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**FastTrack Phonics 2nd Edition**  
**Teacher's Manual**

# **Success for All Phonics**

## **FastTrack Phonics 2nd Edition Teacher's Manual**

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# First Day Lesson

## Lesson Purpose:

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- This lesson will be used on the first day of intervention to introduce your students to FastTrack Phonics.
- In this lesson, students will meet you and their new classmates. You will also introduce them to the fun and interesting activities they will do together in FastTrack Phonics.
- We recommend students' desks be arranged in a way that accommodates partner and team work.

# First Day Lesson

## You will need:

- Student nametags (teacher acquired)
- Team Celebration Points poster with overlay
- Cup and plastic chips or other point-tracking system supplies (teacher acquired)
- Team Cooperation Goals Cue Cards
- Alphonse and Cami puppets
- FastTrack Phonics interactive software

## Introductions

### Students and Partnerships

#### Zero Noise Signal

- Use the following text as a guide to introduce students to the FastTrack Phonics classroom. Maintain a sense of enthusiasm as you discuss it with your students.
- Have students gather together in front of you, on a rug if possible. Teach the Zero Noise Signal by raising your hand and placing your finger to your lips to give a “quiet” signal.
- **Welcome to FastTrack Phonics, class! I am your teacher, \_\_\_\_\_.** We’re going to have a lot of fun in this class as we learn together. The first thing that we will learn is called the Zero Noise Signal. Did you see how I raised my hand when I was ready for you to be quiet just now? When you see me raise my hand like that, you will finish what you are saying to someone if you are talking and then raise your hand too. When you start to see other students raise their hands, then you will know it’s time to do the same thing.
- **Let’s try it. When I say “go,” I want you to tell someone sitting close to you what your favorite color is. Ready? Go!** Give students a moment to share information about their favorite color, and then raise your hand. Be careful not to speak yourself when your hand is raised. Smile and give other gestures to encourage students to also stop talking and raise their hands. Once all students are quiet and have their hands raised, put down your own hand and say, “Hands down.” Emphasize that students can finish their thoughts first before raising their hands. Repeat the practice if necessary.
- **Let’s get to know our classmates.** Call each student to come to the front of the room and receive a nametag. Introduce each student to the class as you do this.
- **Now that we know everyone’s names, let’s find out a little more about one another. In our class, you will work together with a partner. You will talk to your partner about what you read, and practice reading and answering questions together.** Announce the student partnerships. The partnership assignments can be random until you have had a chance to get to know your students. Have partners sit together. Within each partnership, assign one student

# First Day Lesson . . . . .

“Peanut Butter” and the other “Jelly.” For a triad, assign “Peanut Butter,” “Jelly,” and “Bread.” The lessons use Peanut Butter and Jelly exclusively, so a triad may need extra support to ensure everyone gets a turn.

Think-Pair-Share

- **We may also sometimes work in teams. A team is made up of two partnerships working together.** Randomly assign each partnership another partnership to work with as a team. Have teams sit together on the carpet or at desks arranged to accommodate four students working together.
- **One thing that we will do in our class a lot is called Think-Pair-Share. Sometimes when I ask you a question, I will give you some quiet time to think about the answer and then have you pair, or tell your answer to your partner and listen to their answer. After you talk to your partner, I will call on some of you to share what you and your partner talked about with the entire class.**
- **Let’s practice Think-Pair-Share by answering the question “What are some things you like to do?” For example, I like fishing, skating, and reading books. What do you like to do? Think about that first, without talking. Point to your head to indicate think time. Now share what you like to do with your partner and listen to what they like to do. Jellies, you can talk first this time. Tell your partner some things that you like to do, and then the Peanut Butters will share.** Give students a minute or two to talk. Next, use zero noise to signal the end of the conversation. Then have students introduce their partners and tell about some things that they like.
- **In our FastTrack Phonics class, your partnership will work together to learn new things about reading.**

## Honey Points and Team Celebration



- **Each day you will practice hearing sounds and reading and writing words. When you do a good job with that, you will earn honey points! We will be watching videos and learning to read sounds and words with an alligator named Alphie and a bee named Cami. Do you know what bees make in their hive after they work hard flying from flower to flower? They make honey! So in phonics class, when we do good work that helps all of us become better readers, we will earn honey points. All of the honey points earned by partnerships get added together at the end of the class and are added to the Team Celebration Points poster.**
- **Introduce the Team Celebration Points poster. You have all done a great job so far with sharing about your partners, so each team has earned some honey points!** Add an equal number of points for each team to the poster. Demonstrate how the overlay will be used to determine which teams are Super, Great, or Good teams at the end of each week. Explain that at the end of each day, the points earned at students’ desks will be added to the poster.

# First Day Lesson . . . . .

- **You can earn honey points by following directions or doing a good job on your classwork. You can also earn points by working well together with your partner. We will all have fun learning and helping our classmates learn too. To be able to do this, we need to practice being good partners. We have some guidelines for how to be a good partner in reading class.**
- Explain that there are two main ways that we will be practicing being good partners in class. The first is by taking turns (and being a good listener when it is not your turn). The second is helping and encouraging each other. Explain your expectations for partner work; below is some suggested text.
- **First, when we work with partners, it is very important to be good turn-takers. This means when it is my partner’s turn, I let them do the talking. I sit and listen carefully to what my partner says. Sometimes I will have to keep track of how far my partner has read down a page. If I’m not paying attention (listening and looking at the page), I might not do that correctly. I owe it to my partner to pay attention and get it right. Soon it will be my turn and then my partner will have to keep track for me. This is called Active Listening.**
- Ask students if they would like to work with someone who is good at taking turns and tell why. Ask students to think of different ways they can be a good turn-taker.
- **Second, partners need to help and encourage each other. It is important that we learn a lot in class, but it is also important that we help our classmates learn too. One of the things we can do to help our classmates is to encourage them. For example, if Maria and I are reading a book together, and she gets stuck trying to read a hard word, I can say something like, “That’s okay, Maria. Start from the beginning, and try again. You can do it!” When she reads the word, I can say, “Good job, Maria! I knew you could do it!”** Ask students if they would like to work with someone who encourages them and tell why. Ask students to think of different ways they could encourage their classmates.
- **There are other ways we can work well together to earn honey points. We can “Explain Our Ideas and Tell Why”; ensure “Everyone Participates”; and we can “Complete Tasks” together. We’ll learn more about these in the coming days and weeks.**
- Pull out the Alphie (alligator) and Cami (bee) puppets. **I won’t be your only teacher. This is Alphie; he will be my helper, and his friend Cami.** Allow the puppet to talk to students, welcoming them to class and expressing great excitement about the fun they are all going to have together in class.

**Optional:** Create a special place for Alphie and Cami to live within your classroom. For example, a spot on a shelf, a simple house made from a cardboard box, or a corner.

**For schools using Optional Shared Stories:** Distribute a few Shared Stories to tables. **We will be using these books, called Shared Stories, to learn how to read. We will read them as a class, and you will read them with your partners. When you’re finished, you even get to take the books home!** Give students a few minutes to look through the stories. If you have provided books from different levels, point out how the books get harder and harder as students learn to read more and more.

# First Day Lesson . . . . .

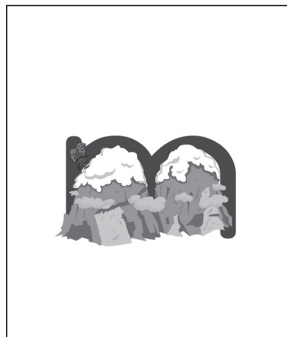
- **One of the fun things we will do in this class is watch Alphie and his friends show us how they learn how to read. They'll help us learn how to work together and be good learners. Let's take a look at some of the things we'll get to see.**
- Select First Day Lesson from the FastTrack Phonics software menu on the interactive white board to find sample clips in each of the categories below:
  - Animated Alphabet
  - Sound and the Furry: Sound It Out
- Introduce each skit, and tell students how each one helps them to learn.
  - Animated Alphabet—**Every day we'll learn a new sound. These cartoons will help us remember each sound.**
  - Sound and the Furry: Sound It Out—**Alphie and his friends will show us how to read hard words.**
- **You've done a great job of learning about our classroom today. You've done such a good job that we're going to cheer for ourselves!** Explain to students that the cheers will be used every day to celebrate their good work. Choose several cheers to demonstrate to the class. Have the class stand up and join you.



# Presenting /m/

## At a Glance

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New sound: /m/

### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Alphie and Cami puppets
- Partner Phonics Booklet 1

Students will learn key words that are used to remember the sounds and shapes of the letters of the alphabet.

## Alphabet Wall Frieze

- Introduce students to Alphie. Say: **Here is someone I want you to meet. This is Alphie. Alphie is a friend who comes to class to help us learn new things. I know that you're going to like working with Alphie.**
- **One thing that Alphie loves to do is draw pictures. These are some of Alphie's pictures. Let's take a look at them.**
- Play the Alphabet Wall Frieze slowly, showing the Key Cards for "a" through "g" stopping for each letter. As you point to the picture, say the name of the object two times. Then ask, **What is it?** *Wait for students' responses.* Use the name of the object in a short sentence to clarify the meaning.
  - Example: **This is an apple. Apple. What is it?** *apple Very good. I like to eat apples. Look at this picture. This is a bat and ball. Bat and ball. What is it?* *bat and ball Good. I use a bat and ball to play baseball.*
- Point out that the Key Cards (wall set) are also displayed in the classroom.

Students will identify and isolate a sound.

## Hear the New Sound

### Key Picture

- **Every day, Alphie will choose one of these pictures and tell us more about it. Let's look at the picture he has for us today.**
  - Use the Key Picture activity to display the Key Card for /m/.
  - **Alphie wrote a note for you, too. The note will tell you more about the picture.** Play the alliterative phrase: **"The man marches on mountains."**
  - **Let's practice saying that special sentence from Alphie.** Say the first /m/ word once, and ask students to repeat it. Then, say the word again, stretching /m/ at the beginning. Do this for every /m/ word in the sentence.

Whole Group Response

Teacher: **The**

Students: *The*

Teacher: **man**

Students: *man*

Teacher: **mmman**

Students: *mmman*

Teacher: **marches**

Students: *marches*

Teacher: **mmmarches**

Students: *mmmarches*

Teacher: **on**

Students: *on*

Teacher: **mountains**

Students: *mountains*

Teacher: **mmmountains**

Students: *mmmountains*

- **Alphie wants us to listen for a special sound today. It's the sound we hear at the beginning of m→man and m→mountain. What do you think the sound is? That's right. The sound for today is /m→m/.**

**Pictures and Objects**

- **We’re going to look at some more pictures that begin with /m→m/.** Use the Pictures and Objects activity to show students the pictures for the words *mermaid*, *moon*, *mop*, *mitt*. Say the name of the object as you display each picture, and ask students to repeat it. Then, say the name again, stretching /m/ at the beginning of the word.
  - Example: **Say mermaid. mermaid Now say mmmmermaid. mmmmermaid.**

**Making the Sound**

- Use the Making the Sound activity to play the sound. Ask students to say /m/. **Watch how my mouth moves when I say /m→m/. My lips are together, and it sounds like I’m humming, /m→m/. Let’s all say that sound together, /m→m/. Put your hand on your throat. Can you feel the hum? We can stretch this one. Say it with me /m→m/.**
  - Don’t allow students to say “meh” or “muh.” Emphasize the pure stretched sound, /mmm/.

**Students’ Words**

Think-Pair-Share

- **Now I want to see if you can tell me any words that begin with /m→m/. Think of a word you know that begins with /m→m/.** Pause while students think of /m/ words. **Now pair with your partner. Tell your partner your /m→m/ words.**
  - Choose two or three partnerships to share their answers with the class. Be sure to point out any students whose names begin with the special sound for the day.
- Award honey points to partnerships who share words that begin with the sound.



**Introduce the New Letter**

Students will learn the letter shape for the sound that they have learned.



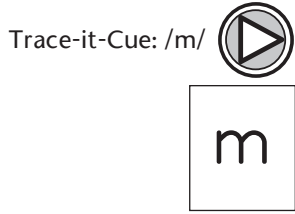
- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- **Now I’m going to show you the letter that says /m→m/.**
- Write the letter “m” on the board or chart paper. **This is the letter that says /m→m/. When I look at this letter, I think about the m→man on the m→mountain. The m→man m→marching on the m→mountain looks like this letter.**
- Trace the “m” as you say /m/. **Look really hard at this letter. Can you see how it looks like the m→man m→marching on the m→mountain? This letter says /m→m/. When you see this letter, say /m→m/. What does this letter say? /m→m/**



- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Write It Out

### Write Letters



Students will learn to write the letter.

- **Show animation:** Trace-it Cue—**Here’s how we can remember to write /m→m/.** Play the writing cue: **From the man go down, climb one mountain and another. /m→m/.** Repeat this three times. Then, play the animation again, this time tracing your finger over the letter “m” along with it. Repeat this as you recite the cue with animation three more times.
- **Now let’s try writing this letter in the air.** Turn your back to the students, and hold your finger high above your head. Model moving your finger in the shape of “m” as you recite the writing cue. Students should do this with you at least three times.
- **Now let’s try writing this letter on our own hand or arm.** Ask students to take turns “writing” the letter with their finger on their hand or arm while they repeat the writing cue. Repeat this activity three times.
- **Now you’re ready to write this letter on the writing pages in the back of your Partner Phonics Booklet.** Pass out Partner Phonics Booklet 1 and have students turn to the writing pages in the back. Students will practice writing the letter “m” in their Partner Phonics Booklet. They should recite the writing cue and say /m/ as they write the letter. **Now look at your partner’s page. Check to see that your partner made the shape correctly. If your partner wrote the letter correctly, you can put your initials on your partner’s page.**
- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. When finished, have the class read the letters together, or randomly select a partnership to read the letters.
- Award honey points to partnerships who write letters correctly.

Monitor



## Say-It-Fast



• **Show video: *Say-It-Fast***—Introduce and play the Say-It-Fast segment. **Today we are going to put sounds together to make a word and Say-It-Fast. This game will help us sound out words when we read. Let’s watch Alphonie and his friends play Say-It-Fast.**

Students learn to blend sounds into words.

• **Another thing you will learn about Alphonie is that he can speak in a special language. When Alphonie says a word, he says it very slowly so you can hear every sound. With just a little practice, I bet you’ll be able to understand every word he says. Alphonie is going to say a word now. Listen carefully, and I’ll show you how to figure out what he’s saying.**

• Have Alphonie say the word “me” by separating the two sounds. It should sound like this: /m→m/ /e→e/. Don’t stretch the sounds so that they run together. Each letter sound should be separate, and you should have clear pauses between each sound. Ask Alphonie: **Can you say that one more time?** (repeat)

• **I can figure out what Alphonie is saying by putting those sounds together.** Repeat the word as Alphonie did a few times, shortening the length of time that you pause between sounds. /m→m/..... /e→e/, /m→m/... /e→e/, /m→m/ /e→e/, /m→m e→e/, me. **That’s it! The word Alphonie said was “me.” Do you think that you can understand Alphonie’s special language now? Let’s try it. Alphonie will say a word in Alphonie Talk. I want you to tell me the word that he’s saying.**

Whole Group Response

• Have Alphonie make the sounds in each word. Give students a few seconds to think, then point to the class as a cue. Students will respond with the word using Whole Group Response.

2 Phonemes		3 Phonemes	
/m-y/	<i>my</i>	/m-a-d/	<i>mad</i>
/a-m/	<i>am</i>	/m-a-p/	<i>map</i>
/m-ay/	<i>may</i>	/m-i-ss/	<i>miss</i>

## Break-It-Down



• **Show video: *Break-It-Down***—Introduce and play the Break-It-Down segment. **Today we are going to take a word and Break-It-Down. This will help us when we spell words. Let’s watch Alphonie and his friends use Break-It-Down.**

Students learn to segment words into sounds.

• **I can see that you understand Alphonie’s special language. Now we’re going to see if we can speak in Alphonie’s special language. Remember that when Alphonie says a word, you can hear each sound that he says. I’m going to show you how you can hear the different sounds in words that you say.**

• Place your fingers on your cheeks. **When I put my hands here, I can feel how my mouth changes when I make different sounds. Listen to this word, and watch my mouth. mmmmaaaannn.** Slightly exaggerate the shape of your mouth as you do this. **Did you see my mouth change as I made different sounds? Good. I can also feel the different sounds with my hands. Let’s all try it.**

- Ask students to place their fingers on their cheeks. **Say “man.”** *Man.*  
Now: /m→ma→an→n/. *Wait for students’ responses.* **Did you feel your mouth change shape as you made the different sounds? Good. Let’s try another one.** **Say “sad.”** *Sad.* **Now say this: s→sa→ad.** *Wait for students’ responses.* **Did you feel your mouth change as you made the different sounds? Great! Let’s say some more words in Alpie’s special language.**
- Say each word in a normal tone of voice, and ask students to repeat it. Then, separate each sound in the word with students. Say the entire word one more time. Gradually reduce your support until students can stretch the words by themselves. Students can keep their hands on their cheeks during this exercise so that they can feel the different sounds in the words.

2 Phonemes		3 Phonemes	
my	/m-y/	mom	/m-o-m/
me	/m-e/	mitt	/m-i-tt/
moo	/m-oo/	mat	/m-a-t/

## Wrap-up Video

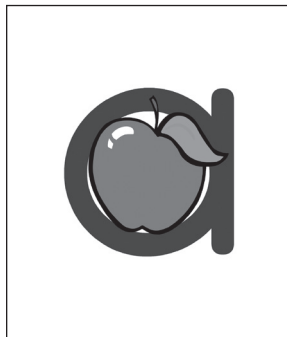


- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Presenting /a/

### At a Glance

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Day 1

New sound: /a/

Review sound: /m/

#### You will need:

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- Key Cards (wall frieze and teacher set)
- Upper- and lowercase alphabet card set
- Alphie and Cami puppets
- Partner Phonics Booklet 1

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, starting with the letter “h” and stopping with the letter “p,” and ask students to name each picture.

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /a/ and play the alliterative phrase: **Alphie asks for apples.** Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *ant*, *apple*, and *ax*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

### Making the Sound

- Use the Making the Sound activity to play the sound. Ask students to say /a/.
  - **Today’s sound is /a→a/. You have to open your mouth wide to say /a→a/, don’t you? /a→a/ is a loud sound. It’s not like /m→m/. /m→m/ is quiet. /a→a/ is loud. Let’s all say that sound together. /a→a/. Put your hand on your mouth to feel how wide it is. Let’s stretch it again, /a→a/.**

### Students’ Words

Think-Pair-Share



- Use **Think-Pair-Share** to have students share words that begin with /a/.
- Award honey points to partnerships who share words that begin with the sound.

## Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.



- Write the letter “a” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Write It Out

### Write Letters

Trace-It Cue: /a/



- **Show animation: Trace-it Cue**—Play the writing cue three times: **Left around the apple and down the leaf. /a→a/.**
  - Have students write the letter in the air while they recite the cue.
  - Have students write the letter on their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other’s work.
- Say the sound for the other letter that students have learned, (/m/). Have students write the letter and then check each other’s work.

/m/ as in map

- Review the letter cue for /m/. Have students write the letter two or three times using the cue.

## Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *match*, *mitt*, *moon*, and *mop*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

## Say-It-Fast



- **Show video: Say-It-Fast**—Introduce and play the Say-It-Fast segment. **Today we are going to put sounds together to make a word and Say-It-Fast. This game will help us sound out words when we read. Let’s watch Alphie and his friends play Say-It-Fast.**
- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/a-t/	at	/S-a-m/	Sam
/a-s/	as	/s-a-t/	sat
/a-m/	am	/th-a-t/	that

## Break-It-Down



- **Show video: Break-It-Down**—Introduce and play the Break-It-Down segment. **Today we are going to take a word and Break-It-Down. This will help us when we spell words. Let’s watch Alphie and his friends use Break-It-Down.**
- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

be	/b-e/	man	/m-a-n/
see	/s-ee/	lamb	/l-a-mb/
no	/n-o/	Sam	/S-a-m/

## Read Sounds



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

## Wrap-up Video

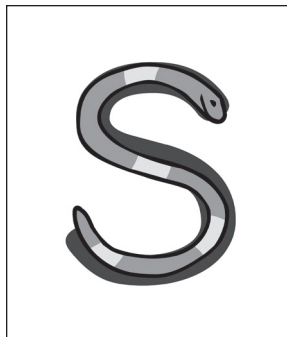


- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Presenting /s/

### At a Glance

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Day 1

New sound: /s/

Review sound: /a/

#### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Alphie and Cami puppets
- Partner Phonics Booklet 1

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, starting with the letter “q” and stopping with the letter “z,” and ask students to name each picture.

