Practice

Materials: Sound-spelling cards from your core reading program.

You're going to learn the new sound-spelling card(s). When I tap the card, you'll repeat the name, sound, or spelling.

**Signal to introduce a new sound-spelling card*

1. Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Repeat steps 1 through 4 for each of the new cards.

Now you're going to practice the new sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.

**Signal to practice the sound-spelling card

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.

Correcting Student Errors

1. **Let's practice this one together.**
2. Follow the signal to introduce a new sound-spelling card* steps 1 through 4.
3. Practice two other sound-spelling cards.
4. Re-present the missed card following the signal to practice the sound-spelling card** steps 1 though 4.
5. Continue presenting the sound-spelling cards.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 5, Day 5

a	m	a	s
m	s	a	a

Letter Name Review

You're going to practice saying letter names. When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

1. **My turn.** Use the signal for each letter name.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first letter on the chart. Use the signal for each letter name.*
3. **Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud.** Call on two to three students.

*Signal for each letter name

1. Touch to the left of the letter. **Name?**
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.

Correcting Student Errors

1. **My turn.** Re-present the missed letter name.
2. **Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 5, Day 5

a	m	a	s
m	s	a	a

Sound-Spelling Review: Beginning

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter. I'll show you how to say the sounds for the first two letters.

1. **My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
3. **Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.** Call on two to three students.

*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
2. Wait 2 seconds for students to think.
3. For stop sounds, tap finger under the sound-spelling.

– or –

For continuous sounds, touch under the sound-spelling for 2 seconds.

Correcting Student Errors

1. **My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 5, Day 5

am	Sam

Continuous Blending

You're going to practice blending sounds to read words. You will say the sounds when I point to the letters. When you blend, don't stop between sounds. I'll show you how to blend and read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

*Signal for each word

1. Words beginning with continuous sounds: Touch to the left of the word. **Blend.**
1. Words beginning with stop sounds: Touch under the first letter.
Blend.
2. Loop finger from letter to letter. Pause under each letter for 1 second for continuous sounds and an instant for stop sounds.
3. Touch again to the left of the word. **Word?**
4. Slide finger under the word.

Correcting Student Errors

• Sound Error: **My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.**Continue presenting the words on the chart.
• Blending Error: **My turn. Watch me blend this word.** Demonstrate blending. **Your turn. Blend.** Loop finger from letter to letter. **Let's start over.** Continue presenting the words on the chart.
• Word Error: **My turn. This word is [word]. Your turn. Word?** Slide finger under the word. **Let's start over.** Continue presenting the words on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 1, Lesson 5, Day 5

am	Sam

Regular Word Reading

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

**Signal for each word*

1. Touch to the left of the word.
Word?
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Correcting Student Errors

1. **My turn.** Re-present the missed word.
2. **Your turn.** Re-present the missed word.
3. **Now let's practice blending that word.** Follow the blending routine used in the previous blending activity to have students practice blending the missed word.
4. Back up two words and continue presenting the words on the chart.

3 (man)	3 (gum)	3 (map)	3 (mat)

Phoneme Segmentation

You're going to practice saying the sounds in words. I'll say a word. Each time I hold up a finger, you'll say a sound in the word. I'll show you how to say the sounds in the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say each sound in the word out loud.** Call on two to three students.

**Signal for each word*

1. Hold up a closed fist, fingers facing you. Say one word from the list.
2. Every second hold up one finger from right to left for each sound of the word (this will be the correct direction from the student perspective).

Correcting Student Errors

1. **My turn**. Use the signal for each word* and re-present the missed word.
2. **Your turn**. Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Tier 2 Foundational Skills Intervention (K.1) For use with Houghton Mifflin Harcourt - Journeys Common Core 2014

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