

OBJECTIVES

Students will

- ◆ review /i/ spelled *i*, /b/ spelled *b*, /k/ spelled *c* and *k*, /l/ spelled *l* and *ll*, /p/ spelled *p*, and /r/ spelled *r*.
- ◆ read a **Decodable Story**.
- ◆ learn new high-frequency words.
- ◆ build fluency.
- ◆ write extended sentences.

MATERIALS

- ◆ **Sound/Spelling Cards** 1, 2, 3, 9, 12, 16, 18
- ◆ Routines 2, 3, and 9
- ◆ **Decodable Stories, Book 1**, Story 2
- ◆ **High-Frequency Flash Cards**
- ◆ **Getting Started Reader**, pp. 4–11



Preparing to Read

Phonics 

Review: /i/ spelled *i*; /b/ spelled *b*; /k/ spelled *c* and *k*; /l/ spelled *l* and *ll*; /p/ spelled *p*; /r/ spelled *r*

- ◆ Point to the **Sound/Spelling Cards**, and remind students that each card has a name, a sound, and a spelling.
- ◆ Point to **Sound/Spelling Card** 1—Lamb, and have students give its name, sound, and spelling. *Lamb, /a/, a* Then point to **Sound/Spelling Card** 9—Pig, and ask students how they can tell this card stands for a vowel sound. *The letter is red.* Ask what the green box tells them about the vowel sound for the card. *It is a short sound.* Have them say the /i/ sound several times.
- ◆ Review **Sound/Spelling Cards** 2—Ball, 3—Camera, 12—Lion, 16—Popcorn, and 18—Robot, and ask students how they know that all these cards stand for consonant sounds. *The letters are black.* For each card, have them name the picture and say the sound and its spelling. Point to the Camera card, and explain that /k/ has more than one spelling and that *c* and *k* are two of these spellings. Point to the Robot card, and tell them that /r/ also has more than one spelling.
- ◆ Tell students that the consonant sound /l/ can be spelled with double letters *ll* but that the two letters together make only one sound.



Teacher Tip

SOUND/SPELLING CARD STORIES To review the phonics elements discussed in today's lesson, you may want to read the **Sound/Spelling Card** stories, which can be found in the Level Appendix.

ROUTINE
3

Blending

For the words in the following word lines, use Routine 3, the whole-word blending routine, to help students sound out and read the words.

- ◆ Write the whole word on the board.
- ◆ Point to each spelling in the word, and have students give the sound for each one.
- ◆ Make the blending motion from left to right, and have students blend the sounds and say the word.
- ◆ Have students reread the word naturally.

Line 1	pin	pan	sip	sap
Line 2	ill	hill	pill	still
Line 3	lap	clap	rip	clip
Line 4	kiss	kid	class	clam
Line 5	crab	crib	trip	trap