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /s/ and play the alliterative phrase: **The snake slides and slithers.** Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *seven, sun, suit, and sock*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

### Making the Sound

- Use the Making the Sound activity to play the sound. Ask students to say /s/.
  - **That’s a quiet sound, isn’t it? When I say /s→s/, my teeth are together in front, but my mouth isn’t closed. The air comes out between the little spaces between my teeth. Let’s stretch that sound together. /s→s/.**

### Students’ Words

- Use **Think-Pair-Share** to have students share words that begin with /s/.
- Award honey points to partnerships who share words that begin with the sound.

Think-Pair-Share

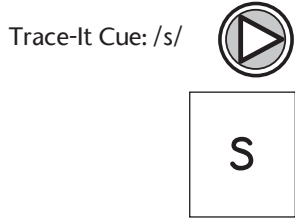


## Introduce the New Letter

- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “s” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Write It Out

### Write Letters



- **Show animation: Trace-it Cue**—Play the writing cue three times: **Left around, right around, from head to tail.**
  - Have students write the letter in the air while they recite the cue.
  - Have students write the letter on their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other’s work.
- Choose previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/a/ as in apple                      /m/ as in man

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

## Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *mermaid*, *moon*, *ant*, and *apple*, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

mermaid = /m/      moon = /m/                      ant = /a/                      apple = /a/

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/ i-s/	is	/ s-i-p/	sip
/ p-ie/	pie	/ s-a-t/	sat
/ a-dd/	add	/ p-a-ss/	pass

## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

see	/ s-ee/	sun	/ s-u-n/
am	/ a-m/	Sam	/ S-a-m/
at	/ a-t/	miss	/ m-i-ss/

## Read Sounds and Words



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

## Wrap-up Video

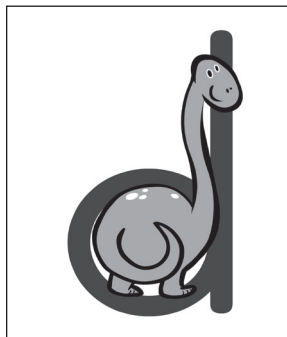


- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Presenting /d/

### At a Glance

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Day 1

New sound: /d/

Review sound: /s/

#### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 1

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /d/ and play the alliterative phrase: **Don't disturb the dinosaur.** Say the phrase with students, emphasizing the focus sound in each word.

**Teacher Note:** The /d/ sound is a “bounced” sound. A bounced sound is quick, and soft, and cannot be stretched or sustained. It has no vowel at the end of it and the pure sound should be emphasized. If students stretch out a bounced sound by adding a vowel (du or di), they will have more difficulty blending the sound into words. For example, if a student stretched the /d/ sounds in “dad” as they were sounding it out, it would sound like “duha→aduh” instead of “da→ad.” Help students to bounce /b/, /c/, /d/, /g/, /j/, /k/, /p/, /q/, /t/, /w/, /x/ and /y/ quickly and softly as they are introduced throughout FastTrack Phonics lessons.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *desk*, *duck*, *door*, and *doll*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

### Making the Sound

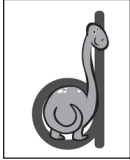
- Use the Making the Sound activity to play the sound. Ask students to say /d/.
  - **When I say /d...d...d/, I put the tip of my tongue behind my top teeth. My tongue moves down when I say /d...d...d/. Let's say that sound together. This sound is very quick. It is also very soft.** Repeat /d/ softly three times. Make sure each /d/ sound is quickly bounced so the sound is clear and precise. Emphasize the pure sound and make sure students do not add a vowel sound to say “duh,” or “dih.”

### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /d/.

Think-Pair-Share

## Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “d” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Write It Out

### Write Letters

Trace-It Cue: /d/



- **Show animation: Trace-it Cue**—Play the writing cue three times: **Left around his back, then head to toe. /d...d...d/.**
  - Have students write the letter in the air while they recite the cue.
  - Have students write the letter on their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other’s work.
- Choose previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/m/ as in man

/a/ as in apple

/s/ as in sit

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

## Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *six*, *mother*, *ant*, and *sock*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

six = /s/

mother = /m/

ant = /a/

sock = /s/

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/m-ay/	may	/d-o-g/	dog
/s-ew/	sew	/d-o-t/	dot
/d-oe/	doe	/m-u-d/	mud

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

add	/a-dd/	red	/r-e-d/
say	/s-ay/	bed	/b-e-d/
may	/m-ay/	dad	/d-a-d/

### Partner Practice

#### Read Sounds



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

- **Now we’re going to do something new. We’re going to read letter sounds with a partner. Let’s turn to Lesson 4 in our Partner Phonics Booklets. Look at the letters in the box. You will see that each letter has a small dot under it. One partner will place his finger on the dot. The other partner will read the letter above the dot.**



- **Show video: Partner Letter Reading**—Introduce and play the Partner Letter Reading segment. **Let’s watch Alphie and his friends work together to practice their letter sounds. This will show us how to work well together as partners.**

- Ask one student to come to the front of the room to model the partner reading of sounds. Write the letters “m,” “a,” and “s” on the board or chart paper. Place a dot under each letter, and add four small boxes under the letters (as it appears in the Partner Phonics Booklet page).

- **I’m going to put my finger on this dot. My partner will read the letter above my finger.** Ask the student partner: **What does this letter say? /m→m/ Very good. Let’s try it again.** Place your finger under the next dot. Ask the student to make the sound for the letter. Repeat for the next letter.

## Lesson 4 | Presenting /d/ .....

- **Now that my partner has read each letter correctly, I can put my initials in one of the boxes on his paper. This shows that he read everything correctly.** Place your initials in the first box.
- **Now my partner and I will trade places. My partner will put his finger on a dot, and I'll read the letter to which he's pointing.** Repeat the modeling process. **I read every sound correctly, so my partner can put his initials in a box in my book.** (Demonstrate.)
- **But my partner and I aren't finished yet. We can read the sounds to each other again. Every time our partner reads the letters correctly, we can put our initials in another box. Now you're ready to try reading with your partner.**

Monitor

- **Support Partner Work**— Monitor partners as they work together to read sounds. Make sure that one partner is putting his finger on the dots while the other one reads the words. Check to see that partners trade places and check each other's work when they are finished. Put your initials in both partner's books when both can read a box successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.

### Stretch and Read

- **Now you're ready to begin reading words. You'll see how Alphonse's special language will help you do this.**
- Use the Stretch and Read activity to demonstrate how to blend sounds together to read the word *sad*. Model how to blend sounds into words as needed.

/s→s.....a→a.....d/

/s→s..a→a..d/

/s→sa→ad/

/sad/

- **This word is "sad." We can read a word by making the sound for each letter. Then, we put the sounds together. This is like Alphonse Talk, isn't it?**
- **Let's read this word in Alphonse Talk and say the word. Point as you say: /s→s... a→a...d/. /s→sa→ad/. sad. Good work!** Use the word in a sentence to make sure that students hear it as a word they know.
- Repeat the activity with the words *mad*, *dad*, and *Sam*.
- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.

## Lesson 4 | Presenting /d/ .....



- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

### Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Metacognitive Strategy: Sound It Out

The Sound It Out strategy will help students when they come to a word they are unsure of when reading it in isolation or within the text.

- Introduce a reading strategy students can use while reading: **Sound It Out**.
- Tell students that now that they have mastered several letters and sounds, they are ready to start blending those sounds into words. Explain the Sound It Out strategy to students. **Today we are going to learn the Sound It Out strategy, which will help you read words that you do not know.**
- Remind students that they saw Alphie modeling with this strategy in the Sound and the Furry video. **Instead of guessing at a word, we have seen Alphie use the Sound It Out strategy when blending sounds together to help him figure out a word.**
- Model the strategy by selecting a word with three graphemes to show students how to blend sounds together to read words. For example, *dad*.
  - Post the word *dad* and have students look at the word. State if they know the word they should read it, but if not they should use the Sound It Out strategy.
  - Point to the first letter and say the sound out loud and then do the same for the middle and ending letter.

/d → d...a → a...d → d/

- Point to each letter again saying each sound a little faster (repeat a third time if needed).

/d → da → ad → d/

- Say the entire word and identify it as a word they can now read and recognize after using the Sound It Out strategy.

**dad**

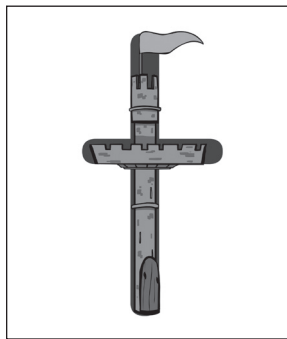
- Guide practice of the Sound It Out strategy using a different word, such as *sad* or *mad*.
- Praise students for practicing the Sound It Out strategy.



## Presenting /t/

### At a Glance

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New sound: /t/

Review sound: /d/

#### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 1

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /t/ and play the alliterative phrase: **Tap the tall tower.** Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures—*tiger, teeth, ten, and tie*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

### Making the Sound

- Use the Making the Sound activity to play the sound. Ask students to say /t/.
  - **When I say /t...t...t/, it's a lot like saying /d...d...d/. My tongue moves in the same way. But when I say /t...t...t/, I can hear lots of air. This sound is very quick. It is also very soft.** Bounce the /t/ sound three times with students. Make sure that students do not add a vowel sound and say “tuh.”

### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /t/.

Think-Pair-Share

## Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “t” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Write It Out

### Write Letters

Trace-It Cue: /t/



- **Show animation: Trace-it Cue**—Play the writing cue three times: **Go down the tower, lift and cross. /t...t...t/.**
  - Have students write the letter in the air while they recite the cue.
  - Have students write the letter on their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other’s work.
- Choose previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/m/ as in moon      /a/ as in apple      /s/ as in snake  
/d/ as in dinosaur

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

## Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *door*, *soap*, *mittens*, and *apple*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

door = /d/      soap = /s/      mittens = /m/      apple = /a/

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/d-o-g/	<i>dog</i>	/t-a-p/	<i>tap</i>
/s-ee/	<i>see</i>	/t-a-n/	<i>tan</i>
/i-n/	<i>in</i>	/m-a-t/	<i>mat</i>

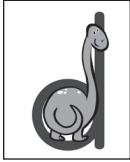
## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

it	/i-t/	tan	/t-a-n/
Tim	/T-i-m/	sit	/s-i-t/
at	/a-t/	ten	/t-e-n/

## Partner Practice

### Read Sounds



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 1  
Page 2

- Have students turn to Lesson 5 in their Partner Phonics Booklets, and read the sounds in the box together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.

## Stretch and Read

- Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

sat

mat

sad

- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.

## Wrap-up Video

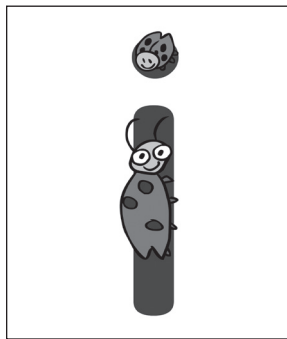


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /i/

## At a Glance

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New sound: /i/

Review sound: /t/

### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 1

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /i/ and play the alliterative phrase: **Imagine itchy insects**. Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *insect*, *inch*, and *igloo*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

### Making the Sound

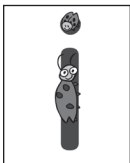
- Use the Making the Sound activity to play the sound. Ask students to say /i/.
  - **When I say /i→i/, my mouth is only open a little bit. The corners of my mouth pull back to say /i→i/. We can stretch this sound out. Say it with me: /i→i/.**

### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /i/.

Think-Pair-Share

## Introduce the New Letter

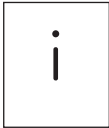


- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “i” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Write It Out

### Write Letters

Trace-It Cue: /i/



- **Show animation: Trace-it Cue**—Play the writing cue three times: **Go down the insect, lift and dot.**
  - Have students write the letter in the air while they recite the cue.
  - Have students write the letter on their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other’s work.
- Choose previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/m/ as in mop

/a/ as in ant

/s/ as in sun

/d/ as in dog

/t/ as in ten

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

## Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *ax*, *suit*, *duck*, and *tire*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

ax = /a/

suit = /s/

duck = /d/

tire = /t/

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/s-i-t/

*sit*

/s-i-t-s/

*sits*

/d-i-d/

*did*

/t-i-p-s/

*tips*

/i-t-s/

*its*

/p-i-g-s/

*pigs*

## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

in

/i-n/

tags

/t-a-g-s/

tip

/t-i-p/

slid

/s-l-i-d/

pin

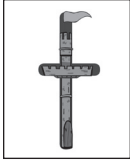
/p-i-n/

dips

/d-i-p-s/

## Partner Practice

### Read Sounds



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 1  
Page 3

- Have students turn to Lesson 6 in their Partner Phonics Booklets, and read the sounds in the first box together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Random Reporter



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.

## Stretch and Read

- Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

Sam

at

mat



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**
- **Show video: Partner Word Reading**—Introduce and play the partner word reading segment. **Let’s watch Alphie and his friends work together to practice reading words. This will show us how to work well together as partners so we can all learn to read well.**
- Tell students that they will now read words in their Partner Phonics Booklets with their partners. **Now you’re ready to read words with a partner. Look at the words in the second box. You and your partner will take turns reading the words to each other. You can read the words just like we do when we use the cards. You’ll make the sound for each letter. Then, you’ll put all the sounds together to say a word.**
- Ask one student to come to the front of the room to model partner reading of the words. Write the words *tad*, *sat*, and *mad* on chart paper or a chalkboard. Add four small boxes to the right of the letters (it should have the same format as the Partner

Phonics Booklet page). **This is how partners read words together. I'll start by putting my finger on the first word. I'll touch each letter and make the sounds. Then, I'll say the word. What should my partner be doing while I read?** Wait for students' responses. **That's right. My partner should be listening and helping as I read.** Model touching each letter and reading the sounds in the word. It should sound like this:

/t → d...a → a...d/

/t → ta → ad/

/tad/

- Read the other two words in the same way. **Now my partner can put their initials in one of these boxes. That shows that I read the words correctly. Now my partner and I will trade jobs. My partner will read words, and I'll listen and help. What will I do when my partner has finished reading? That's right. I'll put my initials in one of the boxes in their booklet.**
- **Keep reading the words over and over until you can both read them out of order and really fast. Have your partner point to the words out of order. Initial each other's page every time you read all of the words correctly and smoothly.** Let students know that it is their job to help their partners be successful.
- Have students make up sentences using the words when they are finished reading.
- **Support Partner Work**—While students are working with their partners, move around the room, commenting when you see partners working well together. Be descriptive. Note things like this: **Daryl, you pointed to each word to help your partner. Jewel, you initialed Don's book when he read all the words correctly the second time. Super! Mark and Leah, your sentence uses the word very well.** Spot successes and difficulties by asking individual students to read to you. Use the information you gain about what is difficult for your students to guide your instruction.

Monitor

Random Reporter



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the words together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Wrap-up Video



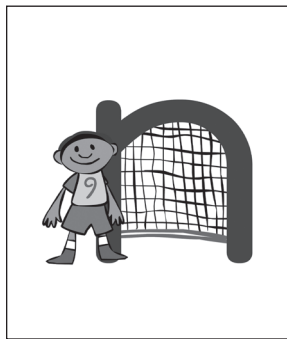
- **Show video**—Wrap up class and celebrate what students learned today with a video.



# Presenting /n/

## At a Glance

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New sound: /n/

Review sound: /i/

### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 1

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /n/ and play the alliterative phrase: **Ned is near the net.** Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *nurse*, *nose*, *nails*, and *nine*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

### Making the Sound

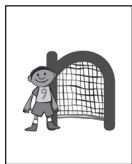
- Use the Making the Sound activity to play the sound. Ask students to say /n/.
  - **When I say /n→n/, the tip of my tongue goes behind my top teeth and I send air through my nose. Let’s all stretch that sound. /n→→→n/.**

### Students’ Words

- Use the Students’ Words activity and **Think-Pair-Share** to have students share words that begin with /n/.

Think-Pair-Share


## Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “n” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Write It Out

### Write Letters

Trace-It Cue: /n/ 



- **Show animation: Trace-it Cue**—Play the writing cue three times: **From head to toe and over the net. /n→n/.**
  - Have students write the letter in the air while they recite the cue.
  - Have students write the letter on their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other’s work.
- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/i/ as in igloo

/d/ as in dance

/t/ as in tiger

/s/ as in sit

/a/ as in astronaut

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

## Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *seven*, *desk*, *tent*, and *inch*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

seven = /s/

desk = /d/

tent = /t/

inch = /i/

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/n-i-p/

*nip*

/n-u-t-s/

*nuts*

/n-e-t/

*net*

/t-e-n-t/

*tent*

/d-i-g/

*dig*

/s-l-i-d/

*slid*

## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

tan

/t-a-n/

and

/a-n-d/

man

/m-a-n/

naps

/n-a-p-s/

nods

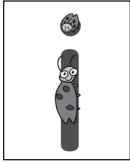
/n-o-d-s/

not

/n-o-t/

## Partner Practice

### Read Sounds



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 1  
Page 4

- Have students turn to Lesson 7 in their Partner Phonics Booklets, and read the sounds in the first box together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Random Reporter



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- **Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

at

sit

Sam

- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.



- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Presenting /o/

### At a Glance

---



New sound: /o/

Review sound: /n/

#### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 1

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /o/ and play the alliterative phrase: **The octopus observes olives**. Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *octopus* and *ox*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

### Making the Sound

- Use the Making the Sound activity to play the sound. Ask students to say /o/.
  - **When I say /o→o/, my mouth is open and my chin drops down a little. /o/. Let's all stretch the sound /o→o/ together. /o→→→o/. /o→o/ is a loud sound.**

### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /o/.

Think-Pair-Share


## Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “o” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Write It Out

### Write Letters

Trace-It Cue: /o/ 



- **Show animation: Trace-it Cue**—Play the writing cue three times: **Left around the octopus, /o→→→o/.**

- Have students write the letter in the air while they recite the cue.
- Have students write the letter on their own hand or arm.
- Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other’s work.

- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/i/ as in igloo      /d/ as in dance      /t/ as in tiger  
 /s/ as in sit      /a/ as in astronaut

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

## Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *nuts*, *ten*, *door*, and *insect*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

nuts = /n/      ten = /t/      door = /d/      insect = /i/

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/t-o-p/      top      /p-a-n/      pan  
 /p-o-t/      pot      /m-o-p-s/      mops  
 /o-n/      on      /n-i-p-s/      nips

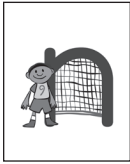
## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

dot      /d-o-t/      pig      /p-i-g/  
 pot      /p-o-t/      stop      /s-t-o-p/  
 ants      /a-n-t-s/      pops      /p-o-p-s/

## Partner Practice

### Read Sounds



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 1  
Page 5

- Have students turn to Lesson 8 in their Partner Phonics Booklets, and read the sounds in the first box together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Random Reporter



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- **Stretch and Read**— Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

dad

sit

did

- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**
- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

Monitor



- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the words together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Wrap-up Video

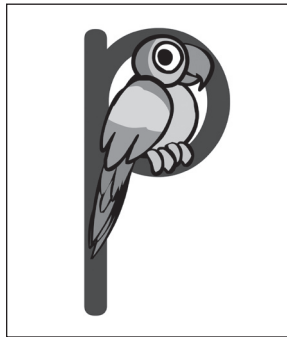


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /p/

## At a Glance

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New sound: /p/

Review sound: /o/

### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alpie and Cami puppets
- Partner Phonics Booklet 1

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /p/ and play the alliterative phrase: **Peek at the proud parrot.** Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *pillow, pie, pickle, and pig*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

### Making the Sound

- Use the Making the Sound activity to play the sound. Ask students to say /p/.
  - **When I say /p...p...p/, my lips touch together very quickly. I can feel air coming out when I say /p...p...p/ if I put my hand in front of my mouth. Let's try that.** Bounce the /p/ sound three times with students as you hold your hand in front of your mouth. Make sure that students do not add a vowel and say “puh” or “peh.” **Feel your throat. There is no vibration when you say /p...p...p/.**

### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /p/.

