

✧ The Job

Introduce the Book

- Display the cover of the book. Point to the title, *The Job*, and have students sound out the words as you run your fingers under them.
- Ask: *What do you see in the picture? What is a job? What jobs can you do?*

Read the Book

- Give each student a copy of the book and have them turn to page 2.
- Instruct students to point to each of the first three words. Remind them that these are words they don't sound out.
- Have students point to the next word and sound it out: */jjjooob/*.
- As students run their fingers under the next words, continue to distinguish between words they sound out and words they must recognize by sight.
- Have students read the sentence at normal speed.
- Point out the quotation marks, which let students know what Dan said.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students are having difficulty, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *What is Dan's job? What do Jen and Jim see? Who gets the jam?*
- Read the decodable book *The Job* with the remaining small groups of students. Assign blackline master 4 and Independent Activities for the rest of the class.

Assessment Tip: Use the completed blackline master to assess how well students can match beginning sounds with the letters that stand for those sounds.

Support Tips

Develop/reinforce

idiomatic language: *in a jiff*

- Before reading, direct students to complete a common task, such as putting their names on a paper, but do not put pencils or markers on the table.
- When students request the necessary material, respond by saying, *In a jiff*, and give them the

materials after a short delay.

- Pass out the materials necessary to complete the task, giving all of one item, such as the glue, to one student.
- Have students take turns requesting the items needed to complete the assigned task.
- Model the target response so that the student who has the needed item responds *In a jiff* before handing over the materials.
- Use the phrase as often as possible throughout the day. For example, as students are picking up after an activity, give specific directions: *Marcos, put the crayon in the box.*
- Model the response—*Yes, teacher, in a jiff*—if the student does not follow the direction immediately.

✧Kit and Kim

Introduce the Book

- Display the cover of the book. Point to the title, *Kit and Kim*, and have students sound out the words as you run your finger under them.
- Ask: *What do you see in the picture? Is the pet big or small? Do you have a pet?*

Read the Book

- Give each student a copy of the book and have them turn to page 2.

Instruct them to sound out the first word as they run their fingers under it:

/JJJeeennnn/.

- Have students point to the next word. Remind them that this is a word they don't sound out and that they have practiced. Have them say the word, *has*.
- Have students run their fingers under the last word as they sound it out: */Kiiit/.*
- Have students read the whole sentence at normal speed.

- Repeat with the next sentence on the page.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty, continue guiding them page by page.

Discuss the Book

- When students have finished reading, ask: *Who chases Kit? Who picks up the kitten? How do you know Kit is happy?*

- Read the decodable book *Kit and Kim* with the remaining small groups of students. Assign blackline master 4 and Independent Activities for the rest of the class.

Assessment Tip: Use the completed blackline master to assess how well students can match beginning sounds with the letters that stand for those sounds.

Support Tips

Develop/reinforce

past tense: *saw*

- Before reading, show students objects or pictures. Ask one student:

What did you see? Accept

one-word answers. Model the

target language: (*Student's*

name) ***saw*** ____.

Have students repeat the target response:

(*Student's name*) ***saw*** ____.

- Have students work in pairs as they look at pictures. Have one student describe what he/she sees: *I see/saw a* ____.
- The other student tells the teacher or another student what the first student saw: ____ ***saw*** ____.

- Alternatively, have students view a common experience, such as a recess activity, and tell the group what they ***saw***.

Using students' responses, model the target language structure:

____ ***saw a*** ____.

❖ Yip and Yap

Introduce the Book

- Display the cover of the book. Point to the title, *Yip and Yap*, and have students sound out the words as you run your finger under them.
- Ask: *What do you see in the picture? What is the dog doing? Why is the dog doing that?*

Read the Book

- Give each student a copy of the book and have them turn to page 2. Instruct them to put their fingers on the first word. Remind them that this is a word they don't sound out and that they have practiced. Have them say the word *The*.
- Have them run their fingers under the next word as they sound it out:
/puuuup/.
- Have students sound out the other words in the sentence: */kaaaannnn/*, */rrrruuuunnnn/*, */aaaat/*, */Kiiit/*.
- Have students read the whole sentence at normal speed.
- Repeat with the remaining sentences on the page.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty sounding out the words, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *What does the pup say? What does Pam want? What is Bob doing? Why does the pup stop saying “yip” and “yap”?*
- Read the decodable book *Yip and Yap* with the remaining small groups of students. Assign blackline master 4 and Independent Activities for the rest of the class.

