

Students: Sam and Josh	Date:	Lesson:
Lesson Objective: Students will decode and encode one syllable words with initial blends.		
Syllable Types: S: CVC/closed; J: CVC/closed	Families: n/a	
Spelling Patterns: n/a	Affixes: n/a	
Syllable Division: n/a	Roots: n/a	

<i>Association I: Symbol to Sound</i>																																												
Component		Notes																																										
<p>1. Phonemic Awareness (5 minutes)  <i>Take turns showing S picture cards (slip, frog, drum, plum, glob, brim); ask them to use blocks to segment individual sounds; reinforce the 2 sounds in each initial blend, and short vowel</i></p> <ol style="list-style-type: none"> <li><i>Student segments sounds (1 sound=1 block)</i></li> <li><i>Students then blends sounds together to say word</i></li> </ol>																																												
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<p>5. Oral Reading (10-12 minutes)  <i>Read from chart paper, reinforce tracking each word with finger or pointer.                  Read aloud 3+ times.                  Running record.</i></p>		<ol style="list-style-type: none"> <li>1. Students code for initials blends (in red).</li> <li>2. Students reads aloud, students track-teacher running record</li> <li>3. Teacher models reading text aloud</li> <li>4. Students read text aloud</li> </ol>																																																																																								

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<i>Association II-III: Sound to Symbol</i>													
Component	Notes												
<p>6. Handwriting (3 minutes)</p> <p><i>Set up paper. Reinforce placement on lines (especially Josh).</i></p> <p><i>Trace/print first and last names on printed paper (one line)</i></p> <p><i>Have model paper ready - in student binder each have a copy with their full name</i></p>													
<p>7. What Says?/Sound dictation (3 minutes)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Sam</th> <th style="width: 50%;">Josh</th> </tr> </thead> <tbody> <tr> <td>/s/</td> <td>Short /i/</td> </tr> <tr> <td>short /o/</td> <td>/l/</td> </tr> <tr> <td>/k/ (c, k)</td> <td>Short /o/</td> </tr> <tr> <td>/l/</td> <td>/s/</td> </tr> <tr> <td>Short /i/</td> <td>/k/ (c, k)</td> </tr> </tbody> </table>	Sam	Josh	/s/	Short /i/	short /o/	/l/	/k/ (c, k)	Short /o/	/l/	/s/	Short /i/	/k/ (c, k)	<p>Alternate between the two; move quickly</p>
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/s/	Short /i/												
short /o/	/l/												
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/l/	/s/												
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<p>8. Words to Spell/SOS (6-8 minutes)  <i>Reinforce procedure. Use fingers to show sounds/letters.</i></p> <table border="1" data-bbox="164 279 1073 674"> <thead> <tr> <th>Sam</th> <th>Josh</th> </tr> </thead> <tbody> <tr> <td>glob</td> <td>brim</td> </tr> <tr> <td>drum</td> <td>plum</td> </tr> <tr> <td>frog</td> <td>frog</td> </tr> <tr> <td>plum</td> <td>drum</td> </tr> <tr> <td>brim</td> <td>glob</td> </tr> </tbody> </table> <p>I put a <b>glob</b> of shampoo in my hair.                  I like to play the <b>drum</b>.                  The <b>frog</b> can hop!                  The <b>plum</b> is my favorite fruit.                  The <b>brim</b> of my hat shades my face.</p>	Sam	Josh	glob	brim	drum	plum	frog	frog	plum	drum	brim	glob	<p>Alternate/reverse order. While one is writing word, have the other work on code the previous spelled word.</p>
Sam	Josh												
glob	brim												
drum	plum												
frog	frog												
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<p>9. Learned words - review (5 minutes)  <i>Play Race to the Top</i></p> <table border="1" data-bbox="164 953 1073 1220"> <thead> <tr> <th>Sam</th> <th>Josh</th> </tr> </thead> <tbody> <tr> <td>said</td> <td>said</td> </tr> <tr> <td>was</td> <td>has</td> </tr> <tr> <td>has</td> <td>the</td> </tr> </tbody> </table>	Sam	Josh	said	said	was	has	has	the	<p>Ask them to trace and also to spell with eyes closed</p>				
Sam	Josh												
said	said												
was	has												
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<p>10. New Learned word: were (5 minutes)  <i>Make card, practice writing (sand, playdoh, screen) and saying (arm spelling.) Use in sentences and include in reference notebook.</i></p>													
<p>11. Sentence dictation (9 minutes)</p> <ol style="list-style-type: none"> <li>Grab the bag.</li> <li>Cram it in!</li> </ol> <p>Comments:</p> <table border="1" data-bbox="164 1640 1073 1850"> <thead> <tr> <th>Sam</th> <th>Josh</th> </tr> </thead> <tbody> <tr> <td style="height: 80px;"></td> <td></td> </tr> </tbody> </table>	Sam	Josh			<p>Use tally marks to count words. Reinforce finger spelling of words. Prompt using CAPS.</p>								
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<p>Future Planning</p> <table border="1"><tr><td data-bbox="162 241 1075 489"><p><b>Sam</b></p></td></tr><tr><td data-bbox="162 489 1075 737"><p><b>Josh</b></p></td></tr></table>	<p><b>Sam</b></p>	<p><b>Josh</b></p>	
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