Think-Pair-Share


## Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “p” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Write It Out

### Write Letters

Trace-It Cue: /p/ 



- **Show animation: Trace-it Cue**—Play the writing cue three times: **From head to tail then right around the parrot, /p...p...p/.**
  - Have students write the letter in the air while they recite the cue.
  - Have students write the letter on their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other’s work.
- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/n/ as in nose

/s/ as in seven

/m/ as in mouse

/i/ as in inch

/t/ as in toe

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

## Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *insect*, *nails*, *ox*, and *tire*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

insect = /i/

nails = /n/

ox = /o/

tire = /t/

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/m-o-p/

mop

/u-p/

up

/t-o-p/

top

/p-i-g/

pig

/p-e-s-t/

pest

/p-o-n-d/

pond

## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

pad

/p-a-d/

pet

/p-e-t/

sun

/s-u-n/

pats

/p-a-t-s/

pen

/p-e-n/

sips

/s-i-p-s/

## Partner Practice

### Read Sounds



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 1  
Page 6

- Have students turn to Lesson 9 in their Partner Phonics Booklets, and read the sounds in the first box together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Random Reporter



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- **Stretch and Read**— Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

man

in

dot



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**
- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the words to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /g/

## At a Glance

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Day 1

New sound: /g/

Day 2

Review sound: /p/

### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 1

## Day 1

### Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

### Hear the New Sound

#### Key Picture

- Use the Key Picture activity to display the Key Card for /g/ and play the alliterative phrase: **The growing girl giggles.** Say the phrase with students, emphasizing the focus sound in each word.

#### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *goat, gum, gate, and girls.* Say the name and have students say it after you. Cut the initial sound short in each word three times.

#### Making the Sound

- Use the Making the Sound activity to play the sound. Ask students to say /g/.
  - **When I say /g...g...g/, I can feel the sound way in the back of my mouth. If I put my fingers here on my throat, I can feel the sound /g...g...g/. Let's all try that together.** Bounce the /g/ sound three times with students. Make sure that students do not add a vowel sound and say “guh” or “geh.”

#### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /g/.

Think-Pair-Share


### Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “g” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Write It Out

### Write Letters

Trace-It Cue: /g/ 



- **Show animation: Trace-it Cue**—Play the writing cue three times: **Left around the girl, down her braid and curl, /g...g...g/.**

- Have students write the letter in the air while they recite the cue.
- Have students write the letter on their own hand or arm.
- Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other’s work.

- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/t/ as in top

/p/ as in pencil

/d/ as in dish

/s/ as in silver

/a/ as in animal

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 2

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *pig*, *igloo*, *tiger*, and *nose*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

pig = /p/      igloo = /i/      tiger = /t/      nose = /n/

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/p-i-g/	<i>pig</i>	/s-a-g-s/	<i>sags</i>
/d-o-g/	<i>dog</i>	/g-a-s-p/	<i>gasp</i>
/g-a-s/	<i>gas</i>	/g-e-t/	<i>get</i>

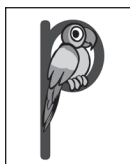
## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

nod	/n-o-d/	dig	/d-i-g/
bug	/b-u-g/	sand	/s-a-n-d/
log	/l-o-g/	gets	/g-e-t-s/

## Partner Practice

### Read Sounds



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson, /p/. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 1  
Page 7

- Have students turn to Lesson 10 in their Partner Phonics Booklets, and read the sounds in the first box together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class.

# Lesson 10 | Presenting /g/.....

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- **Stretch and Read**— Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

pan

man

sip



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**
- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the the words together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Quick Erase

- **Today we’re going to play a new reading game.**
- Use the Quick Erase activity to slowly go through a sequence of words to introduce the game.

Whole Group Response

- Show the first word, *sad*. Put your finger under the first letter. **Make the sound for each letter as I touch it.** Slowly touch each letter, and make the sounds with students. Then, sweep your finger under the entire word, and read it with students.
- **Now I want to see if I can trick you. One letter in this word is going to change. Do you think you can read it if one letter changes?** Click to change the letter “d” to “t.” Sound out the word by touching each letter and making its sound. Then, read the whole word. Continue through the activity one letter at a time and read the words with students. Gradually reduce your support so that students can read on their own. Use the following word sequence:

sad...sat...sit...pit...pat

## Wrap-up Video



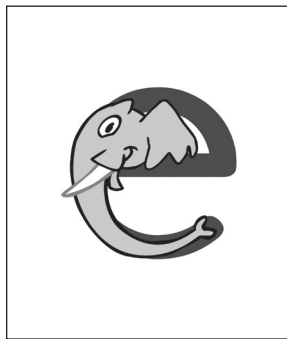
- **Show video**—Wrap up class and celebrate what students learned today with a video.



# Presenting /e/

## At a Glance

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Day 1

New sound: /e/

Day 2

Review sounds: /g/

### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 2

## Day 1

### Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

### Hear the New Sound

#### Key Picture

- Use the Key Picture activity to display the Key Card for /e/ and play the alliterative phrase: **Every elephant enters**. Say the phrase with students, emphasizing the focus sound in each word.

#### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *eggs*, *echo*, and *edge*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

#### Making the Sound

- Use the Making the Sound activity to play the sound. Ask students to say /e/.
  - **When I say /e→e/, my mouth is open just a little and my teeth are apart. It almost looks like I’m smiling. /e→e/ Let’s stretch it together. /e→→→e/.**

#### Students’ Words

- Use the Students’ Words activity and **Think-Pair-Share** to have students share words that begin with /e/.

Think-Pair-Share

### Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “e” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Partner Practice

### Stretch and Read with the New Sound

- **Now we’re going to practice reading words with the new sound we’ve learned.** Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

set

pen

get



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

**Teacher’s Note:** Blending words with an initial sound that is bounced is more difficult than blending a word that starts with a stretched sound. Model like this, moving the Letter Blending Cards closer together with each step:

/g...e→e...t/

/g..e→e..t/

/g.e→e.t/

/ge→et/

get

If students have difficulty, cover up the final “t” card and have students work with the first two cards. Tell your students: **The /g/ sound is so short it needs a piggyback ride on the /e/. Get your mouth ready to say the /g/ but don’t say it. Now say them right together without stopping in between. /ge→e/. Use this process when students have difficulty blending any bounced sounds at the beginning of words.**

Partner Phonics Booklet 2  
Page 1

- Have students turn to Lesson 11 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

Trace-It-Cue: /e/



- **Show animation: Trace-it Cue**—Play the writing cue three times: **Right under his ear, then all around his trunk, /e→→→e/.**

- Have students write the letter in the air while they recite the cue.
- Have students write the letter on their own hand or arm.
- Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other's work.

- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/o/ as in octopus

/g/ as in girl

/i/ as in insect

/p/ as in parrot

/t/ as in tower

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 2

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *sock*, *mittens*, *ax*, and *ten*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

sock = /s/      mittens = /m/      ax = /a/      ten = /t/

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/p-i-n/	<i>pin</i>	/t-e-n-t/	<i>tent</i>
/g-e-t/	<i>get</i>	/s-e-n-t/	<i>sent</i>
/s-e-t/	<i>set</i>	/n-e-s-t/	<i>nest</i>

## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

leg	/l-e-g/	pets	/p-e-t-s/
pet	/p-e-t/	send	/s-e-n-d/
gas	/g-a-s/	pops	/p-o-p-s/

## Partner Practice

### Read Sounds and Words



- **Read Letter Sounds—Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 2  
Page 1

- Have students turn to Lesson 11 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

# Lesson 11 | Presenting /e/ .....



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read the letter sounds successfully.
- **Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

map

pad

pats

- Have students turn to the third box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Words**—Some partnerships will need more time than others on the first three words. If students have successfully read all of the words in the third box with their partners and made up one or two sentences, then they are ready to move on to the last box. This box contains three words with an arrow next to them; these are “booster words.” Booster Words use more phonemes and more varied spelling than the regular reading words. Booster Words allow students who are reading fluently and with few problems to extend their learning and experimentation with text. Students are not required to read the Booster Words as part of the lesson. Only allow students to go onto the Booster Words if EACH STUDENT in a partnership can read all of the regular words with fluency. Partners will work together to read Booster Words in the same way that they read regular words. This activity will keep faster students productively engaged while giving others enough time with the first set of words.



- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.
- Use **Random Reporter** to select a partnership to read the Booster Words together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Words successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**get...set...met...mat...pat...pot...got**



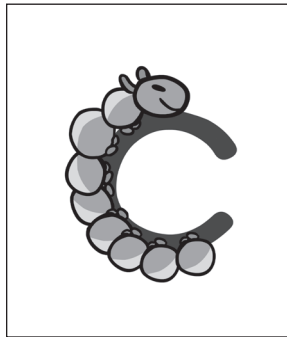
## Wrap-up Video

- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /c/

## At a Glance

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Day 1

New sound: /c/

Day 2

Review sound: /e/

### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 2

## Day 1

### Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

### Hear the New Sound

#### Key Picture

- Use the Key Picture activity to display the Key Card for /c/ and play the alliterative phrase: **The curly caterpillar crawls**. Say the phrase with students, emphasizing the focus sound in each word.

#### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *car*, *cake*, *camel*, and *cane*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

#### Making the Sound

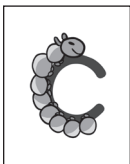
- Use the Making the Sound activity to play the sound. Ask students to say /c/.
  - **When I say /c...c...c/, I can feel the sound way in the back of my mouth. It sounds a lot like another sound we know, /g/. But /c/ is a little different. When I say /c...c...c/, I can feel air coming out. I can put my hand in front of my mouth and feel the air. Let's say this sound together.** Bounce the /c/ sound three times with students. Make sure that they do not add a vowel sound and say “cuh.”

#### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /c/.

Think-Pair-Share

### Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “c” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

cat

cot

can



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alpie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 2  
Page 2

- Have students turn to Lesson 12 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**— Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

Trace-It-Cue: /c/



- **Show animation: Trace-it Cue**—Play the writing cue three times: **Curl left around the caterpillar. /c...c...c/.**



- Have students write the letter in the air while they recite the cue.
- Have students write the letter on their own hand or arm.
- Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other’s work.
- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/o/ as in octopus

/g/ as in girl

/i/ as in insect

/p/ as in parrot

/t/ as in tower

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 2

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *ox*, *pig*, *goose*, and *nurse*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

ox = /o/      pig = /p/      goose = /g/      nurse = /n/

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/c-a-n/	can	/p-i-ck-s/	picks
/c-o-t/	cot	/k-i-d-s/	kids
/c-a-p/	cap	/c-l-a-p/	clap

## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

cup	/c-u-p/	clock	/c-l-o-ck/
pick	/p-i-ck/	socks	/s-o-ck-s/
cat	/c-a-t/	sled	/s-l-e-d/

## Partner Practice

### Read Sounds and Words



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 2  
Page 2

- Have students turn to Lesson 12 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class.

# Lesson 12 | Presenting /c/.....



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- **Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

tap cot sad

- Have students turn to the third box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Words**— If each student in a partnership can read all of the regular words with fluency, they can move on to the Booster Words in the last box. Partners will work together to read Booster Words in the same way that they read regular words.
- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Monitor



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.
- Use **Random Reporter** to select a partnership to read the Booster Words together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Words successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**cap...map...mat...cat...sat...sit...sip**



## Wrap-up Video

- **Show video**—Wrap up class and celebrate what students learned today with a video.



# Presenting /k/ and /ck/

## At a Glance

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Day 1

New sound: /k/

Day 2

Review sound: /c/

### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 2

## Day 1

### Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

### Hear the New Sound

#### Key Picture

- Use the Key Picture activity to display the Key Card for /k/ and play the alliterative phrase: **The kangaroo keeps kicking.** Say the phrase with students, emphasizing the focus sound in each word.

#### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures—*key*, *kite*, *kitten*, and *kitchen*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

#### Making the Sound

- Use the Making the Sound activity to play the sound. Ask students to say /k/.
  - **Do you remember this sound? This is the same sound that we learned yesterday.** Bounce the sound /k/ with students. Make sure that they do not add a vowel and say “kuh.”

#### Students’ Words

- Use the Students’ Words activity and **Think-Pair-Share** to have students share words that begin with /k/.

Think-Pair-Share

### Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Tell students that there is more than one way to write the sound /k/. Yesterday they learned one way, and today they will learn a new way. Write the letter “k” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Partner Practice

### Stretch and Read with the New Sound



- We learned another letter that makes the /k/ sound. What letter was that? Yes! the letter “c” makes the /k/ sound, too. When we see “c” and “k” together in a word, they make just one sound, /k/. Show the Key Card with “ck” and have students practice saying /k/ while looking at the letters.
- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

kit

kid

pick

- Tell students that since c and k make the same sound, they can sometimes go together to make one /k/ sound. Stretch and Read *pick*.
- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**
- Have students turn to Lesson 13 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.



Partner Phonics Booklet 2  
Page 3

Monitor

- **Support Partner Work**— Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

Trace-It-Cue: /k/



- **Show animation: Trace-it Cue**—Play the writing cue three times: **From head to toe, arm up, kick out, /k...k...k/.**
  - Have students write the letter in the air while they recite the cue.
  - Have students write the letter on their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other’s work.
- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/g/ as in goat

/c/ as in caterpillar

/i/ as in inch

/s/ as in sing

/m/ as in mirror



### Wrap-up Video

- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 2

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *gate*, *octopus*, *popcorn*, and *coat*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

gate = /g/      octopus = /o/      popcorn = /p/      coat = /c/

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/k-i-t/	<i>kit</i>	/k-i-ck-s/	<i>kicks</i>
/s-o-ck/	<i>sock</i>	/d-e-s-k/	<i>desk</i>
/s-a-ck/	<i>sack</i>	/s-e-n-d/	<i>send</i>

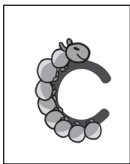
## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

<i>kid</i>	/k-i-d/	<i>deck</i>	/d-e-ck/
<i>sick</i>	/s-i-ck/	<i>stick</i>	/s-t-i-ck/
<i>cot</i>	/c-o-t/	<i>packs</i>	/p-a-ck-s/

## Partner Practice

### Read Sounds and Words



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.
- Have students turn to Lesson 13 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Partner Phonics Booklet 2  
Page 3

# Lesson 13 | Presenting /k/ and /ck/ .....

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- **Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

pat

cap

top

Monitor

- Have students turn to the third box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Words**—If each student in a partnership can read all of the regular words with fluency, they can move on to the Booster Words in the last box. Partners will work together to read Booster Words in the same way that they read regular words.
- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read words together to the class.
- Use **Random Reporter** to select a partnership to read the Booster Words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Words successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**pick...sick...sip...tip...top...mop**

## Wrap-up Video

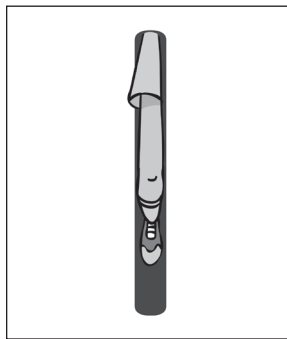


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /l/

## At a Glance

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Day 1

New sound: /l/

Day 2

Review sound: /k/

### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 2

## Day 1

### Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

### Hear the New Sound

#### Key Picture

- Use the Key Picture activity to display the Key Card for /l/ and play the alliterative phrase: **The long leg leaps**. Say the phrase with students, emphasizing the focus sound in each word.

#### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *ladder*, *lamp*, *leaf*, and *lion*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

#### Making the Sound

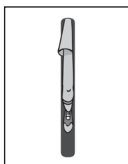
- Use the Making the Sound activity to play the sound. Ask students to say /l/.
  - **When I say /l→l/, my tongue moves to the top of my mouth. It stays there as I make the sound in the back of my mouth. /l→l/. Let's say that sound together. /l→l/.**

#### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /l/.

Think-Pair-Share

### Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “l” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

leg

log

lot



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 2  
Page 4

- Have students turn to Lesson 14 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**— Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

Trace-It-Cue: /l/



- **Show animation: Trace-it Cue**—Play the writing cue three times: **Down the long, long leg, /l→l/.**
  - Have students write the letter in the air while they recite the cue.
  - Have students write the letter on their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other’s work.
- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/t/ as in table

/i/ as in igloo

/p/ as in pink

/g/ as in gate

/c/ as in cat

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 2

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *eggs*, *key*, *cap*, and *gate*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

eggs = /e/      key = /k/      cap = /c/      gate = /g/

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/l-e-g/	leg	/l-e-n-d/	lend
/l-o-t/	lot	/s-i-l-k/	silk
/s-e-t/	set	/c-l-o-ck/	clock

## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

egg	/e-gg/	smell	/s-m-e-ll/
bell	/b-e-ll/	lent	/l-e-n-t/
doll	/d-o-ll/	last	/l-a-s-t/

## Partner Practice

### Read Sounds and Words



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Have students turn to Lesson 14 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class.



## Metacognitive Strategy: Finger Detective

Students can use the Finger Detective strategy to help slow down the word level blending process. This is effective for students needing smaller steps by blending two sounds together before adding a third. In addition to using the Finger Detective strategy to sound out and blend letter sounds to read a word, students can use it to sound out and read words with word parts such as beginnings, endings, and compound words.

- Introduce a reading strategy students can use while reading: **Finger Detective**.
- Explain the Finger Detective strategy to students. **We are going to learn a strategy called Finger Detective, which will help you read words that you do not know.**
- Model the strategy by selecting a word with four graphemes. For example, *naps*.
  - Post the word *naps*. Cover all the letters in the word except the first sound with a finger. Say the first sound.

**/n/**

- Uncover the next sound. Say both sounds separately, then closer together until they blend.

**/n → a...na/**

- Repeat process until all letters in the word are accounted for.

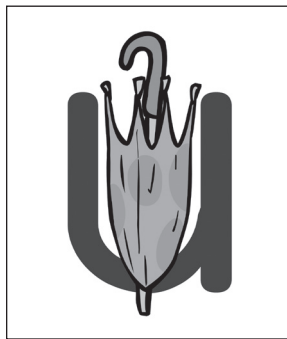
**/nap → s...naps/**

- Guide practice of the Sound It Out strategy using a different word, such as *sad* or *mad*.
- Praise students for practicing the Sound It Out strategy.

# Presenting /u/

## At a Glance

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Day 1

New sound: /u/

Day 2

Review sound: /l/

### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 2

## Day 1

### Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

### Hear the New Sound

#### Key Picture

- Use the Key Picture activity to display the Key Card for /u/ and play the alliterative phrase: **The upside down umbrella is unusual.** Say the phrase with students, emphasizing the focus sound in each word.

#### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *umbrella*, *under*, and *up*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

#### Making the Sound

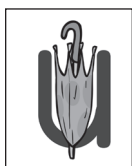
- Use the Making the Sound activity to play the sound. Ask students to say /u/.
  - **When I say /u→u/, my mouth is open just a little. This is an easy sound to make. I just have to push some air out as I say /u→u/. This is a loud sound. Let's all stretch it together. /u→u/.**

#### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /u/.

Think-Pair-Share

### Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “u” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

cut

dug

sun



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 2  
Page 5

- Have students turn to Lesson 15 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**— Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

Trace-It-Cue: /u/



- **Show animation: Trace-it Cue**—Play the writing cue three times: **Right under the umbrella, up and down, /u→u/.**
  - Have students write the letter in the air while they recite the cue.
  - Have students write the letter their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other’s work.
- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/k/ as in kangaroo

/c/ as in caterpillar

/i/ as in insect

/o/ as in octopus

/a/ as in after

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 2

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *octopus*, *kite*, *sock*, and *cane*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

octopus = /o/      kite = /k/      sock = /s/      cane = /c/

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/d-u-ck/	<i>duck</i>	/d-u-m-p/	<i>dump</i>
/d-u-g/	<i>dug</i>	/c-l-a-p/	<i>clap</i>
/m-u-d/	<i>mud</i>	/l-u-ck/	<i>luck</i>

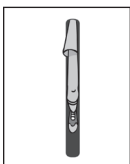
## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

nut	/n-u-t/	must	/m-u-s-t/
run	/r-u-n/	snug	/s-n-u-g/
tugs	/t-u-g-s/	plan	/p-l-a-n/

## Partner Practice

### Read Sounds and Words



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 2  
Page 5

- Have students turn to Lesson 15 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

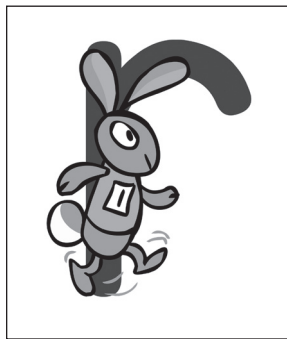




# Presenting /r/

## At a Glance

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Day 1

New sound: /r/

Day 2

Review sound: /u/

### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alpie and Cami puppets
- Partner Phonics Booklet 2

## Day 1

### Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

### Hear the New Sound

#### Key Picture

- Use the Key Picture activity to display the Key Card for /r/ and play the alliterative phrase: **The rapid rabbit races.** Say the phrase with students, emphasizing the focus sound in each word.

#### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *rooster*, *rug*, *rope*, and *rake*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

#### Making the Sound

- Use the Making the Sound activity to play the sound. Ask students to say /r/.
  - **When I say /r→r/, my tongue lifts up in the back of my mouth. /r→r/. I sound like a car going fast, don't I? /r→r/. Let's all say /r→r/ together. /r→r/.**

#### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /r/.

### Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “r” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

Think-Pair-Share

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

rip

rap

rock



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 2  
Page 6

- Have students turn to Lesson 16 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**— Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partnerships who read words successfully.

## Write It Out

### Write Letters

Trace-It-Cue: /r/



- Show animation: Trace-it Cue**—Play the writing cue three times: **From head to tail and along his paws, /r→r/.**
  - Have students write the letter in the air while they recite the cue.
  - Have students write the letter on their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other's work.
- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/d/ as in doll

/n/ as in nails

/p/ as in pink

/u/ as in under

/g/ as in goal

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

**Stretch and Count**

- Use the Stretch and Count activity to help students write words. **Now that you can read words, you can learn how to write words, too. We'll learn how to spell words using a game called Stretch and Count. Say "rag." rag. Let's say "rag" in Alphie Talk. /r→r/ /a→a/ /g/. Put your hand on your lips to feel the sound change. Let's use our fingers to count the sounds that we hear in "rag." Watch me. Hold up one finger for each sound as you say /r→r/ /a→a/ /g/. How many sounds are there? Wait for students' responses. Right. There are three.**
- **Now you can try it with me. Let's stretch and count the sounds in "sit." But don't show anyone your fingers yet!** Show students how they can hide their fingers with their hand as they count. After students have counted the sounds on their fingers, have them check with their partner. Then, say: **Show your fingers!**
- **Great, you did it! You have three fingers up. Now we can use our magic pencils and write a letter for each sound in the word "sit." The first sound is /s→s/. Let's write the letter for /s→s/ on our first finger.** Demonstrate for students how you "write" a letter on one of your fingers by pretending that your finger is a pencil. This activity is similar to "writing" letters in the air. **The next sound is /i→i/. Let's write the sound for /i→i/ on the next finger.** Repeat the process for the letter "t."
- **Good work! Let's stretch and count some more words. After we count the sounds, we'll write the word on our fingers with our magic pencil.** Repeat the procedure with the following words:

sun

let

sat

**Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 2

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *umbrella*, *gate*, *cookies*, and *kitten*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

umbrella = /u/      gate = /g/      cookies = /c/      kitten = /k/

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/r-e-d/	red	/g-r-i-p/	<i><b>grip</b></i>
/r-i-p/	<i>rip</i>	/t-r-u-ck/	<i><b>truck</b></i>
/r-o-ck/	<i>rock</i>	/g-l-a-d/	<i><b>glad</b></i>

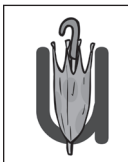
## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

rap	/r-a-p/	dress	/d-r-e-ss/
ran	/r-a-n/	drum	/d-r-u-m/
lap	/l-a-p/	nuts	/n-u-t-s/

## Partner Practice

### Read Sounds and Words



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 2  
Page 6

- Have students turn to Lesson 16 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

# Lesson 16 | Presenting /r/ .....



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- **Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

log mad cup

- Have students turn to the third box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Words**— If each student in a partnership can read all of the regular words with fluency, they can move on to the Booster Words in the last box. Partners will work together to read Booster Words in the same way that they read regular words.
- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Monitor



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.
- Use **Random Reporter** to select a partnership to read the Booster Words together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Words successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
run...ran...man...pan...pin...tin

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /st/ and /sp/

## At a Glance

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Practice words with  
/st/ and /sp/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 2

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Partner Practice

### Read Sounds and Words

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Have students turn to Lesson 17 in their Partner Phonics Booklets, and read the sounds in the first box together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class.

### Stretch and Read with the New Sound

- **We're going to practice reading words with /s/ and /t/ at the beginning of the words. Alpie sometimes has trouble putting all the sounds together, so he gave us some words to practice with.**
- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

stop

fast

spun



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alpie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 2  
Page 7

- Have students turn to Lesson 17 in their Partner Phonics Booklets, and read the words in the second box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**— Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/k/ as in kangaroo      /t/ as in tower      /p/ as in pat  
/o/ as in otter      /s/ as in snake

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

### Stretch and Count

- Use Stretch and Count to say the word *stop*. Show students how to feel the sounds by putting their hands on their lips. Then have students use Stretch and Count to identify and count the sounds in the word. Be sure to have students:
  - count to themselves hiding their fingers,
  - check with their partners,
  - then show their fingers as a class.
- Then have students use their magic pencils to write each letter on one of their fingers.
- Continue the activity with the following words:

stack                      nest                      spin

## Wrap-up Video



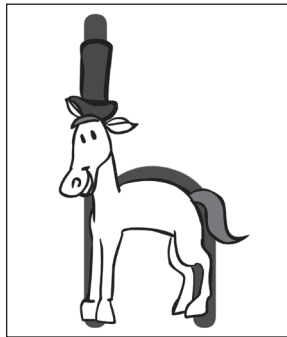
- **Show video**—Wrap up class and celebrate what students learned today with a video.



# Presenting /h/

## At a Glance

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Day 1

New sound: /h/

Day 2

Review sound: /r/

### You will need:

---

- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alpie and Cami puppets
- Partner Phonics Booklet 2

# Day 1

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /h/ and play the alliterative phrase: **The happy horse hops**. Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *hand, hat, heart, and happy*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

### Making the Sound

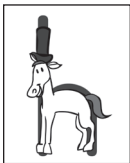
- Use the Making the Sound activity to play the sound. Ask students to say /h/.
  - **When I say /h...h...h/, my mouth is open just a little. I push air out of my mouth to say /h...h...h/. Let's bounce that sound quickly together. /h...h...h/. If I put my hand on my throat, I can't feel any vibration.**

### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /h/.

Think-Pair-Share

## Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “h” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

hen

hat

hot



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 2  
Page 8

- Have students turn to Lesson 18 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**— Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

Trace-It-Cue: /h/



- Show animation: Trace-it Cue**—Play the writing cue three times: **From head to toe and over his back, /h...h...h/.**
  - Have students write the letter in the air while they recite the cue.
  - Have students write the letter on their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other's work.
- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/s/ as in sit

/r/ as in run

/l/ as in little

/t/ as in tin

/i/ as in inch

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

**Stretch and Count**

- Use Stretch and Count to say the word *hip*. Show students how to feel the sounds by putting their hands on their lips. Then have students use Stretch and Count to identify and count the sounds in the word. Be sure to have students:
  - count to themselves hiding their fingers,
  - check with their partners,
  - then show their fingers as a class.
- Then have students use their magic pencils to write each letter on one of their fingers.
- Continue the activity with the following words:

sip

at

cat



**Wrap-up Video**

- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 2

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *log*, *under*, *edge* and *rope*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

log = /l/      under = /u/      edge = /e/      rope = /r/

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/r-a-g/	<i>rag</i>	/h-e-l-d/	<i>held</i>
/h-a-t/	<i>hat</i>	/l-o-g-s/	<i>logs</i>
/h-i-ll/	<i>hill</i>	/h-a-n-d/	<i>hand</i>

## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

had	/h-a-d/	rocks	/r-o-ck-s/
lid	/l-i-d/	help	/h-e-l-p/
hum	/h-u-m/	still	/s-t-i-ll/

## Partner Practice

### Read Sounds and Words



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 2  
Page 8

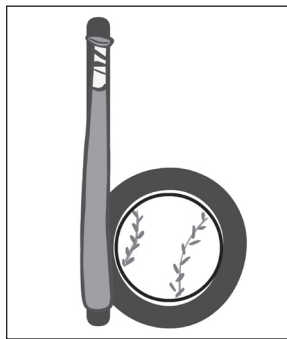
- Have students turn to Lesson 18 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.



# Presenting /b/

## At a Glance

---



Day 1

New sound: /b/

Day 2

Review sound: /h/

### You will need:

---

- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 2

# Day 1

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /b/ and play the alliterative phrase: **The boy bats balls**. Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures—*bus*, *bug*, *book*, and *balloon*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

### Making the Sound

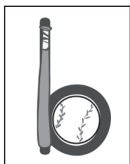
- Use the Making the Sound activity to play the sound. Ask students to say /b/.
  - **My lips go together and pop open when I say /b...b...b/. Let's say that together.** Bounce the /b/ sound three times slowly with students. Make sure that they do not add a vowel and say “buh.”

### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /b/.

Think-Pair-Share

## Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “b” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

bed

bat

big



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 2  
Page 9

- Have students turn to Lesson 19 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**— Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

Trace-It-Cue: /b/



- Show animation: Trace-it Cue**—Play the writing cue three times: **Down the bat and right around the ball, /b...b...b/.**



- Have students write the letter in the air while they recite the cue.
- Have students write the letter on their own hand or arm.
- Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other's work.
- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/r/ as in run

/n/ as in nails

/t/ as in ten

/k/ as in kangaroo

/c/ as in caterpillar

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

**Stretch and Count**

- Use Stretch and Count to say the word *bag*. Show students how to feel the sounds by putting their hands on their lips. Then have students use Stretch and Count to identify and count the sounds in the word. Be sure to have students:
  - count to themselves hiding their fingers,
  - check with their partners,
  - then show their fingers as a class.
- Then have students use their magic pencils to write each letter on one of their fingers.
- Continue the activity with the following words:

**bet**

**kit**

**mad**

**Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 2

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *cap*, *kitchen*, *umbrella*, and *ruler*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

cap = /c/      kitchen = /k/      umbrella = /u/      ruler = /r/

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/b-a-d/	<i>bad</i>	/a-s-k-s/	<i>asks</i>
/b-i-g/	<i>big</i>	/b-l-o-ck/	<i>block</i>
/c-a-n/	<i>can</i>	/b-e-d-s/	<i>beds</i>

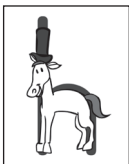
## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

bit	/b-i-t/	crab	/c-r-a-b/
bed	/b-e-d/	back	/b-a-ck/
pat	/p-a-t/	lots	/l-o-t-s/

## Partner Practice

### Read Sounds and Words



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 2  
Page 9

- Have students turn to Lesson 19 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Random Reporter



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- **Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

kit

rag

cut

Monitor



Random Reporter

- Have students turn to the third box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Words**— If each student in a partnership can read all of the regular words with fluency, they can move on to the Booster Words in the fourth box. Partners will work together to read Booster Words in the same way that they read regular words.
- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when both partners can read the words successfully.
- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.
- Use **Random Reporter** to select a partnership to read the Booster Words together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Words successfully.



## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**bed...bad...bag...tag...tap...lap**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /f/

## At a Glance

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Day 1

New sound: /f/

Day 2

Review sound: /b/

### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 2

# Day 1

## Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /f/ and play the alliterative phrase: **The floppy flower falls.** Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures—*fire, fish, fan, and five*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

### Making the Sound

- Use the Making the Sound activity to play the sound. Ask students to say /f/.
  - **When I say /f→f/, my teeth touch my bottom lip. Put your teeth in the /f/ position and point to them. I make the /f→f/ sound by pushing air between my teeth. /f→f/. Let's say that sound together. /f→f/**

### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /f/.

Think-Pair-Share

## Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “f” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

fat

fin

fun



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 2  
Page 10

- Have students turn to Lesson 20 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**— Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

Trace-It-Cue: /f/



- Show animation: Trace-it Cue**—Play the writing cue three times: **Curve down the flower and then across the leaves, /f→f/.**

- Have students write the letter in the air while they recite the cue.
- Have students write the letter on their own hand or arm.
- Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other's work.

- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/a/ as in apple

/u/ as in ugly

/b/ as in back

/s/ as in simple

/i/ as in igloo

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

**Stretch and Count**

- Use Stretch and Count to say the word *fat*. Show students how to feel the sounds by putting their hands on their lips. Then have students use Stretch and Count to identify and count the sounds in the word. Be sure to have students:
  - count to themselves hiding their fingers,
  - check with their partners,
  - then show their fingers as a class.
- Then have students use their magic pencils to write each letter on one of their fingers.
- Continue the activity with the following words:

ton

fin

sat

**Wrap-up Video**

- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Alphabet Wall Frieze

- Play the Alphabet Wall Frieze, and ask students to name each picture.

### Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *bed*, *rope*, *up*, and *key*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

bed = /b/

rope = /r/

up = /u/

key = /k/

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/f-i-t/

*fit*

/s-n-i-ff/

*sniff*

/f-u-n/

*fun*

/f-o-n-d/

*fond*

/f-a-t/

*fat*

/f-l-a-g/

*flag*

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

fin

/f-i-n/

fast

/f-a-s-t/

cab

/c-a-b/

fence

/f-e-n-ce/

hot

/h-o-t/

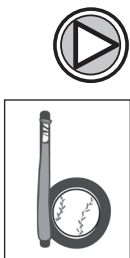
bent

/b-e-n-t/

### Partner Practice

#### Read Sounds and Words

- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.



Partner Phonics Booklet 2  
Page 10

- Have students turn to Lesson 20 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- **Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

bug

run

hum

- Have students turn to the third box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

- **Booster Words**—If each student in a partnership can read all of the regular words with fluency, they can move on to the Booster Words in the fourth box. Partners will work together to read Booster Words in the same way that they read regular words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.
- Use **Random Reporter** to select a partnership to read the Booster Words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Words successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**fed...fad...fat...fit...kit...kin**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /th/

## At a Glance

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Day 1

New sound: /th/

Day 2

Review sound: /f/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 3

# Day 1

## Alphabet Chant

- Teach students the first two stanzas of The Alphabet Chant.

A is for apple

B for bat and ball

C is for caterpillar climbing up the wall

D is for dinosaur

E for elephant

F is for flower what a pretty scent!

- Play the Alphabet Chant, letters A-F, and have students chant along with it.

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /th/ and play the alliterative phrase: **Theo has a thimble on his thumb.** Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures—*thimble*, *thermometer*, and *thumb*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

### Making the Sound

- Use the Making the Sound activity to play the sound. Ask students to say /th/.
  - **When I say /th/, I put my tongue between my teeth. I push air out in the space between my tongue and teeth. /th→th/. Let's say that sound together. /th→th/.**

### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /th/.

Think-Pair-Share



## Introduce the New Letter Group

- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Write the letter “th” on the board or chart paper. Build a strong connection between the picture and the letter.
- **We can write /th/ using letters we already know. When you see these two letters, you say /th/.**
- Post the picture side of the Key Card for “th” in the Letter Group Frieze.

**Teacher note:** Beginning with this lesson, you will place Key Cards with two letters in a Letter Group Frieze. This can be a pocket chart or bulletin board where students can easily see the Key Cards for these new sounds.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

thin

thick

math



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**
- Have students turn to Lesson 21 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Partner Phonics Booklet 3  
Page 1

Monitor

- **Support Partner Work**— Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters



- **Let's practice writing /th/ in the air. Move your finger in the shape of the letters "th" and say /th/.**
  - Have students write the letters in the air while they say /th/.
  - Have students write the letters on their own hand or arm.
  - Have students write the letters on the writing pages in the back of their Partner Phonics Booklet and check each other's work.
- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/u/ as in under

/o/ as in otter

/h/ as in hop

/t/ as in top

/s/ as in silly

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

### Stretch and Count/Stretch and Spell

- Have students use Stretch and Count to identify and count the sounds in the word "mat." Students will write the letters on their fingers with their magic pencils. Say: **Now that you can count the sounds and make the letter shapes, you are ready to write the words. Watch me as I Stretch and Spell /m→m/. Write the letter "m" on chart paper or the board. The next sound is /a→a/. I can write the letter for /a→a/. Write the letter "a" on the board. The last sound is /t/. I can write the letter for /t/. Write the letter "t" on the board. Touch each letter, make the sound for that letter, and then say the word. /m→ma→at/. I just wrote the word "mat."**



- **Show video: Stretch and Spell**— Introduce and play the Stretch and Spell segment. **Let's watch Alphie and his friends learn to Stretch and Spell. This will help us learn to spell words.**
- **Now you're ready to spell words. I'll say a word, then we'll use Stretch and Count to count the sounds and practice making the letters. Then, we'll write the word on the writing pages in the back of the Partner Phonics Booklet.**
- Use the Stretch and Count/Stretch and Spell activity to have students Stretch and Count, then Stretch and Spell, to sound out and write the following words:

- With the new letter:

then

both

thud

- With familiar letters:

gas

fan

bit

## Lesson 21 | **Presenting /th/** .....

Whole Group Response

- After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.



### **Wrap-up Video**

- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 2

## Alphabet Chant

- Play the Alphabet Chant, letters A-F, and have students chant along with it.

## Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *happy*, *log*, *octopus*, and *five*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

happy = /h/      log = /l/      octopus = /o/      five = /f/

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/b-a-th/	<i>bath</i>	/b-l-a-ck/	<i>black</i>
/th-e-n/	<i>then</i>	/m-i-l-k/	<i>milk</i>
/th-i-n-k/	<i>think</i>	/th-a-n/	<i>than</i>

## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

thick	/th-i-ck/	thrill	/th-r-i-ll/
path	/p-a-th/	thuds	/th-u-d-s/
lock	/l-o-ck/	raft	/r-a-f-t/

## Partner Practice

### Read Sounds and Words



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 3  
Page 1

- Have students turn to Lesson 21 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

# Lesson 21 | Presenting /th/ .....

Random Reporter 

- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- **Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.


but

deck

tub

Monitor

- Have students turn to the third box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Words**— If each student in a partnership can read all of the regular words with fluency, they can move on to the Booster Words in the fourth box. Partners will work together to read Booster Words in the same way that they read regular words.
- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter 

- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.
- Use **Random Reporter** to select a partnership to read the Booster Words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Words successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**bath... path...math...mat...met...pet...get...got...not**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.



## Presenting Words Ending with /\_nd/ and /\_nt/

### At a Glance

---

Practice words ending  
with /\_nd/ /\_nt/

#### You will need:

---

- Key Cards (wall set and teacher set)
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 3

## Alphabet Chant

- Teach students the next two stanzas of The Alphabet Chant.

**G** is for girl

**H** is for horse

**I** is for insect crawling up my shorts!

**J** is for jump

**K** for kangaroo

**L** is for legs walking to the zoo

- Play the Alphabet Chant, letters A-L, and have students chant along with it.

## Partner Practice

### Read Sounds and Words

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Have students turn to Lesson 22 in their Partner Phonics Booklets, and read the sounds in the first box together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class.

### Stretch and Read with the New Sound

- **We're going to practice reading words with /\_nd/ and /\_nt/ at the ending of the words. Alpie sometimes has trouble putting all the sounds together, so he gave us some words to practice with.**
- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

hand

pond

tent



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alpie and his friends sound out a word. This will help us sound out words ourselves.**

## Lesson 22 | Practicing Words Ending with /\_nd/ and /\_nt/

Partner Phonics Booklet 3  
Page 2

Monitor

Random Reporter



- Have students turn to Lesson 22 in their Partner Phonics Booklets, and read the words in the second box with their partner. If both partners can read all of the words, they can make up sentences using the words.
- **Support Partner Work**— Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.
- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

### Write It Out

#### Write Letters

- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/f/ as in fan

/b/ as in bat

/r/ as in ran

/o/ as in olive

/th/ as at the end of bath

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

#### Stretch and Count/Stretch and Spell

- Use the Stretch and Count/Stretch and Spell activity to have students Stretch and Count, then Stretch and Spell, to sound out and write the following words:

ants

sand

hints



### Wrap-up Video

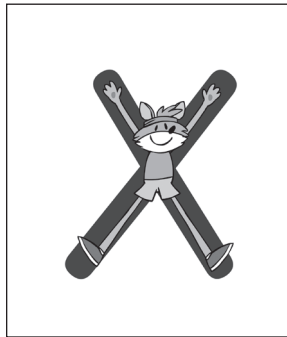
- **Show video**—Wrap up class and celebrate what students learned today with a video.