Assessment Tip: Use the completed blackline master to assess how well students can make match beginning sounds with the letters that stand for these sounds.

Support Tips

Develop/reinforce

future tense: *will*

(Note: This is a late-learned verb tense that requires significant experience with, and exposure to, the structure.)

- Before reading and before recess, ask: *What will you do at recess?*

Accept a single-word response, such as *swing*, and model the target response: ___ *will swing*.

- Ask other students what a particular student *will* do. Accept oneword responses and model the complete target response: *Hui will* _____.

- Ask students what they *will* do over the upcoming weekend. Accept a single-word response, such as *basketball*, and model the target sentence: ___ *will play basketball*.

✧ The Vet

Introduce the Book

- Display the cover of the book. Point to the title, *The Vet*, and have students sound out the words as you run your finger under them.
- Ask: *What do you see in the picture? What is a vet? What does a vet do?*

Read the Book

- Give each student a copy of the book and have them turn to page 2. Instruct them to run their fingers under the first word as they sound it out:

/SSSaaamm/.

- Have students point to the next word. Remind them that this is a word they don't sound out and that they have practiced. Have them say the word, *said*.
 - As students run their fingers under the next words, continue to distinguish between words they sound out and words they must recognize by sight.
 - Have students read the whole sentence at normal speed.
 - If students can sound out the words without difficulty, have them whisper-read the rest of the text.
 - If students have difficulty sounding out the words, continue to guide.
- Read the decodable book *The Vet* with the remaining small groups of students. Assign blackline master 4 and Independent Activities for the rest of the class.
- Assessment Tip:** Use the completed blackline master to assess how well students can make connections between beginning sounds and the letters that stand for those sounds.

them page by page.

Discuss the Book

- When students have finished reading, ask: *Why did Sam and Pop go to the vet? Who went to the vet with Sam and Pop? Why was the cat fat?*

Support Tips

Develop/reinforce

future tense: *will*

(Note: This is a late-learned verb tense that requires significant experience with, and exposure to, the structure.)

- Before lunch, ask: *What will you eat for lunch?* Accept singleword responses, such as *pizza*, and model the target response:

___ *will eat pizza.*

- Ask other students what a particular student will eat. Accept singleword responses and model the target response: *Maria will eat pizza.*
- Ask students what they will do over the upcoming weekend. Accept singleword responses, such as *skate*, and model the target response: ___ *will skate.*
- Ask other students what a particular student will do. Accept singleword responses and model the target response: *Maria will skate.*

✧Quinn

Introduce the Book

- Display the cover of the book. Point to the title, *Quinn*, and have students sound out the word as you run your finger under it. Ask: *What do you see in the picture? Who is Quinn? What do you think will happen?*

Read the Book

- Give each student a copy of the book and have them turn to page 2.

Instruct them to put their fingers on the first word and sound it out:

/JJJjiiimmm/.

- Have students point to the next word. Remind them that this is a word they don't sound out and that they have practiced. Have them say the word: **and**.
- Have students point to the other words in the sentence and sound out each one as they run their fingers under them: */JJJjeeennnn/*, */haaad/*, */Kiiit/*.
- Have students read the whole sentence at normal speed.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students are having difficulty, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *Why were people in the contest unhappy with Quinn? What did Len say to Quinn? Why? Who won the contest? Why?*
- Read the decodable book *Quinn* with the remaining small groups of students. Assign blackline master 4 and Independent Activities for the rest of the class.

Assessment Tip: Use the completed blackline master to assess how well students can make match beginning sounds with the letters that stand for those sounds.

Support Tips

Develop/reinforce

past tense: **had**

- Before reading, give three or four students different classroom items or pictures of characters. Have students show the class their items/pictures.
- Collect the items and ask: *Who had the ____?*
- Accept single-word responses, but model the target past-tense verb sentence, *Daniel had the ____*, and have students chime in.
- Repeat the activity, having individual students ask the question

and choosing a student to respond.

Model the target response

as necessary.

- Assign students to small groups to repeat the activity, using the question and the complete sentence to respond.

✂️ The Sax

Introduce the Book

- Display the cover of the book. Point to the title, *The Sax*, and have students sound out the words as you run your finger under them.
- Ask: *What do you see in the picture? What is a sax? How do you play a sax?*

Read the Book

- Give each student a copy of the book and have them turn to page 2.
- Instruct them to run their fingers under the first word as they sound it out: **/Beeeennnn/**.
- Have students point to the next two words. Remind them that these are words they don't sound out and that they have practiced. Have them say the words: **saw, the.**
 - Have students point to the last word and sound it out: **/ssssaaaaks/**.
 - Have students read the whole sentence at normal speed.
 - Repeat with the remaining sentences.
 - If students can sound out the words without difficulty, have them whisper-read the rest of the text.
 - If students have difficulty, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *Why did Ben go to see Max and Rex? What did Max and Rex do for Ben? What will Ben do next?*
- Read the decodable book *The Sax* with the remaining small groups of students. Assign blackline master 4 and Independent Activities for the rest of the class.

