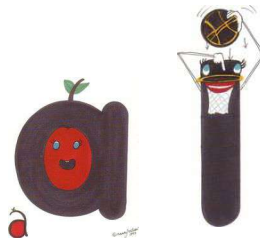


Red Level Reading - Week 3-31



Goals (Where we left off)

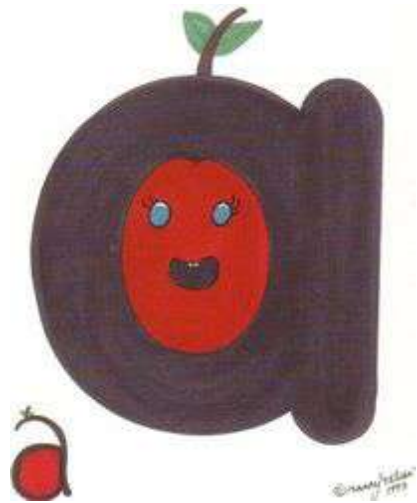
- Read and spell short vowel words with 3 sounds (CVC and digraphs) – students at this level were able to blend these types of words with all vowels but had some vowel sound confusion. Before school closed, we were focusing on short a and short i words (sip vs sap)
- Read and spell trick/high frequency words (like *the*, *is*, *want*)
- Read decodable sentences and passages with fluency and understanding. Decodable means there are many words that can be sounded out given students' level of phonics knowledge.

Week 1 activities:

- **TRICK WORDS:**
 - **FLASH CARDS:** Select 3 trick words from the step 1 list (attached). Start a stack of flash cards with these words on them. Practice reading and spelling these words.
 - Be creative – practice spelling with sidewalk chalk, in shaving cream, build with magnetic letters (whatever you have!) – remind your child to spell out loud as they write.
- **Word Sort 1**
 - Make flashcards from the word list (page 4). Keep this pile separate from the trick word pile!
 - Use the cards for different sorting activities. This week, sort your cards into 2 piles - *short a* words and *short i* words. Read each word before you put them away.
- **Sentences & Story**
 - Read the sentences out loud. Practice reading them to different people/stuffed animals etc. to improve fluency. Draw pictures to go with them!
 - Read the story **A Tap and a Pat**. Practice reading it out loud several times to improve your fluency. Draw a picture of what happens in the beginning middle and end.
 - Send a video to Mrs. Wescott showcasing your fluent reading!

Picture Prompts:

I use these pictures to help with distinguishing between similar vowel sounds (in addition to the pictures used by Wilson Foundations a-apple-/a/, l-itch-/i/. These “Lively letters” give clues about articulation as well – to help students make the sound correctly.



“Pretend your opening your mouth wide to bite into a big juicy apple. Say aaaaaah-pple.”



“Hold the imaginary basketball over your head. Smile and make it go –i-i-i-innnn”

Digraph Picture Clues

<https://www.youtube.com/watch?v=a4RN7iLx3cY> (20 second video showing routine)



Words for Flashcards short a/short i

Cut these out and sort them – short i and short a

rip	rap	rig
rag	sip	sit
sat	mat	math
sick	dip	back
tag	tip	tick
pad	tack	tin
quit	quack	lap
lip	Rash	rib

Sentences - Read, underline digraphs, sketch pictures on another page, etc.

(Not necessary to do them all in one sitting.)

1. Did that duck quack?
2. The gal with the dog **is** Viv.
3. He **was** a whiz on that quiz!
4. I wish to jog on that path.
5. Rick had a quick chat with Dad.
6. Let the cat lick the dish.
7. Pat led the pup to the **his** dish.
8. Sal got a lot of fish
9. The bat **is** in **his** lap.
10. I did a dash to the ship.

Passage/Story - Read the story attached to the email.
Draw a picture showing what happened first, next, and last.

First	Next	Last

Write a sentence about the story.