# Presenting /x/

## At a Glance

---



Day 1

New sound: /x/

Day 2

Review sound: /th/

### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 3

# Day 1

## Alphabet Chant

- Teach students the next two stanzas of The Alphabet Chant.

**M** is for mountain

**N** is for net

**O** is for octopus wiggly and wet

**P** is for parrot

**Q** is for queen

**R** is for rabbit hopping on the green

- Play the Alphabet Chant, letters A-R, and have students chant along with it.

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /x/ and play the alliterative phrase: **The excited fox exercises.** Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *box*, *ox*, *six*, and *fox*. Say the name and have students say it after you. Cut the ending sound short in each word three times.

### Making the Sound

- Use the Making the Sound activity to play the sound. Ask students to say /x/.
  - **When I say /x...x...x/, I am really making two sounds. I can hear /k/ at the beginning and /s/ at the end. /x...x...x/. This is another two-part sound. /x...x...x/. Let's all say the sound together. /x...x...x...x/.**

### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that have the /x/ sound in them.

Think-Pair-Share



## Introduce the New Letter

- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “x” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

fox

six

ax



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 3  
Page 3

- Have students turn to Lesson 23 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**— Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good partner work by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

Trace-It-Cue: /x/



- **Show animation: Trace-it Cue**—Play the writing cue three times: **Left hand to right toe, right hand to left toe, /x...x...x/**.
  - Have students write the letter in the air while they say /x/.
  - Have students write the letter on their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other's work.
- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/f/ as in fix

/th/ as in thin

/n/ as in net

/p/ as in pipe

/t/ as in tongue

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

### Stretch and Count/Stretch and Spell

- Use the Stretch and Count/Stretch and Spell activity to have students Stretch and Count, then Stretch and Spell, to sound out and write the following words:
  - With the new letter:

**fox****ax****six**

- With familiar letters:

**land****sand****thin**

Whole Group Response

- After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Alphabet Chant

- Play the Alphabet Chant, letters A-R, and have students chant along with it.

### Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *thumb*, *hen*, *umbrella*, and *eggs*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

thumb = /**th**/      hen = /**h**/      umbrella = /**u**/      eggs = /**e**/

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/f-o-x/	fox	/t-e-n-t/	tent
/s-i-x/	six	/m-i-x-ed/	mixed
/m-i-x/	mix	/s-e-n-d/	send

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

ox	/o-x/	exit	/e-x-i-t/
fix	/f-i-x/	math	/m-a-th/
this	/th-i-s/	next	/n-e-x-t/

### Partner Practice

#### Read Sounds and Words

- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Have students turn to Lesson 23 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class.



Random Reporter



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- **Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

bell

fit

lap

Monitor

- Have students turn to the third box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Words**— If each student in a partnership can read all of the regular words with fluency, they can move on to the Booster Words in the fourth box. Partners will work together to read Booster Words in the same way that they read regular words.
- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.
- Use **Random Reporter** to select a partnership to read the Booster Words together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Words successfully.



## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**fox...box...ox...ax...at...rat...mat...math...bath**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /w/

## At a Glance

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Day 1

New sound: /w/

Day 2

Review sound: /x/

### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 3

# Day 1

## Alphabet Chant

- Teach students the next three stanzas of The Alphabet Chant.

**S** is for snake

**T** is for tower

**U** is for umbrella, keeps you dry in a shower

**V** is for vulture

**W** is for worm

**X** is exercising fox now we take a turn

**Y** is for yo-yo

Zipper starts with **Z**

Now I know my alphabet

Hurray for me!

- Play the Alphabet Chant and have students chant along with it.

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /w/ and play the alliterative phrase: **Watch the worm wiggle**. Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *wagon*, *windmill*, *watch*, and *web*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

### Making the Sound

- Use the Making the Sound activity to play the sound. Ask students to say /w/.
  - **When I say /w...w...w/, my lips are close together in a little circle. Then they open up. /w...w...w/. Let's practice that sound together. /w...w...w/.**

### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /w/.

Think-Pair-Share



## Introduce the New Letter

- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “w” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

wag

will

win



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 3  
Page 4

- Have students turn to Lesson 24 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**— Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

Trace-It-Cue: /w/



- **Show animation: Trace-it Cue**—Play the writing cue three times: **Wiggle down, wiggle up, down and up, /w...w...w/.**
  - Have students write the letter in the air while they say /w/.
  - Have students write the letter on their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other's work.
- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/x/ as in ax

/h/ as in hill

/l/ as in lips

/r/ as in run

/b/ as in bus

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

### Stretch and Count/Stretch and Spell

- Use the Stretch and Count/Stretch and Spell activity to have students Stretch and Count, then Stretch and Spell, to sound out and write the following words:
  - With the new letter:

wet

wag

win

- With familiar letters:

lap

stop

rock

Whole Group Response

- After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Alphabet Chant

- Play the Alphabet Chant and have students chant along with it.

### Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *umbrella*, *log*, *five*, and *happy*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

umbrella = /u/

log = /l/

five = /f/

happy = /h/

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/w-e-b/

*web*

/w-i-th/

*with*

/w-i-n/

*win*

/b-o-x/

*box*

/w-a-g/

*wag*

/w-e-n-t/

*went*

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

wet

/w-e-t/

fence

/f-e-n-ce/

will

/w-i-ll/

flap

/f-l-a-p/

wax

/w-a-x/

best

/b-e-s-t/

### Partner Practice

#### Read Sounds and Words



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Have students turn to Lesson 24 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class.

Random Reporter



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- **Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

bag

lap

fix

Monitor

- Have students turn to the third box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Words**— If each student in a partnership can read all of the regular words with fluency, they can move on to the Booster Words in the fourth box. Partners will work together to read Booster Words in the same way that they read regular words.
- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.
- Use **Random Reporter** to select a partnership to read the Booster Words together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Words successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**web...wed...bed...bad...had...lad...lid**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Practicing Words Beginning with /sk/, /sm/, /sn/, and /sw/

## At a Glance

---

Practice words beginning  
with /sk/, /sm/, /sn/, and  
/sw/

### You will need:

---

- Key Cards (wall set and teacher set)
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 3

## Alphabet Chant

- Play the Alphabet Chant and have students chant along with it.

## Partner Practice

### Read Sounds and Words

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Have students turn to Lesson 25 in their Partner Phonics Booklets, and read the sounds in the first box together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class.

### Stretch and Read with the New Sound

- **We're going to practice reading words with /sk/, /sm/, /sn/, and /sw/ at the beginning of the words. Alpie sometimes has trouble putting all the sounds together, so he gave us some words to practice with.**
- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

skids

smell

snug

swim

- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Have students turn to Lesson 25 in their Partner Phonics Booklets, and read the words in the second box with their partner. If both partners can read all of the words, they can make up sentences using the words.

- **Support Partner Work**— Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the words together to the class.

- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

Partner Phonics Booklet 3  
Page 5

Partner Phonics Booklet 3  
Page 5

Monitor

Random Reporter



**Practicing Words Beginning with /sk/, /sm/, /sn/, and /sw/** .....**Write It Out****Write Letters**

- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/f/ as in fast

/th/ as in thin

/b/ as in bird

/w/ as in wet

/x/ as at the end of tax

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

**Stretch and Count/Stretch and Spell**

- Use the Stretch and Count/Stretch and Spell activity to have students Stretch and Count, then Stretch and Spell, to sound out and write the following words:

skim

snaps

smell

swam

**Wrap-up Video**

- **Show video**—Wrap up class and celebrate what students learned today with a video.



# Presenting /ng/ and Adding /\_ing/ to Words

## At a Glance

---



Day 1

New sound: /ng/ /\_ing/

Day 2

Review sound: /w/



### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Deck 1
- Alphie and Cami puppets
- Partner Phonics Booklet 3

# Day 1

## Alphabet Chant

- Play the Alphabet Chant and have students chant along with it.

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /ng/ and play the alliterative phrase for /ng/: **Bring the king a ring.** Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *ring*, *king*, and *swing*. Say the name and have students say it after you. Cut the ending sound short in each word three times.

### Making the Sound

- Use the Making the Sound activity to play the sound. Ask students to say /ng/.
  - **This sounds kind of like a humming noise way in the back of your throat. But it’s a humming sound that you make with your mouth open. Let’s practice it together. /ng→ng/.**

### Students’ Words

- Use the Students’ Words activity and **Think-Pair-Share** to have students share words that end with /ng/.

Think-Pair-Share

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Write the letter “ng” on the board or chart paper. **We can write /ng→ng/ using letters that we already know. When you see these two letters together, you say /ng→ng/.**
- **Here’s a way to help us remember to say /ng/ when we see these letters. When I point to “ng,” I want you all to say:**



/ng/ “Bring the king a ring” “ng”



- We have another Key Card today that will help us remember our new sound. Point to the letter group “\_ing” and say: **This is what /ng/ looks like when it is part of or added to the end of the word. When I look at the letters “ing” in a word, I say /ing/. I can remember what “ing” says with another new phrase: A wing is for flying.** Say the phrase with students emphasizing the /ing/ sound in *wing* and *flying*. We will usually see “ing” at the end of a word. Say this after me:

/ing/ “ing” says /ing/ “\_ing”

- Post the Key Cards for “ng” and “ing” in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

king

running

long

**Teacher’s Note:** When you write “running” point out that you doubled the “n” Tell students that in some words, the last letter is doubled when an ending is added, but that the base word sounds the same.



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 3  
Page 6

- Have students turn to Lesson 26 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**— Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partnerships who read words successfully.

## Write It Out

### Write Letters



- **Let's practice writing /ng→ng/ in the air. Move your finger in the shape of the letters "ng" and say /ng→ng/.**
  - Have students write the letters in the air while they say /ng/.
  - Have students write the letters on their own hand or arm.
  - Have students write the letters on the writing pages in the back of their Partner Phonics Booklet and check each other's work.
- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/r/ as in ride

/u/ as in up

/w/ as in worm

/h/ as in hip

/th/ as at the end of with

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

### Stretch and Count/Stretch and Spell

- Use the Stretch and Count/Stretch and Spell activity to have students Stretch and Count, then Stretch and Spell, to sound out and write the following words:
  - With the new letter:

wing

ring

song

- With familiar letters:

box

wet

rest

### Whole Group Response

- After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Alphabet Chant

- Play the Alphabet Chant and have students chant along with it.

### Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *five*, *echo*, *hat*, and *lion*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

five = /f/      echo = /e/      hat = /h/      lion = /l/

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/r-i-ng/	<i>ring</i>	/th-i-n-k/	<i>think</i>
/w-e-s-t/	<i>west</i>	/s-o-ng/	<i>song</i>
/k-i-ng/	<i>king</i>	/s-i-ng-s/	<i>sings</i>

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

song	/s-o-ng/	wings	/w-i-ng-s/
bang	/b-a-ng/	things	/th-i-ng-s/
rang	/r-a-ng/	stung	/s-t-u-ng/

### Partner Practice

#### Read Sounds and Words



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.




- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 3  
Page 6

- Have students turn to Lesson 26 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class.

# Lesson 26 | Presenting /ng/ and Adding /\_ing/ to Words

Random Reporter 

- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partnerships who read letter sounds successfully.
- **Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.


hen

mix

with

Monitor

- Have students turn to the third box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Words**— If each student in a partnership can read all of the regular words with fluency, they can move on to the Booster Words in the fourth box. Partners will work together to read Booster Words in the same way that they read regular words.
- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter 

- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.
- Use **Random Reporter** to select a partnership to read the Booster Words together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Words successfully.



## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**king...ring...rang...sang...sing...song...long**

## Wrap-up Video

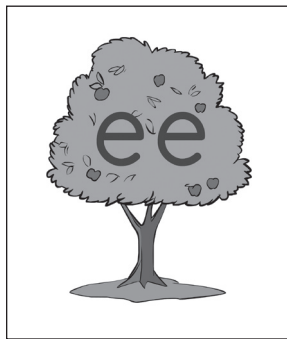


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /ee/

## At a Glance

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**Day 1:**  
New Sound /ee/

**Day 1:**  
Review sound /ng/, /ing/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 3

# Day 1

## Alphabet Chant

- Play the Alphabet Chant and have students chant along with it.

## Hear the New Sound

### Sound Words

- **I'm going to say some words. Listen carefully. After I say each word, I want you to repeat it.** Emphasize the vowel sound in each word. **Bee. Bee. See. See. Tree. Tree. I can hear /ee/ in bee, see and tree. I can hear /ee/ in other words too. Repeat after me. Feel. Feel. Deer. Deer. Deep. Deep. These words all have the same sound. The sound is /ee→ee/. Let's all say that sound together: /ee/.**

### Key Picture

- Use the Key Picture activity to display the Key Card for /ee/. **Let's look at this picture to learn more about our sound for the day. This is a picture of a tree. Up in the top of the tree, I can see the letters "ee." When I see this picture, I say, "See the tree." Let's practice saying that sentence together. See the tree.** Say each word in the phrase, and ask students to repeat it. Stretch the /ee/ sound in each word.

Teacher: **See**

Students: *See*

Teacher: **See→ee**

Students: *See→ee*

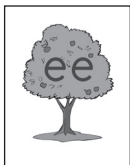
Teacher: **the tree**

Students: *the tree*

Teacher: **tree→ee**

Students: *tree→ee*

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Write the letter group “ee” on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters “ee,” I think about the phrase, “See the tree.” I can see the tree around the letters “ee.”** Repeat the sound /ee→ee/. **Look really hard at “ee,” and imagine seeing these letters in the top of the tree. What do these letters say? Wait for students' responses.** Say /ee/ three times. **Here's a way to help us remember to say /ee→ee/ when we see these letters. When I point to “ee,” I want you all to say:**

/ee→ee/

“See the tree.”

double e

- Post the picture side of the Key Card for “ee” in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

keep

meet

seen



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 3  
Page 7

- Have students turn to Lesson 27 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words correctly.

## Write It Out

### Write Letters

- Let's practice writing /ee→ee/ in the air. Move your finger in the shape of the letters "ee" and say /ee→e/.**



- Have students write the letters in the air while they group in the air while they say /ee/.
- Have students write the letters on their own hand or arm.
- Have students write the letters on the writing pages in the back of their Partner Phonics Booklet and check each other's work.
- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on the writing pages in the back of their Partner Phonics Booklet.

/c/ as in caterpillar

/f/ as in find

/l/ as in lift

/ck/ as in click

/x/ as in ax

- Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

**Stretch and Count/Stretch and Spell**

- Use the Stretch and Count/Stretch and Spell activity to have students Stretch and Count, then Stretch and Spell, to sound out and write the following words:

– With the new letter:

**seed**

**deep**

**keep**

– With familiar letters:

**win**

**tip**

**bath**

**Teacher’s Note:** If students spell “keep” with a “c” instead of a “k,” tell them they did choose the right sound, but that this word uses the other letter that makes that sound.

Whole Group Response

- After partners have checked each other’s work, have the whole class dictate how to spell the words as you write them on the board.

**Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Alphabet Chant

- Play the Alphabet Chant and have students chant along with it.

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/s-ee/	see	/s-ee-d/	seed
/k-ee-p/	keep	/f-a-ng-s/	fangs
/k-i-ng/	king	/f-r-ee/	free

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

key	/k-ey/	sleet	/s-l-ee-t/
bee	/b-ee/	bagging	/b-a-gg-i-ng/
tree	/t-r-ee/	sweep	/s-w-ee-p/

### Partner Practice

#### Read Sounds and Words

- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Have students turn to Lesson 27 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class.
- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.



Partner Phonics Booklet 3  
Page 7

Random Reporter



- **Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

**rug**

**with**

**had**

- Have students turn to the third box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Words**— If each student in a partnership can read all of the regular words with fluency, they can move on to the Booster Words in the fourth box. Partners will work together to read Booster Words in the same way that they read regular words.
- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when both partners can read the words successfully.
- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.
- Use **Random Reporter** to select a partnership to read the Booster Words together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Words successfully.

Monitor

Random Reporter



### Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**see...bee...beet...feet...feel...peel...peek...seek...meek**

### Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Adding /\_ed/ to Words

### At a Glance

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Adding /\_ed/ to words

#### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 3

## Alphabet Chant

- Play the Alphabet Chant and have students chant along with it.

## Partner Practice

### Read Sounds and Words

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Have students turn to Lesson 28 in their Partner Phonics Booklets, and read the sounds in the first box with their partner. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class.

Partner Phonics Booklet 3  
Page 8

**Teacher's Note:** : When /\_ed/ is added to the end of words, it can make three different sounds: /d/, /t/, or /ed/. Students will naturally express the appropriate sound for the ending as they practice and become familiar with words with /\_ed/ added to them.

### New Sound Words

- Say each of the pairs of sentences below, and have students repeat each pair. Emphasize the /d/ sound at the end of *mail*, *hug*, and *rain* in the second sentence of each pair.

Teacher: **Today, I will *mail* a letter.**

Students: Today, I will mail a letter.

Teacher: **Yesterday, I *mailed* a letter.**

Students: Yesterday, I mailed a letter.

Teacher: **mail, mailed**

Students: mail, mailed

Teacher: **Today, I will *hug* my dog.**

Students: Today, I will hug my dog.

Teacher: **Yesterday, I *hugged* my dog.**

Students: Yesterday, I hugged my dog.

Teacher: **hug, hugged**

Students: hug, hugged

Teacher: **Today, it will *rain*.**

Students: Today, it will rain.

Teacher: **Yesterday, it *rained*.**

Students: Yesterday, it rained. Students:

Teacher: **rain, rained**

rain, rained

- **What sound did we add to mail, hug, and rain? /d/ When we want to say something already happened, we often add a /d/ sound to an action word.**

# Lesson 28 | Adding /\_ed/ to Words

- **Let's try some more. I will say a word, you add the /d/ sound.**

Teacher: **jump**  
Students: jumped  
Teacher: **hop**  
Students: hopped  
Teacher: **cry**  
Students: cried  
Teacher: **rake**  
Students: raked

Teacher: **stop**  
Students: stopped  
Teacher: **wish**  
Students: wished  
Teacher: **bat**  
Students: batted  
Teacher: **nod**  
Students: nodded

## Stretch and Read with the New Sound

- **We're going to practice reading words with /\_ed/ at the ending of the words. Alphie sometimes has trouble putting the ending on a word, so he gave us some words to practice with.**
- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

<b>nod</b>	<b>nodded</b>	<b>lick</b>	<b>licked</b>
<b>mix</b>	<b>mixed</b>	<b>stop</b>	<b>stopped</b>
<b>hum</b>	<b>hummed</b>	<b>net</b>	<b>netted</b>

**Teacher's Note:** When you write *nodded*, *hummed*, *stopped*, and *netted* point out that you doubled the d, m, p, and t. Tell students that on some words, the last letter is doubled when an ending is added, but that the base word sounds the same.

As students add "ed" to "nod," comment that when you add "ed" to words ending with "t" or "d," you can hear the "e" just a little. Have them practice with "nodded" and "netted."



- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 3  
Page 8

Monitor

Random Reporter



- Have students turn to Lesson 28 in their Partner Phonics Booklets, and read the words in the second box with their partner. If both partners can read all of the words, they can make up sentences using the words.
- **Support Partner Work**— Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.
- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/e/ as in elephant

/d/ as in dog

/th/ as in thin

/f/ as in fan

/w/ as in worm

/x/ as in box

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

bang

help

hop

banged

helped

hopped

### Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

### Write Sentences

- **Now that you know how to write words, you're ready to write sentences. Let's look at a sentence together.** Write the sentence, "I can run." on the board. **We know that a sentence is made up of words. How many words are in this sentence? Wait for students' responses. Yes, there are three words. To write this sentence, we need to be able to spell all three words.**
- **We can spell most words using Alphie Talk. We sound out the word and write the letter for each sound. However, some words are different. You can't sound them out and spell them. You have to remember the way that they are spelled. Those are the Red Words that we practice.** Point to any Red Words that you have posted in the classroom.
- **Let's look at the first word in this sentence. The word is "I." Is "I" a Green Word or a Red Word? Wait for students' responses. That's right, it's a Red Word. You have to remember how to spell it. Let's look at the next word, "can." That's a Green Word. It's a Green Word because you can Sound-It-Out: /c...a...n/. The last word, "run," is a Green Word too. You can Sound-It-Out: /r...u...n/. Let's read this sentence together.** Point to each word as students read. Erase the sentence from the board.
- **Let's look at the first word in this sentence. The word is I. Is I a Green Word or a Red Word? Wait for students' responses. That's right, it's a Red Word. You have to remember how to spell it. Let's look at the next word, can. That's a Green Word. It's a Green Word because you can Sound-It-Out: /c...a...n/. The last word, run, is a Green Word too. You can Sound-It-Out: /r...u...n/. Let's read this sentence together.** Point to each word as students read. Erase the sentence from the board.

## Lesson 28 | Adding /\_ed/ to Words

- **Let's practice writing a sentence together. Listen carefully to this sentence, and repeat after me: A cat can sit. Wait for students' responses. Repeat the sentence quietly to yourself one or two more times. Now, write the sentence on the writing pages in the back of your Partner Phonics Booklet.** Monitor students as they write. When students are finished, have them check their work with their partners.
- Write the sentence on the board. As you write, use the Think-Aloud strategy to model how to write sentences. Example: **The first word of the sentence is *a*. I know that *a* is a Red Word. I can write a because I remember how to spell it.** Write *A*. **The next word is *cat*. /c...a...t/. I can write the letters for those sounds.** Write *cat*, making the sound for each letter as you write. Continue the process with the rest of the sentence. Students may correct their work or rewrite the sentence if necessary.
- **You did a great job writing a sentence today! Soon you'll be writing lots of sentences about different things. Good work.**

**Teacher's Note:** : At this stage of sentence writing, the program is more concerned with making sure that students use their knowledge of phonics and phonemic awareness to write sentences. For this reason, the mechanics of writing sentences are not addressed right away. The sentences that you write on the board will be the model of proper mechanics that students will see and associate with sentence writing.



### Wrap-up Video

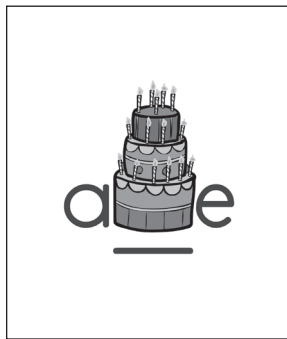
- **Show video**—Wrap up class and celebrate what students learned today with a video.



# Presenting /a\_e/

## At a Glance

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Day 1

New sound: /a\_e/

Day 2

Review sound: /ee/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 3

# Day 1

## Alphabet Chant

- Play the Alphabet Chant and have students chant along with it.

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

cake

rake

make

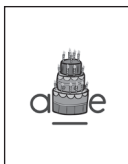
- **What sound can you hear in all of those words?** /a\_e/ Say each word again, and have students repeat each one. Stretch the /a\_e/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /a\_e/. **Let's look at the picture on the card to learn more about our sound for the day. This is a picture of a very delicious looking cake. When I see this picture, I think I want to bake a cake. B → ke a c → ke. Let's say this sentence together: B → ke a c → ke.**
- Say each word, and ask students to repeat each one. Stretch the /a\_e/ sound in each word. It should sound like this:

Teacher: **Bake**Students: *Bake*Teacher: **B → ke**Students: *B → ke*Teacher: **a cake**Students: *a cake*Teacher: **c → ke**Students: *c → ke*

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Write the letters “a\_e” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter. **When I look at the look at the delicious cake, I want to ba→ake a ca→ake, I see these letters:** (point) **an a followed by an e. When I see the a and the e, I think of the sound /a\_e→a\_e/. What do you say when you see these letters? Wait for students' responses. That's right: /a\_e→a\_e/. Here's a way to help us remember to say /a\_e/ when we see these letters. When I point to the letters “a\_e,” I want you all to say:**

/a\_e/

“Bake a cake.”

“a-dash-e”

- Post the picture side of the Key Card for “a\_e” in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Display the letter group “a\_e” on the whiteboard. Say: **The letters *a* and *e* used to stand together to make one sound: /a\_e/. One day, they decided to separate.** Point out the dash between the letters. **Other letters can be in this space** (point to the dash) **but the *a* and *e* still make one sound together. They say /a\_e→a\_e/.**
- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

mad	made	cap	cape
can	cane	fat	fate



- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 3  
Page 9

- Have students turn to Lesson 29 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/x/ as in fox	/g/ as in girl	/d/ as in dinosaur
/a_e/ as in cake	/ng/ as in ring	/ee/ as in seek

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list.

lake	bake	gate	skate
------	------	------	-------

## Lesson 29 | Presenting /a\_e/ .....

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

### Write Sentences

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Bob can bake a cake.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



### Wrap-up Video

- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Alphabet Chant

- Play the Alphabet Chant and have students chant along with it.

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/c-a-ke/	<i>cake</i>	/r-a-ke/	<i>rake</i>
/t-ee-th/	<i>teeth</i>	/s-p-i-ll-ed/	<i>spilled</i>
/s-o-ng/	<i>song</i>	/s-n-a-ke/	<i>snake</i>

### Break-It-Down

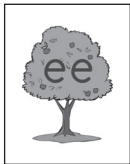
- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

<i>fate</i>	/f-a-te/	<i>when</i>	/wh-e-n/
<i>late</i>	/l-a-te/	<i>feet</i>	/f-ee-t/
<i>cape</i>	/c-a-pe/	<i>spent</i>	/s-p-e-n-t/

### Partner Practice

#### Read Sounds and Words

- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Have students turn to Lesson 29 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class.
- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.



Partner Phonics Booklet 3  
Page 9

Random Reporter



- **Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

wig

fox

three

- Have students turn to the third box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**— When both students in a partnership have successfully read all of the words in the third box and have made up sentences, they may go on to read the Booster Sentence in the fourth box.
- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when both partners can read the words successfully.

Monitor

Random Reporter



- **Partner Practice Celebration**—When students have finished:
  - Review letters if you identified needs during Partner Practice;
  - Use **Random Reporter** to select a partnership to read the word box together;
  - Use **Random Reporter** to select a partnership to read the Booster Sentence.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.



## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**hat...mat...rat...rate...late...lake...take...make...bake...rake**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /ou/

## At a Glance

---



Day 1

New sound: /ou/

Day 2

Review sounds: /a\_e/

### You will need:

---

- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 3

# Day 1

## Alphabet Chant

- Play the Alphabet Chant and have students chant along with it.

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

loud

pound

sour

- **What sound can you hear in all of those words?** /ou/ Say each word again, and have students repeat each one. Stretch the /ou/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /ou/. **This is a picture of a cheerleader. She is shouting for her team. She can shout it out. “Shout it out.” Let’s say that sentence together. Shout it out.** Say each word in the phrase, and ask students to repeat it. Stretch the /ou/ sound in each word.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Write the letters “ou” on the board or chart paper. Build a strong connection between the picture and the letters.
- **When I look at the letters “ou,” I think about the phrase “Shout it out.”** Repeat the /ou/ sound three times. **Look really hard at “ou,” and imagine seeing these letters when the cheerleader shouts. What do these letters say? Wait for students’ responses.** Say /ou/ three times. **Here’s a way to help us remember to say /ou/ when we see these letters. When I point to “ou,” I want you all to say:**

/ou→ou/

“Shout it out.”

“ou”

- Post the picture side of the Key Card for “ou” in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

out

mouth

loud



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 3  
Page 10

- Have students turn to Lesson 30 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/b/ as in bat

/ee/ as in tree

/a\_e/ as in cake

/r/ as in ran

/ou/ as in out

/e/ as in edge

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

out

loud

foul

count

## Lesson 30 | Presenting /ou/ .....

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

### Write Sentences

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**James ran out to Bob.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use Random Reporter to select a partnership to tell you how to write this sentence on the board.



### Wrap-up Video

- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Alphabet Chant

- Play the Alphabet Chant and have students chant along with it.

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/l-ou-d/	<i>loud</i>	/s-ou-th/	<i>south</i>
/ou-t/	<i>out</i>	/m-a-ke/	<i>make</i>
/s-ou-r/	<i>sour</i>	/t-r-a-de/	<i>trade</i>

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

mouth	/m-ou-th/	wake	/w-a-ke/
steep	/s-t-ee-p/	cloud	/c-l-ou-d/
seeds	/s-ee-d-s/	loud	/l-ou-d/

### Partner Practice

#### Read Sounds and Words

- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Have students turn to Lesson 30 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class.
- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together as a class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.



Partner Phonics Booklet 3  
Page 10

Random Reporter



- **Stretch and Read**— Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

feed

bath

rake

- Have students turn to the third box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the third box and have made up sentences, they may go on to read the Booster Sentence in the fourth box.
- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Monitor



- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.

Random Reporter



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**out...pout...tout...tut...hut...hug...bug...bag**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Presenting /ar/

### At a Glance

---



Day 1

New sound: /ar/

Day 2

Review sound: /ou/

#### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 4

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

car

far

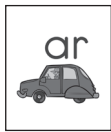
bar

- **What sound can you hear in all of those words?** /ar/ Say each word again, and have students repeat each one. Stretch the /ar/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /ar/. **Let's look at the picture on the card to learn more about our sound for the day. This is a picture of a car. The person in the car wants to go somewhere, so he needs to start the car. "Start the car." Let's say that sentence together. Start the car.** Say each word in the phrase, and ask students to repeat it. Stretch the /ar/ sound in *start* and *car*.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Write the letters “ar” on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters “ar,” I think about the phrase “Start the car.”** Repeat the /ar/ sound three times. **Look really hard at “ar” and imagine seeing these letters on top of the car. What do these letters say?** Say /ar/ three times. **Here's a way to help us remember to say /ar/ when we see these letters. When I point to “ar,” I want you all to say:**

/ar/

“Start the car.”

“ar”

- Post the picture side of the Key Card for “ar” in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

car

dark

far



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 4  
Page 2

- Have students turn to Lesson 31 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ng/ as in ring

/a\_e/ as in late

/ou/ as in out

/a/ as in apple

/ee/ as in street

/ar/ as in car

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list.

bar

far

car

star

## Lesson 31 | Presenting /ar/ .....

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

### Write Sentences

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Sad Sam runs to the car.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



### Wrap-up Video

- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 2

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/b-ar/	<i>bar</i>	/f-l-ou-r/	<i>flour</i>
/b-ar-n/	<i>barn</i>	/wh-a-le/	<i>whale</i>
/c-ar/	<i>car</i>	/p-ar-t-s/	<i>parts</i>

## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

<i>beef</i>	/b-ee-f/	<i>bark</i>	/b-ar-k/
<i>race</i>	/r-a-ce/	<i>green</i>	/g-r-ee-n/
<i>part</i>	/p-ar-t/	<i>gate</i>	/g-a-te/

## Partner Practice

### Read Sounds and Words



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.
- Have students open their Partner Phonics Booklets to page 1. Say: **You are going to practice reading letter sounds with your partner. At the top of the page, you will see an empty box. You are going to use this box to write your own letters. Think of some letters that you need to practice. Write those letters in the top box of your booklet.** (You may want to have your students practice writing the letters on another piece of paper first.) Or you may use your most recent mastery data to guide students on which sounds to write and make sure that students include those sounds in their lists. **Now you and your partner can take turns reading letter sounds together. Look at the letters in the top box. One partner will point to the letters. The other partner will make the sound for each letter. Then, partners will trade places.**
- **You need to make sure that you and your partner can read all the letter sounds. Point to the letters in a mixed-up order to make sure your partner knows every sound.** Circulate to monitor partner work. (If students finish reading all the sounds in the top box, they may go on to the second box of sounds.)

Partner Phonics Booklet 4  
Page 1

# Lesson 31 | Presenting /ar/ .....

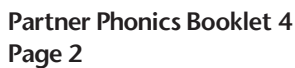


- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- **Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

date

mouth

sitting



- Have students turn to the second box on page 2 in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



Random Reporter

- **Partner Practice Celebration**—When students have finished:
  - Review letters if you identified needs during Partner Practice;
  - Use **Random Reporter** to select a partnership to read the word box together;
  - Use **Random Reporter** to select a partnership to read the Booster Sentence.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.



## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**car...bar...far...tar...star...start...tart**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /o\_e/

## At a Glance

---



Day 1

New sound: /o\_e/

Day 2

Review sound: /ar/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 4

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

bone

pole

woke

- **What sound can you hear in all of those words?** /o\_e/ Say each word again, and have students repeat each one. Stretch the /o\_e/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /o\_e/. **Let's look at the picture on the card to learn more about our sound for the day. This is a picture of a phone. I can use this telephone to call someone at home. I can phone home. "Phone home." Let's say that sentence together. Phone home.** Say each word in the phrase, and ask students to repeat each one. Stretch the /o\_e/ sound in each word.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.



- Write the letters "o\_e" on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters "o\_e," I think about the phrase "Phone home."** Repeat the /o\_e/ sound three times. **Look really hard at "o\_e," and imagine seeing these letters with the phone. What do these letters say? Say /o\_e/ three times. Here's a way to help us remember to say /o\_e→o\_e/ when we see these letters. When I point to "o\_e," I want you all to say:**

/o\_e→o\_e/

"Phone home."

"o dash e"

- Post the picture side of the Key Card for "o\_e" in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

bone

cone

rope



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 4  
Page 3

- Have students turn to Lesson 32 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/a\_e/ as in cake

/ee/ as in tree

/th/ as in thin

/i/ as in insect

/u/ as in umbrella

/o\_e/ as in home

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list.

home

note

rode

woke

**Teacher Note**—If students spell “woke” using a “c,” tell them they did hear the right sound and ask them to write it using another letter that also makes the /k/ sound.

## Lesson 32 | Presenting /o\_e/ .....

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

### Write Sentences

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**The cat came home.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



### Wrap-up Video

- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/wr-o-te/	wrote	/d-o-se/	dose
/s-ee-n/	seen	/p-o-k-ed/	poked
/d-ar-k/	dark	/r-o-de/	rode

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

cake	/c-a-ke/	rose	/r-o-se/
peel	/p-ee-l/	cone	/c-o-ne/
hose	/h-o-se/	bone	/b-o-ne/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.

- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 4  
Page 1

- Ask students to practice their letter sounds, using the first box on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letters sounds together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.

- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

ring

take

steep

# Lesson 32 | Presenting /o\_e/ .....

Partner Phonics Booklet 4  
Page 3

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



Random Reporter

- **Partner Practice Celebration**—When students have finished:
  - Review letters if you identified needs during Partner Practice;
  - Use **Random Reporter** to select a partnership to read the word box together;
  - Use **Random Reporter** to select a partnership to read the Booster Sentence.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.



## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**bone...cone...cane...lane...land...hand...band...bond**

## Wrap-up Video

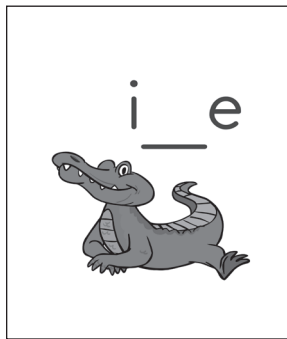


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /i\_e/

## At a Glance

---



Day 1

New sound: /i\_e/

Day 2

Review sound: /o\_e/

### You will need:

---

- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 4

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

time

bike

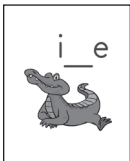
five

- **What sound can you hear in all of those words?** /i\_e/ Say each word again, and have students repeat each one. Stretch the /i\_e/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /i\_e/. Let's look at the picture on the card to learn more about our sound for the day. **This is a picture of a crocodile. This crocodile makes me think of something I say when I am saying good-bye to someone. I say, "In a while, crocodile." Let's say that sentence together. In a while, crocodile.** Say each word in the phrase, and ask students to repeat it. Stretch the /i\_e/ sound in *while* and *crocodile*.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Write the letters "i\_e" on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters "i\_e," I think about the phrase "In a while, crocodile."** Repeat the /i\_e/ sound three times. **Look really hard at "i\_e," and imagine seeing these letters with the crocodile. What do these letters say?** Say /i\_e/ three times. **Here's a way to help us remember to say /i\_e/ when we see these letters. When I point to "i\_e," I want you all to say:**

/i\_e→i\_e/

"In a while, crocodile."

"i dash e"

- Post the picture side of the Key Card for "i\_e" in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

time

side

mine



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 4  
Page 4

- Have students turn to Lesson 33 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/i\_e/ as in mile

/o\_e/ as in bone

/ng/ as in ring

/b/ as in bat

/a\_e/ as in cake

/ee/ as in tree

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list.

mine

fine

time

spine

## Lesson 33 | Presenting /i\_e/.....

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

### Write Sentences

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**I can ride a bike.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



### Wrap-up Video

- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 2

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/s-i-de/	<i>side</i>	/b-r-i-de/	<i>bride</i>
/m-i-ne/	<i>mine</i>	/k-i-te-s/	<i>kites</i>
/w-a-ke/	<i>wake</i>	/r-a-k-ed/	<i>raked</i>

## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

<i>sees</i>	/s-ee-s/	<i>slide</i>	/s-l-i-de/
<i>time</i>	/t-i-me/	<i>faces</i>	/f-a-ce-s/
<i>bite</i>	/b-i-te/	<i>cones</i>	/c-o-ne-s/

## Partner Practice

### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 4  
Page 1

Random Reporter



- Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.
- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

king

seed

win

# Lesson 33 | Presenting /i\_e/.....

Partner Phonics Booklet 4  
Page 4

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



Random Reporter

- **Partner Practice Celebration**—When students have finished:
  - Review letters if you identified needs during Partner Practice;
  - Use **Random Reporter** to select a partnership to read the word box together;
  - Use **Random Reporter** to select a partnership to read the Booster Sentence.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.



## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**mine...fine...dine...line...lane...lake...bake...take**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Practicing Words Beginning with /b/, /c/, and /f/

### At a Glance

---

Practice words beginning  
with /b/, /c/, and /f/

#### You will need:

---

- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 4

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

blue

clop

flip

- **What sounds can you hear at the beginning of all of those words?** *Wait for students' responses.* **Right. I hear letters blended with /l/. Say each word again, and have students repeat each one. Stretch the l-blend sound in each word.**

## Partner Practice

### Read Sounds and Words

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 4  
Page 1

- Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

### Stretch and Read with the New Sound

- **We're going to practice reading words with /bl/, /cl/, and /fl/ at the beginning of the words. Alphie sometimes has trouble putting all the sounds together, so he gave us some words to practice with.**
- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

black

clap

flat



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 4  
Page 5

- Have students turn to Lesson 34 in their Partner Phonics Booklets, and read the words in the box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the words together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/b/ as in bat

/c/ as in cat

/f/ as in fan

/i\_e/ as in file

/ar/ as in park

/a\_e/ as in bake

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

blabs

claps

block

flock

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

### Write Sentences

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Ron can see a clock.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



## Wrap-up Video

- **Show video**—Wrap up class and celebrate what students learned today with a video.



## Practicing Words Beginning with /gl/, /pl/, and /sl/

### At a Glance

---

Practice words beginning  
with /gl/, /pl/, and /sl/

#### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 4

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

glow

plot

sled

- **What sounds can you hear at the beginning of all of those words?** *Wait for students' responses.* **Right. I hear letters blended with /l/.** Say each word again, and have students repeat each one. Stretch the l-blend sound in each word.

## Partner Practice

### Read Sounds and Words

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 4  
Page 1

- Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

### Stretch and Read with the New Sound

- **We're going to practice reading words with /gl/, /pl/, and /sl/ at the beginning of the words. Alphie sometimes has trouble putting all the sounds together, so he gave us some words to practice with.**
- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

glad

plan

slid



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 4  
Page 6

- Have students turn to Lesson 35 in their Partner Phonics Booklets, and read the words in the box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/g/ as in girl

/i\_e/ as in time

/ar/ as in far

/o\_e/ as in poke

/ou/ as in out

/\_ed/ as in batted

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

plant

glob

slug

sled

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

### Write Sentences

- Tell students that Alphonse has brought a sentence that he thinks they can write. Have Alphonse read this sentence.