Assessment Tip: Use the completed blackline master to assess how well students can match beginning sounds with the letters that stand for these sounds.

Support Tips

Develop/reinforce

vocabulary word: *sax*

- Before reading, borrow a few instruments from the music teacher

and/or collect pictures of a few instruments, including a sax, to show students.

- Ask individual students to identify and pantomime how to play an instrument they recognize.
- If students recognize the sax as a saxophone, accept the response and ask if anyone knows another name for it. Provide *sax* if no one knows the word.
- Have all students repeat the name of each instrument and copy the pantomimed actions.
- Ask individual students to pantomime playing one of the instruments while the other students try to guess the name of the instrument. Model and reinforce *sax* as often as possible during the activity.

✂️ **Buzz, Buzz**

Introduce the Book

- Display the cover of the book. Point to the title, *Buzz, Buzz*, and have students sound out the words as you run your finger under them.
- Ask: *What do you see in the picture? What might go “buzz, buzz”?*

Read the Book

- Give each student a copy of the book and have them turn to page 2. Instruct them to run their fingers under the words as they sound them out: */buuuuzzzz/, /buuuuzzzz/*.
- Have students point to the next word. Remind them that this is a word they don't sound out and that they have practiced. Have them say the word: *went*.
- Have students point to the last word and sound it out as they run their fingers under it: */Zzzzaaaak/*.
- Have students read the whole sentence at normal speed.
- Repeat with the rest of the page.

- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty sounding out the words, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *Why did the pup do? What did Zak do to the pup? Why? How did Ben help the pup?*
 - Read the decodable book *Buzz, Buzz* with the remaining small groups of students. Assign blackline master 4 and Independent Activities for the rest of the class.
- Assessment Tip:** Use the completed blackline master to assess how well students can make connections between ending sounds and the letters that stand for these sounds.

Support Tips

Develop/reinforce the concepts:

in and out

- Before reading, distribute cups and small manipulatives, such as unifix cubes.
- Model putting an item ***in*** your cup while directing the students to put the item ***in*** their cups. Have students tell you their item is ***in*** the cup.
- Model taking the item ***out*** of the cup while directing students to do the same. Create a visual barrier so that students cannot see where you put your item as you tell them where the item is. Have students place their item according to your description. Say: *The block is ***in*** the cup.*
- Remove the visual barrier so that all can compare their efforts with your model. Model the sentence that describes the placement and have students repeat the sentence.
- Repeat this as often as necessary to develop the vocabulary.

- Divide students into pairs or small groups to continue the activity. Create a visual barrier so that students cannot see each other's materials.
- One student places the manipulative *in* or *out* of the cup and directs his/her partner(s) to do the same.
- Have students use the target prepositions as they describe their placement and the original placement after the barrier is removed: *The block is in the cup.*

✧ I Am In

Introduce the Book

- Display the cover of the book. Point to the title, *I Am In*, and have students sound out the words as you run your fingers under them.
- Ask: *What do you see in the picture? What is the bird doing? Where is the bird?*
- Give each student a copy of the book and have them turn to page 57.
- Do the Fill it in! Section together. If students are confident then they can try it by themselves first before you go over it together as a class.

Read the Book

- Instruct students to point to each of the words as you read.
- Have students sound out the words they do not know: */llloooooookkkk/*.
- As students run their fingers under the next words, continue to distinguish between words they sound out and words they must recognize by sight.
- Have students read the sentence at normal speed.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students are having difficulty, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *Where was the pig? Where was the fox? What is a pal?*
- Read the decodable book *I Am In* with the remaining small groups of students. Assign blackline master 4 and Independent Activities for the rest of the class.

Assessment Tip: Use the completed blackline master to assess how well students

can match beginning sounds with the letters that stand for those sounds.

Support Tips

Develop/reinforce

Questions beginning with the “be” verb

- Point out the pictures in the story and the questions they ask. “Am I in my pen? “Am I in my den?”
- Ask the students “Am I in the classroom?” and have the students respond. Yes, you are. Then ask, “Am I in my house?” The students should respond, “No, you aren’t.”
- Practice with them a few more times with different questions.
- When students have got the hang of it, then you can have them practice with each other. They can ask each other questions and the other responds with the answer.
- Walk around the classroom as they practice listen to see if they are doing it right.
- Throughout the day, you can occasionally ask them a question and see who puts their hand up first to answer.

✂I Did It

Introduce the Book

- Display the cover of the book. Point to the title, *I Did It*, and have students sound out the words as you run your fingers under them.
- Ask: *What do you see in the picture? What is the boy doing? Is he having fun?*
- Give each student a copy of the book and have them turn to page 65.
- Do the Fill it in! Section together. If students are confident then they can try it by themselves first before you go over it together as a class.

Read the Book

- Instruct students to point to each of the words as you read.
- Have students sound out the words they do not know.
- As students run their fingers under the next words, continue to distinguish between words they sound out and words they must recognize by sight.

- Have students read the sentence at normal speed.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students are having difficulty, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *Was Jan hot or cold? Can Val fit it in? What will Pam do?*
- Read the decodable book *I Did It* with the remaining small groups of students. Assign blackline master 4 and Independent Activities for the rest of the class.

Assessment Tip: Use the completed blackline master to assess how well students can match beginning sounds with the letters that stand for those sounds.

Support Tips

Develop/reinforce

Past tense: did

- Ask the students a question like: “Can I draw a person on the board?” The students can respond, “Yes, you can.” Then turn around and draw a person on the board. When you are finished turn back around to the class and say, “I did it!”
- Ask the students “Can you draw a person?” Have the students draw a person in their writing books or on a sheet of paper.
- When they are finished remind them to say, “I did it.”
- Next you can choose three students and take them out the door. Have one of them draw a picture of a person on a sheet of paper.
- Bring the students back into class. Hold up the picture of the person. Ask the class, “Who did it?” The class can guess by saying, “John did it.” or “Jessica did it.”
- After the students have tried to guess, ask the student who drew the picture to say, “I did it.”

✂I Have It!

Introduce the Book

- Display the cover of the book. Point to the title, *I Have It*, and have students sound out the words as you run your fingers under them.
- Ask: *What do you see in the picture? Does she like her teddy bear? What is she giving her teddy bear?*
- Give each student a copy of the book and have them turn to page 73.
- Do the Fill it in! Section together. If students are confident then they can try it by themselves first before you go over it together as a class.

Read the Book

- Instruct students to point to each of the words as you read.
- Have students sound out the words they do not know.
- As students run their fingers under the next words, continue to distinguish between words they sound out and words they must recognize by sight.
- Have students read the sentence at normal speed.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students are having difficulty, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *What color is the bag? What does the boy have on his lap? What did he put on his bat?*
- Read the decodable book *I Have It* with the remaining small groups of students. Assign blackline master 4 and Independent Activities for the rest of the class.

Assessment Tip: Use the completed blackline master to assess how well students can match beginning sounds with the letters that stand for those sounds.

Support Tips

Develop/reinforce

Grammar usage: have

- Ask a student to come to the front of the class. Give him or her a ruler or something. Ask the question, “What do you have?” Tell the student to say, “I have a ruler.” Have the student sit down and bring up another volunteer and use a different object.
- After that, tell each student to take out one object from their bag or pencil case. Tell them you will turn around while they take it out. Count to ten and then turn back around.
- Go around the class and ask the students, “What do

you have?” Each student can respond by telling you what they have.

- Another game you can play is to get a ruler or some other object. You give the ruler to the first person and tell them that when you turn around they should pass the ruler around the classroom. After a short time, you can turn back around and ask, “Who has my ruler?” The student who has the ruler must respond, “I have it.”

✂On Top!

Introduce the Book

- Display the cover of the book. Point to the title, *On Top*, and have students sound out the words as you run your fingers under them.
- Ask: *What do you see in the picture? What will she do with the mop? Does she like to mop the floor?*
- Give each student a copy of the book and have them turn to page 81.
- Do the Fill it in! Section together. If students are confident then they can try it by themselves first before you go over it together as a class.

Read the Book

- Instruct students to point to each of the words as you read.
- Have students sound out the words they do not know.
- As students run their fingers under the next words, continue to distinguish between words they sound out and words they must recognize by sight.
- Have students read the sentence at normal speed.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students are having difficulty, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *Where was the big pup? What did the boy stand on? What does the girl on the mop want to be?*
- Read the decodable book *On Top* with the remaining small groups of students. Assign blackline master 4 and Independent Activities for the rest of the class.

Assessment Tip: Use the completed blackline master to assess how well students can match beginning sounds with the letters that stand for those sounds.

Support Tips

Develop/reinforce

Grammar usage: get/ got

- Teach students how to use the word get in future and past tense.
- Put a bunch of objects on a table in the front of the classroom. Model the sentence structures first for the students. You can play it up by having trouble choosing which object you want to get. Then say, “I will get the eraser.” Then take the eraser off the table.
- After you take the eraser off the table. Turn and say to the class, “I got the eraser.” Then invite a volunteer to come to the front and try. Have them first say what they will get and then afterward what they got.
- If you are really generous, you can let them keep the objects that they get as a gift for participating.
- You can put a chair in the front of the class and model the same sentence structure from the book, “I will get on the chair.” Then after you get off you can say, “I got on the chair.”
- It may be helpful to remind students that we don’t often say “I need to take my pencil.” We usually say, “I need to get my pencil,” or “I need to get my box.”

✂The Hot Sun

Introduce the Book

- Display the cover of the book. Point to the title, *The Hot Sun*, and have students sound out the words as you run your fingers under them.
- Ask: *What do you see in the picture? Do you want to go to the beach? What can you do at the beach?*
- Give each student a copy of the book and have them turn to page 89.
- Do the Fill it in! Section together. If students are confident then they can try it by themselves first before you go over it together as a class.

Read the Book

- Instruct students to point to each of the words as you read.
- Have students sound out the words they do not know.
- As students run their fingers under the next words, continue to distinguish between words they sound out and words they must recognize by sight.

- Have students read the sentence at normal speed.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students are having difficulty, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *What things can he do in the hot sun? What does he hit with a bat? Why does he rub it in?*
- Read the decodable book *The Hot Sun* with the remaining small groups of students. Assign blackline master 4 and Independent Activities for the rest of the class.

Assessment Tip: Use the completed blackline master to assess how well students can match beginning sounds with the letters that stand for those sounds.

Support Tips

Develop/reinforce

Grammar usage: a lot

- Get out a number of pencils or some other object.

Ask the class, “Do I have a lot of pencils?” Teach the class to say “Yes, you have a lot of pencils.”

- Put the pencils down except for one. Then ask the class again, “Do I have a lot of pencils?” Teach the class to say “No, you don’t have a lot of pencils.”

- Practice a couple more times until they have the hang of it.

- Then you can play a game. You can get a bunch of pencils and hide them behind your back or in a bag. Then ask for a volunteer. Ask the volunteer, “Do I have a lot of pencils?” The student can guess whether you have a lot or not by saying, “Yes, you have a lot of pencils,” or “No, you don’t have a lot of pencils.”

- If he or she guesses correctly, then they get to sit down but if they don’t then they have to be the next person to hide the pencils or other objects behind their back.

✧I Can!

Introduce the Book

- Display the cover of the book. Point to the title, *I Can*, and have students sound out the words as you run your fingers under them.
- Ask: *What do you see in the picture? Can you hang upside down like him? What will*

happen if he falls down?

- Give each student a copy of the book and have them turn to page 97.
- Do the Fill it in! Section together. If students are confident then they can try it by themselves first before you go over it together as a class.

Read the Book

- Instruct students to point to each of the words as you read.
- Have students sound out the words they do not know.
- As students run their fingers under the next words, continue to distinguish between words they sound out and words they must recognize by sight.
- Have students read the sentence at normal speed.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students are having difficulty, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *What can the boy in the tub do? What can the girl with the pup do? What can the boy do in the park?*
- Read the decodable book *I Can* with the remaining small groups of students. Assign blackline master 4 and Independent Activities for the rest of the class.

Assessment Tip: Use the completed blackline master to assess how well students can match beginning sounds with the letters that stand for those sounds.

Support Tips

Develop/reinforce

Grammar usage: can/ can't

- Ask the class, “Can you make a paper airplane?” Teach the class to respond, “Yes, I can. I can make an airplane.”
- Give the students some paper so that they can show you that they can make a paper airplane. Make sure they write their name on their airplane.
- When they are done you can say, “you can make a paper airplane.” Ask them, “Can you fly the paper airplane?” They should say, “Yes, I can fly the paper airplane.”
- When they are done you can say, “You can fly

a paper airplane.” Then you can say, “Can you pick up your paper airplane?” The students should first say, “Yes, I can pick up my airplane.” Then they can go find their airplane and then go back to their seats.