**Pam plants a black seed.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

## Wrap-up Video



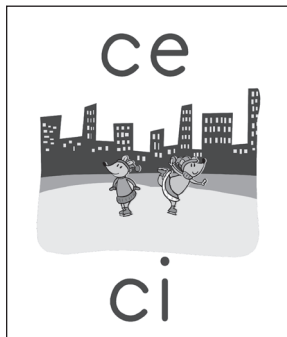
- **Show video**—Wrap up class and celebrate what students learned today with a video.



# Presenting /c/ as in ice ("soft c")

## At a Glance

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Day 1

New sound: /c/ (ice)

Day 2

Review sound: /i\_e/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphonse and Camille puppets
- Partner Phonics Booklet 4

**Teacher's Note:**

In this lesson, the letter "c" makes the /s/ sound, and is called "soft c."

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

cent

city

circus

- **What sound can you hear in all of those words?** /s/ Say each word again, and have students repeat each one. Stretch the /s/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for “soft c.” **Let’s look at the picture on the card to learn more about our sound for the day. This is a picture of some mice. They like to skate on the ice. If you look closely at the picture, you can see that they are in the city. They are city mice. “City mice on ice.” Let’s say that sentence together. *City mice on ice.*** Say each word in the phrase, and ask students to repeat it. Stretch the /s/ sound in each word.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Show students the picture side of the “city mice on ice” Key Card. **We know this letter** (point to the c); **we’ve studied it before. Usually, this letter says /c/ /c/ /c/ (hard c sound) but not always. This letter is special because it can make two sounds. Today, you’ll learn about the other sound that the letter “c” can make, /s/. Look at the picture of the mice on ice, and think about the sound /s→s/. When the letter “c” is followed by an e or an i, it says /s/. Flip the card over so students can only see the letters “ce” and “ci.” What is the new sound that these letters make? Wait for students’ responses.** Stretch /s/. Show the picture side of the card again. **Here’s a way to help us remember to say /s/. When we see the letters “ce” and “ci” on this picture, I want you all to say:**

/s→s/

“City mice on ice”

"ce or ci"

- Post the picture side of the Key Card for “soft c” in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

ice

face

space



- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 4  
Page 7

- Have students turn to Lesson 36 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ar/ as in farm

/ou/ as in out

/ee/ as in tree

/o\_e/ as in home

/a\_e/ as in bake

/i\_e/ as in bike

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list.

race

cent

ice

space

## Lesson 36 | Presenting /c/ as in ice (“soft c”) . . . . .

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

### Write Sentences

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**I will win the race.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



### Wrap-up Video

- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 2

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/f-a-ce/	<i>face</i>	/d-i-ce/	<i>dice</i>
/l-a-ce/	<i>lace</i>	/c-r-ee-k/	<i>creek</i>
/i-ce/	<i>ice</i>	/t-r-a-ce/	<i>trace</i>

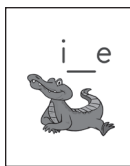
## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

cent	/c-e-n-t/	rice	/r-i-ce/
mice	/m-i-ce/	smoke	/s-m-o-ke/
ace	/a-ce/	miles	/m-i-le-s/

## Partner Practice

### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 4  
Page 1

Random Reporter



- Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.
- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

card

fix

feed

## Lesson 36 | Presenting /c/ as in ice (“soft c”) . . . . .

Partner Phonics Booklet 4  
Page 7

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

Monitor

- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



Random Reporter

- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the or read the Booster Sentence successfully.

### Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**rice...dice...nice...mice...ice...ace...face...lace...place**

### Wrap-up Video

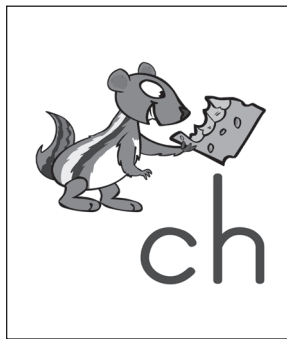


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /ch/

## At a Glance

---



Day 1

New sound: /ch/

Day 2

Review sound: /c/ (ice)

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alpie and Cami puppets
- Partner Phonics Booklet 4

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

chain

chair

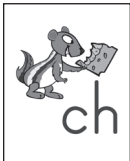
cherry

- **What sound can you hear in all of those words? /ch/** Say each word again, and have students repeat each one. Cut the initial sound short in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /ch/. **Let's look at the picture on the card to learn more about our sound for the day. This is a picture of a chipmunk. He is choosing to eat cheese.** "The chipmunk chooses cheese." **Let's say that sentence together. *The chipmunk chooses cheese.*** Say the phrase with students, emphasizing the focus sound in each word.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Write the letters "ch" on the board or chart paper. Build a strong connection between the picture and the letters. **We can write /ch/ using letters we already know. What is the new sound these two letters make when they are together? Wait for students' responses.** Say /ch/ three times. **Here's a way to help us remember to say /ch/ when we see these letters together. When I point to "ch" I want you all to say:**

/ch/

"The chipmunk chooses cheese."

"ch"

- Post the picture side of the Key Card for "ch" in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

chip

chat

check



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 4  
Page 8

- Have students turn to Lesson 37 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/i\_e/ as in line

/a\_e/ as in bake

/ar/ as in art

/o\_e/ as in rode

/w/ as in worm

/ng/ as in king

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

chop

rich

much

cheek

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphonse has brought a sentence that he thinks they can write. Have Alphonse read this sentence.

**Bob likes to cheer.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



**Wrap-up Video**

- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 2

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/ch-i-n/	<i>chin</i>	/ch-o-m-p/	<i>chomp</i>
/r-a-ce/	<i>race</i>	/ch-e-ck/	<i>check</i>
/n-i-ce/	<i>nice</i>	/l-u-n-ch/	<i>lunch</i>

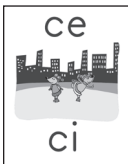
## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

chat	/ch-a-t/	beech	/b-ee-ch/
chip	/ch-i-p/	chased	/ch-a-se-d/
hope	/h-o-pe/	branch	/b-r-a-n-ch/

## Partner Practice

### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 4  
Page 1

Random Reporter



- Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.
- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.

- **Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

will

fine

mice

Partner Phonics Booklet 4  
Page 8

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



Random Reporter

- **Partner Practice Celebration**—When students have finished:
  - Review letters if you identified needs during Partner Practice;
  - Use **Random Reporter** to select a partnership to read the word box together;
  - Use **Random Reporter** to select a partnership to read the Booster Sentence.



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**chip...chop...hop...top...stop...mop...map...gap**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Practicing Words Beginning with /cr/, /dr/, and /gr/

## At a Glance

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Practice words beginning  
with /cr/, /dr/, and /gr/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 4

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

crab

drop

grin

- **What sounds can you hear at the beginning of all of those words?** *Wait for students' responses.* **Right. I hear letters blended with /r/. Say each word again, and have students repeat each one. Stretch the r-blend sound in each word.**

## Partner Practice

### Read Sounds and Words

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

Partner Phonics Booklet 4  
Page 1

### Stretch and Read with the New Sound

- **We're going to practice reading words with /cr/, /dr/, and /gr/ at the beginning of the words. Alphie sometimes has trouble putting all the sounds together, so he gave us some words to practice with.**
- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

**grip**

**drum**

**crab**



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 4  
Page 9

- Have students turn to Lesson 38 in their Partner Phonics Booklets, and read the words in the box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/x/ as in fox

/h/ as in horse

/g/ as in girl

/ch/ as in chin

/ar/ as in car

/i\_e/ as in bike

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

greet

crib

grim

drop

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

### Write Sentences

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Bob dropped his chips.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



## Wrap-up Video

- **Show video**—Wrap up class and celebrate what students learned today with a video.



## Practicing Words Beginning with /pr/ and /tr/

### At a Glance

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Practice words beginning  
with /pr/ and /tr/

#### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 4

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

prop

trip

trap

- **What sounds can you hear at the beginning of all of those words?** *Wait for students' responses.* **Right. I hear letters blended with /r/. Say each word again, and have students repeat each one. Stretch the r-blend sound in each word.**

## Partner Practice

### Read Sounds and Words

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

### Stretch and Read with the New Sound

- **We're going to practice reading words with /pr/ and /tr/ at the beginning of the words. Alphie sometimes has trouble putting all the sounds together, so he gave us some words to practice with.**
- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

prod

prep

tree



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**
- Have students turn to Lesson 39 in their Partner Phonics Booklets, and read the words in the box with their partner. If both partners can read all of the words, they can make up sentences using the words.
- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Partner Phonics Booklet 4  
Page 1

Partner Phonics Booklet 4  
Page 10

Monitor

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/c/ as in ice

/ou/ as in ouch

/o\_e/ as in mole

/p/ as in pig

/a\_e/ as in cake

/r/ as in run

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

**print****trims****proud****trotting**

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

### Write Sentences

- Tell students that Alphonse has brought a sentence that he thinks they can write. Have Alphonse read this sentence.

**Sam tripped on the prop.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



## Wrap-up Video

- **Show video**—Wrap up class and celebrate what students learned today with a video.



## Presenting /or/

### At a Glance

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Day 1

New sound: /or/

Day 2

Review sound: /ch/

#### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 4

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

corn

fork

born

- **What sound can you hear in all of those words?** /or/ Say each word again, and have students repeat each one. Stretch the /or/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /or/. **Let's look at the picture on the card to learn more about our sound for the day. This is a picture of a horse. This horse likes to eat corn. Every time I see this picture, I say, "Corn for the horse." Let's say that sentence together. Corn for the horse.** Say each word in the phrase, and ask students to repeat it. Stretch the /or/ sound in each word.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Write the letter group “or” on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters “or,” I think about the phrase “Corn for the horse.”** Run your finger over “or” as you repeat the /or/ sound three times. **Look really hard at “or,” and imagine seeing these letters with the corn for the horse. What do these letters say? Wait for students' responses.** Stretch the /or/ sound. **Here's a way to help us remember to say /or/ when we see these letters. When I point to “or,” I want you all to say:**

/or/

“Corn for the horse.”

“or”

- Post the picture side of the Key Card for “or” in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

corn

horn

fork



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 4  
Page 11

- Have students turn to Lesson 40 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/o\_e/ as in hose

/a\_e/ as in cake

/ch/ as in chop

/ou/ as in count

/or/ as in horse

/i\_e/ as in ride

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

fork

fort

horn

sort

## Lesson 40 | Presenting /or/ .....

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

### Write Sentences

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Mark beeped his horn.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



### Wrap-up Video

- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/f-or-k/	<i>fork</i>	/wh-i-te/	<i>white</i>
/c-or-n/	<i>corn</i>	/s-c-a-le-s/	<i>scales</i>
/th-or-n/	<i>thorn</i>	/c-ar-t-s/	<i>carts</i>

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

port	/p-or-t/	couch	/c-ou-ch/
horn	/h-or-n/	crunch	/c-r-u-n-ch/
for	/f-or/	north	/n-or-th/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 4  
Page 1

Random Reporter



- Ask students to practice their letter sounds, using all of the boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.
- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

rode

chin

dime

Partner Phonics Booklet 4  
Page 11

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

Monitor

- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;

- Use **Random Reporter** to select a partnership to read the word box together;

- Use **Random Reporter** to select a partnership to read the Booster Sentence.

Random Reporter



- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**cord...corn...horn...born...barn...bar...far...farm**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /sh/

## At a Glance

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Day 1

New sound: /sh/

Day 2

Review sound: /or/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Deck 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 5

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

shirt

shell

sheep

shoe

- **What sound can you hear in all those words? /sh/** Say each word again, and have students repeat each one. Stretch the initial sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /sh/. **Let's look at the picture on the card to learn more about our sound for the day. This little girl is named Sherry and she is shining her shoes. "Sherry shines her shoes." Let's say that sentence together: *Sherry shines her shoes.*** Say the phrase with students, emphasizing the focus sound in each word.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.



- Write the letters “sh” on the board or chart paper. Build a strong connection between the picture and the letters. **We can write /sh/ using letters we already know. When I look at the letters “sh,” I think about the phrase, “Sherry shines her shoes.”** Run your finger over “sh” as you repeat the sound /sh/ three times. **Look really hard at “sh” and imagine seeing Sherry shining her shoes. What do these letters say? /sh/** Stretch the /sh/ sound. **Here's a way to help up remember to say /sh/ when we see these letters. When I point to “sh,” I want you all to say:**

/sh/    “Sherry shines her shoes”    “sh”

- Post the picture side of the Key Card for “sh” in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

ship

shut

dash



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 5  
Page 2

- Have students turn to Lesson 41 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/or/ as in cord

/o\_e/ as in hope

/ou/ as in mouth

/ch/ as in chin

/i\_e/ as in fine

/sh/ as in shine

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list.

rush

shot

shop

sheet

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Bob shares his wish.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 2

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/f-i-sh/	<i>fish</i>	/sh-or-t/	<i>short</i>
/sh-o-p/	<i>shop</i>	/r-a-ce-d/	<i>raced</i>
/sh-e-ll/	<i>shell</i>	/s-l-e-p-t/	<i>slept</i>

## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

shut	/sh-u-t/	wish	/w-i-sh/
dish	/d-i-sh/	crib	/c-r-i-b/
ship	/sh-i-p/	brush	/b-r-u-sh/

## Partner Practice

### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 5  
Page 1

- Have students write letter group sounds they need to practice in the first box on page 1 in Partner Phonics Booklet 5.
- Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

port

bang

check

# Lesson 41 | Presenting /sh/ .....

Partner Phonics Booklet 5  
Page 2

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

Monitor

- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.



Random Reporter

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**bug...rug...rush...rash...dash...dish...fish...fin**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /y/

## At a Glance

---



Day 1

New sound: /y/

Day 2

Review sound: /sh/

### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 5

# Day 1

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /y/ and play the alliterative phrase: **Yank the yellow yo-yo.** Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures—*yard*, *yo-yo*, *yawn*, and *yell*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

### Making the Sound

- Use the Making the Sound activity to play the sound. Ask students to say /y/.
  - **When I say /y...y...y/, my mouth is open just a little, and my tongue is near the top. My tongue touches the sides of my teeth. /y/. My mouth opens a little more at the end of the sound. /y/. Let's say that sound together. /y...y...y...y/.**

### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /y/.

Think-Pair-Share

## Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “y” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

yell

yes

yet



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 5  
Page 3

- Have students turn to Lesson 42 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

Trace-It Cue: y



- Show animation: Trace-it Cue**—Play the writing cue three times: **Slant right down one string and way down the other, /y...y...y/.**
  - Have students write the letter in the air while they recite the cue.
  - Have students write the letter on their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other's work.
- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/sh/ as in shine

/ar/ as in park

/ee/ as in tree

/ch/ as in cheese

/or/ as in fork

/o\_e/ as in cone

**Write Words**

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

yap

yak

yip

yanks

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Tom yells in the yard.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**

- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/y-e-s/	yes	/y-i-k-es/	yikes
/y-e-ll/	yell	/y-a-n-k/	yank
/y-aw-n/	yawn	/n-o-se/	nose

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

yet	/y-e-t/	yelled	/y-e-ll-ed/
yuck	/y-u-ck/	jump	/j-u-m-p/
yam	/y-a-m/	yank	/y-a-n-k/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

#### Partner Phonics Booklet 5 Page 1

- Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

#### Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

creek

fish

hand

# Lesson 42 | Presenting /y/ .....

Partner Phonics Booklet 5  
Page 3

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.

Random Reporter



- Celebrate good work during partner practice by awarding honey points to partners who read words or the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**wet...yet...let...leg...lag...wag...wig...fig**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /ea/

## At a Glance

---



Day 1

New sound: /ea/

Day 2

Review sound: /y/

### You will need:

---

- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 5

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

eat

meal

bead

- **What sound can you hear in all of those words?** /ea/ Say each word again, and have students repeat each one. Stretch the /ea/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /ea/. Let's look at the picture on the card to learn more about our sound for the day. **This is a picture of a cup of tea. When I see this cup, I think about drinking tea. Every time I see this picture, I say, "Time for tea." Let's say that sentence together. Time for tea.** Say each word in the phrase, and ask students to repeat it. Stretch the /ea/ sound in the word *tea*.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.



- Write the letters "ea" on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters "ea," I think about the phrase "Time for tea."** Run your finger over "ea" as you repeat the sound /ea/ three times. **Look really hard at "ea," and imagine seeing these letters with the cup of tea. What do these letters say?** /ea/ Stretch the /ea/ sound. **Here's a way to help us remember to say /ea/ when we see these letters. When I point to "ea," I want you all to say:**

/ea/

"Time for tea"

"ea"

- Post the picture side of the Key Card for "ea" in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

tea

clean

lead



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.
- Have students turn to Lesson 43 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Partner Phonics Booklet 5  
Page 4

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/sh/ as in ship

/a\_e/ as in cake

/ou/ as in shout

/ea/ as in tea

/i\_e/ as in time

/ar/ as in bar

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

read

team

beak

bean

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alpie has brought a sentence that he thinks they can write. Have Alpie read this sentence.

**I will drink tea in a cup.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



**Wrap-up Video**

- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/f-ea-s-t/	<i>feast</i>	/c-e-n-t/	<i>cent</i>
/ea-t/	<i>eat</i>	/y-ea-r/	<i>year</i>
/y-a-m-s/	<i>yams</i>	/c-ar-t/	<i>cart</i>

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

tea	/t-ea/	reach	/r-ea-ch/
team	/t-ea-m/	poke	/p-o-ke/
meal	/m-ea-l/	stream	/s-t-r-ea-m/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.

- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 5  
Page 1

- Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.

- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

lake

year

cheer

# Lesson 43 | Presenting /ea/ .....

Partner Phonics Booklet 5  
Page 4

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



Random Reporter

- **Partner Practice Celebration**—When students have finished:
  - Review letters if you identified needs during Partner Practice;
  - Use **Random Reporter** to select a partnership to read the word box together;
  - Use **Random Reporter** to select a partnership to read the Booster Sentence.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.



## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**tea...sea...seal...deal...heal...heat...beat...bean**

## Wrap-up Video

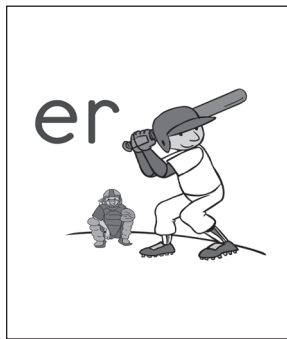


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /er/

## At a Glance

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Day 1

New sound: /er/

Day 2

Review sound: /ea/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 5

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

bat

batter

farm

farmer

run

runner

- **What sound did I add at the end of those words?** /er/ Say each word again, and have students repeat each one. Stretch the /er/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /er/. Let's look at the picture on the card to learn more about our sound for the day. **This is a picture of a boy ready to bat the ball. He is big. He is bigger than the others. He is a bigger batter. "Bigger batter." Let's say that phrase together. Bigger batter.** Say each word in the phrase, and ask students to repeat it. Stretch the /er/ sound in each word.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Write the letters "er" on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters "er," I think about the phrase "Bigger batter."** Run your finger over "er" as you repeat the /er/ sound three times. **Look really hard at "er," and imagine the bigger batter. What do these letters say?** /er/ Say /er/ three times. **Here's a way to help us remember to say /er/ when we see these letters. When I point to "er," I want you all to say:**

/er/

"Bigger batter"

"er"

- Post the picture side of the Key Card for "er" in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

farmer

under

winter



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 5  
Page 5

- Have students turn to Lesson 44 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/a/ as in apple

/a\_e/ as in bake

/ee/ as in tree

/sh/ as in shop

/\_ed/ as in jumped

/er/ as in batter

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

runner

darker

slipper

deeper

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alpie has brought sentences that he thinks they can write. Have Alpie read these sentences.

**The batter hit a home run. His team won.**

Random Reporter

- Discuss the meaning of the sentences briefly. Have partners work together and write the sentences on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write these sentences on the board.

**Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/f-ar-m/	<i>farm</i>	/s-i-s-t-er/	<i>sister</i>
/f-ar-m-er/	<i>farmer</i>	/s-w-i-m/	<i>swim</i>
/b-ea-ch/	<i>beach</i>	/b-a-tt-er/	<i>batter</i>

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

bead	/b-ea-d/	run	/r-u-n/
dinner	/d-i-nn-er/	slip	/s-l-i-p/
runner	/r-u-nn-er/	slipper	/s-l-i-pp-er/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 5  
Page 1



- Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.
- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

reading

deep

out

Partner Phonics Booklet 5  
Page 5

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



Random Reporter

- **Partner Practice Celebration**—When students have finished:
  - Review letters if you identified needs during Partner Practice;
  - Use **Random Reporter** to select a partnership to read the word box together;
  - Use **Random Reporter** to select a partnership to read the Booster Sentence.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.



## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**like...line...lone...cone...cane...can...ban...bat**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Practicing Words Ending with /\_lp/, /\_mp/, and /\_ft/

### At a Glance

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Practice words ending with /\_lp/, /\_mp/, and /\_ft/

#### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Deck 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 5

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

help

bump

left

- **What sounds can you hear at the ending of those words?** Wait for students' responses. **Right. I hear the blends /lp/, /mp/, and /ft/.** Say each word again, and have students repeat each one. Stretch the blend sound in each word.

## Partner Practice

### Read Sounds and Words

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

### Stretch and Read with the New Sound

- **We're going to practice reading words with /lp/, /mp/, and /ft/ at the ending of the words. Alphie sometimes has trouble putting all the sounds together, so he gave us some words to practice with.**
- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

camp

raft

help

- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.



- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 5  
Page 6

- Have students turn to Lesson 45 in their Partner Phonics Booklets, and read the words in the box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/l/ as in lamp

/p/ as in pig

/m/ as in man

/f/ as in fire

/t/ as in tower

/er/ as in runner

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list.

lamp

softer

yelp

dumped

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

### Write Sentences

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Ted felt the soft dog.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



## Wrap-up Video

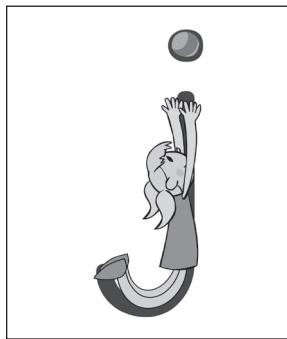
- **Show video**—Wrap up class and celebrate what students learned today with a video.



# Presenting /j/

## At a Glance

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Day 1

New sound: /j/

Day 2

Review sound: /er/

### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase card set
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 5

# Day 1

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /j/ and play the alliterative phrase: **Jane jumps for joy**. Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures—*Jack-in-the-box, jeep, jet, and jug*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

### Making the Sound

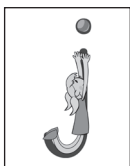
- Use the Making the Sound activity to play the sound. Ask students to say /j/.
  - **When I say /j ...j...j/, my lips stick out a little. My tongue is near the top of my mouth, and it moves when I open my mouth. /j/. Some air comes out in a little puff. Let's say that sound together. /j...j...j...j/.** Make sure that students do not add a vowel and say “juh.”

### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /j/.

Think-Pair-Share

## Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “j” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

job

jog

jump



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 5  
Page 7

- Have students turn to Lesson 46 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

Trace-It Cue: j



- Show animation: Trace-it Cue**—Play the writing cue three times: **Down Jane's back, up to her toes. Jump to the ball, /j...j...j/.**
  - Have students write the letter in the air while they recite the cue.
  - Have students write the letter on their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other's work.
- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ea/ as in eat

/sh/ as in ship

/y/ as in yell

/or/ as in fork

/er/ as in begger

/ch/ as in chip

**Write Words**

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

**jet**

**jammed**

**job**

**jugs**

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Jane eats plum jam.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/j-a-ck/	<i>Jack</i>	/sh-e-ll-s/	<i>shells</i>
/j-a-m/	<i>jam</i>	/j-u-s-t/	<i>just</i>
/j-ee-p/	<i>jeep</i>	/k-i-te/	<i>kite</i>

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

<i>jab</i>	/j-a-b/	<i>flat</i>	/f-l-a-t/
<i>jet</i>	/j-e-t/	<i>smell</i>	/s-m-e-ll/
<i>jog</i>	/j-o-g/	<i>slid</i>	/s-l-i-d/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

#### Partner Phonics Booklet 5 Page 1

- Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

#### Random Reporter



- Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

chip

yelling

well

# Lesson 46 | Presenting /j/ .....

Partner Phonics Booklet 5  
Page 7

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



Random Reporter

- **Partner Practice Celebration**— When students have finished:
  - Review letters if you identified needs during Partner Practice;
  - Use **Random Reporter** to select a partnership to read the word box together;
  - Use **Random Reporter** to select a partnership to read the Booster Sentence.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.



## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**jet...wet...went...bent...bet...bit...bat...chat**

## Wrap-up Video

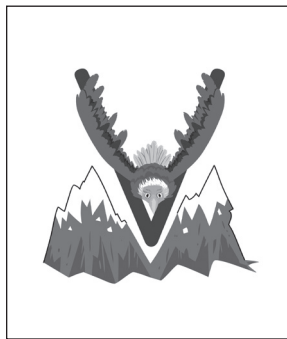


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /v/

## At a Glance

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Day 1

New sound: /v/

Day 2

Review sound: /j/

### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 5

# Day 1

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /v/ and play the alliterative phrase: **The vulture veers over valleys.** Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *van*, *vine*, *vase*, and *vegetables*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

### Making the Sound

- Use the Making the Sound activity to play the sound. Ask students to say /v/.
  - **When I say /v→v/, my teeth touch my bottom lip. Put your mouth in the /v/ position and point to it. I make the /v→v/ sound by pushing air between my teeth. The air makes a humming noise. /v→v/. Let's say that sound together. /v→v/. Put your hand on your throat and feel the hum.**

### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /v/.

Think-Pair-Share

## Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “v” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

van

vet

vat



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 5  
Page 8

- Have students turn to Lesson 47 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

Trace-It Cue: v



- Show animation: Trace-it Cue**—Play the writing cue three times: **Down one wing and up the other, /v→v/**
  - Have students write the letter in the air while they recite the cue.
  - Have students write the letter on their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other's work.
- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/j/ as in jam

/ea/ as in meat

/y/ as in yo-yo

/or/ as in corn

/er/ as in slipper

/sh/ as in shoe

**Write Words**

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

vans

vase

live

cave

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Dave went to see the cave.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**

- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/v-a-n/	<i>van</i>	/l-ea-v-es/	<i>leaves</i>
/v-e-t/	<i>vet</i>	/v-e-s-t/	<i>vest</i>
/j-o-ke/	<i>joke</i>	/s-l-a-p/	<i>slap</i>

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

<i>her</i>	/h-er/	<i>waved</i>	/w-a-ve-d/
<i>five</i>	/f-i-ve/	<i>slips</i>	/s-l-i-p-s/
<i>jug</i>	/j-u-g/	<i>vine</i>	/v-i-ne/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

#### Partner Phonics Booklet 5 Page 1

Random Reporter



- Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.
- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

ship

hot

jumped

Partner Phonics Booklet 5  
Page 8

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



Random Reporter

- **Partner Practice Celebration**—When students have finished:
  - Review letters if you identified needs during Partner Practice;
  - Use **Random Reporter** to select a partnership to read the word box together;
  - Use **Random Reporter** to select a partnership to read the Booster Sentence.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.



## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**hit...hat...vat...van...pan...pin...chin...chip...hip**

## Wrap-up Video

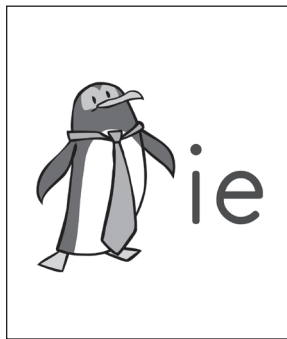


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /ie/

## At a Glance

---



Day 1

New sound: /ie/

Day 2

Review sound: /v/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 5

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

pie

tie

die

- **What sound can you hear in all of those words? /ie/** Say each word again, and have students repeat each one. Stretch the /ie/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /ie/. **Let's look at the picture on the card to learn more about our sound for the day. This is a picture of a penguin with a tie. We are going to tell him: Tie your tie. "Tie your tie." Let's say that sentence together. Tie your tie.** Say each word in the phrase, and ask students to repeat it. Stretch the /ie/ sound in the word *tie*.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.



- Write the letters “ie” on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters “ie,” I think about the phrase “Tie your tie.”** Run your finger over “ie” as you repeat the sound /ie/ three times. **Look really hard at “ie,” and imagine seeing these letters as you tie your tie. What do these letters say? /ie/** Say /ie/ three times. **Here's a way to help us remember to say /ie/ when we see these letters. When I point to “ie,” I want you all to say:**

/ie/

“Tie your tie.”

“ie”

- Post the picture side of the Key Card for “ie” in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

pie

die

lie



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 5  
Page 9

- Have students turn to Lesson 48 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/\_ed/ as in walked

/ee/ as in tree

/\_ing/ as in jumping

/\_ie/ as in tie

/ea/ as in tea

/ar/ as in car

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

pie

tie

die

lie

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Sad Sam is eating a pie.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**

- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/l-ie/	<i>lie</i>	/b-r-igh-t/	<i>bright</i>
/t-igh-t/	<i>tight</i>	/v-o-te/	<i>vote</i>
/l-i-ne/	<i>line</i>	/d-i-ve/	<i>dive</i>

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

tried	/t-r-i-ed/	tied	/t-i-ed/
tie	/t-ie/	poke	/p-o-ke/
spy	/s-p-y/	poked	/p-o-k-ed/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.
- Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

Partner Phonics Booklet 5  
Page 1



south

rope

splash

Partner Phonics Booklet 5  
Page 9

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

Monitor

- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.



- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—When students have finished:
  - Review letters if you identified needs during Partner Practice;
  - Use **Random Reporter** to select a partnership to read the word box together;
  - Use **Random Reporter** to select a partnership to read the Booster Sentence.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**pie...die...lie...tie...tip...rip...ripe...wipe**

## Wrap-up Video

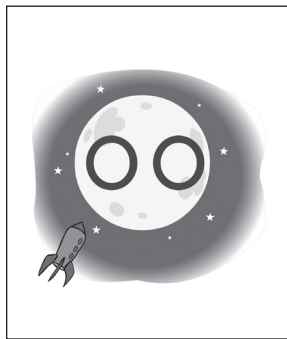


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /oo/ as in (moon)

## At a Glance

---



Day 1

New sound: /oo/ (moon)

Day 2

Review sound: /ie/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 5

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

moon

noon

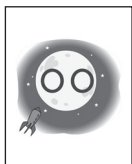
spoon

- **What sound can you hear in all of those words?** /oo/ Say each word again, and have students repeat each one. Stretch the /oo/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /oo/ and play the alliterative phrase: **This is a picture of a rocket ship. The rocket ship is going to the moon. It's going very fast, so when I see this picture, I say, "Zoom to the moon." Let's say that sentence together. Zoom to the moon.** Say each word in the phrase, and ask students to repeat each word. Stretch the /oo/ sound in *zoom* and *moon*.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Write the letters “oo” on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters “oo,” I think about the phrase “Zoom to the moon.”** Run your finger over “oo” as you repeat the /oo/ sound three times. **Look really hard at “oo,” and imagine seeing these letters on the ship that zooms to the moon. What do these letters say?** /oo/ Say /oo/ three times. **Here's a way to help us remember to say /oo→oo/ when we see these letters. When I point to “oo,” I want you all to say:**

/oo→oo/

“Zoom to the moon.”

“oo”

- Post the picture side of the Key Card for “oo” in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

moon

room

food



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 5  
Page 10

- Have students turn to Lesson 49 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ie/ as in pie

/i\_e/ as in tide

/a\_e/ as in bake

/ee/ as in knee

/o\_e/ as in home

/oo/ as in moon

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

soon

hoop

boot

spoon

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

## Lesson 49 | Presenting /oo/ as in (moon) . . . . .

### Write Sentences

- Tell students that Alphie has brought sentences that he thinks they can write. Have Alphie read these sentences.

**Jump in the pool. It is cool.**

Random Reporter

- Discuss the meaning of the sentences briefly. Have partners work together and write the sentences on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write these sentences on the board.

### Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/r-oo-m/	<i>room</i>	/p-oo-l/	<i>pool</i>
/k-ee-p/	<i>keep</i>	/v-a-n-s/	<i>vans</i>
/t-i-de/	<i>tide</i>	/s-ch-oo-l/	<i>school</i>

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

jug	/j-u-g/	spoon	/s-p-oo-n/
under	/u-n-d-er/	soon	/s-oo-n/
hide	/h-i-de/	spoons	/s-p-oo-n-s/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

#### Partner Phonics Booklet 5 Page 1

Random Reporter



- Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.
- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

sleeping

drive

wake

# Lesson 49 | Presenting /oo/ as in (moon) . . . . .

Partner Phonics Booklet 5  
Page 10

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.

Random Reporter



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**noon...moon...soon...seen...seed...feed...food...mood**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /ow/ as in snow

## At a Glance

---



Day 1

New sound: /ow/ (snow)

Day 2

Review sound: /oo/ (moon)

### You will need:

---

- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 5

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

bow

row

snow

- **What sound can you hear in all of those words?** /ow/ Say each word again, and have students repeat each one. Stretch the /ow/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /ow/. Let's look at the picture on the card to learn more about our sound for the day. **This is a picture of a boy blowing snowflakes. He can blow the snow. "Blow the snow." Let's say that sentence together. Blow the snow.** Say each word in the phrase, and ask students to repeat it. Stretch the /ow/ sound in the words *blow* and *snow*.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.



- Write the letters "ow" on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters "ow," I think about the phrase "Blow the snow."** Run your finger over "ow" as you repeat the sound /ow/ three times. **Look really hard at "ow," and imagine that you can blow the snow. What do these letters say?** /ow/ Say /ow/ three times. **Here's a way to help us remember to say /ow/ when we see these letters. When I point to "ow," I want you all to say:**

/ow/

"Blow the snow."

"ow"

- Post the picture side of the Key Card for "ow" in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

grow

low

glow



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 5  
Page 11

- Have students turn to Lesson 50 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/i\_e/ as in bike

/ie/ as in tie

/ea/ as in team

/er/ as in singer

/oo/ as in moon

/ow/ as in snow

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

flow

lower

show

growing

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alpie has brought a sentence that he thinks they can write. Have Alpie read this sentence.

**Do not slip in the snow!**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/z-oo/	<i>zoo</i>	/f-l-ie-s/	<i>flies</i>
/s-l-i-p/	<i>slip</i>	/g-l-ow/	<i>glow</i>
/b-l-ow/	<i>blow</i>	/g-r-ow/	<i>grow</i>

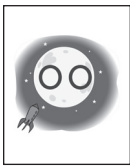
### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

<i>bowl</i>	/b-ow-l/	<i>waves</i>	/w-a-ve-s/
<i>show</i>	/sh-ow/	<i>cool</i>	/c-oo-l/
<i>go</i>	/g-o/	<i>grows</i>	/g-r-ow-s/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

#### Partner Phonics Booklet 5 Page 1

Random Reporter



- Ask students to practice their letter sounds, using all of the boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.
- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

leaped

jam

lie

# Lesson 50 | Presenting /ow/ as in snow.....

Partner Phonics Booklet 5  
Page 11

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



Random Reporter

- **Partner Practice Celebration**—When students have finished:
  - Review letters if you identified needs during Partner Practice;
  - Use **Random Reporter** to select a partnership to read the word box together;
  - Use **Random Reporter** to select a partnership to read the Booster Sentence.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.



## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**grow...glow...low...log...dog...fog...fox...box....ox...ax**

## Wrap-up Video

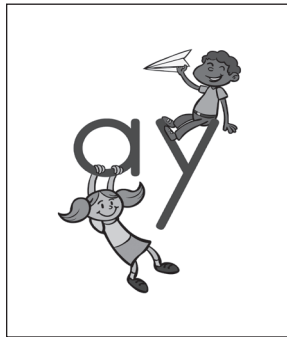


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /ay/

## At a Glance

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Day 1

New sound: /ay/

Day 2

Review sound: /ow/ (snow)

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 6

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

day

may

play

- **What sound can you hear in all of those words?** /ay/ Say each word again, and have students repeat each one. Stretch the /ay/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /ay/. **This is a picture of a boy and a girl who love to play. In fact, they love playing so much that they often ask, “May I play?” “May I play?” Let’s say that sentence together. *May I play?*** Say each word in the phrase, and ask students to repeat it. Stretch the /ay/ sound in the words *may* and *play*.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.



- Write the letters “ay” on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters “ay,” I think about the phrase “May I play?”** Run your finger over “ay” as you repeat the /ay/ sound three times. **Look really hard at “ay,” and imagine seeing the children playing on the top and bottom of the letters “ay.” What do these letters say?** /ay/ Stretch the /ay/ sound. **Here’s a way to help us remember to say /ay/ when we see these letters. When I point to “ay,” I want you all to say:**

/ay→ay/

“May I play?”

“ay”

- Post the picture side of the Key Card for “ay” in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

day

lay

say



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alpie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 6  
Page 2

- Have students turn to Lesson 51 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ay/ as in play

/a\_e/ as in cake

/ee/ as in tree

/o\_e/ as in home

/a/ as in apple

/ow/ as in grow

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list.

may

play

hay

gray

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphonse has brought a sentence that he thinks they can write. Have Alphonse read this sentence.

**It is a nice day outside.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 2

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/d-ay/	<i>day</i>	/w-ay/	<i>way</i>
/s-t-ay/	<i>stay</i>	/l-oo-p/	<i>loop</i>
/r-ow-s/	<i>rows</i>	/b-i-gg-er/	<i>bigger</i>

## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

baked	/b-a-k-ed/	play	/p-l-ay/
tray	/t-r-ay/	plate	/p-l-a-te/
bay	/b-ay/	bike	/b-i-ke/

## Partner Practice

### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 6  
Page 1

- Have students write the letter group sounds they need to practice in the first box on page 1 of Partner Phonics Booklet 6.
- Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

couch

pill

grows

# Lesson 51 | Presenting /ay/.....

Partner Phonics Booklet 6  
Page 2

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



Random Reporter

- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**see...bee...bay...day...say...pay...play...lay...may...bay**

## Wrap-up Video

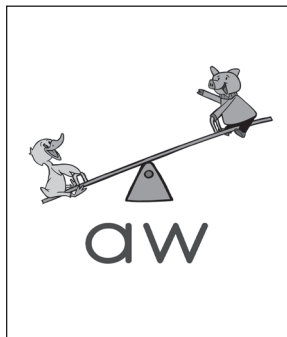


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /aw/

## At a Glance

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Day 1

New sound: /aw/

Day 2

Review sound: /ay/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 6

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

paw

jaw

law

- **What sound can you hear in all of those words?** /aw/ Say each word again, and have students repeat each one. Stretch the /aw/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /aw/. Let's look at the picture on the card to learn more about our sound for the day. **This is a picture of two children playing on a seesaw. "I saw a seesaw." Let's say that sentence together. I saw a seesaw.** Say each word in the phrase, and ask students to repeat it. Stretch the /aw/ sound in the words *saw* and *seesaw*.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Write the letters "aw" on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters "aw," I think about the phrase "I saw a seesaw."** Run your finger over "aw" as you repeat the sound /aw/ three times. **Look really hard at "aw," and imagine seeing the seesaw. What do these letters say?** /aw/ Say /aw/ three times. **Here's a way to help us remember to say /aw/ when we see these letters. When I point to "aw," I want you all to say:**

/aw/

"I saw a seesaw."

"aw"

- Post the picture side of the Key Card for "aw" in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

paw

jaw

law



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 6  
Page 3

- Have students turn to Lesson 52 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/oo/ as in moon

/a\_e/ as in bake

/er/ as in better

/ay/ as in play

/\_ed/ as in walked

/aw/ as in saw

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

flaw

laws

thaw

drawing

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**I will make a drawing of a tree.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



**Wrap-up Video**

- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/ j-aw/	jaw	/l-ay/	lay
/ r-aw/	raw	/n-i-ne/	nine
/ d-aw-n/	dawn	/ p-ee-k-ed/	peeked

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

straw	/s-t-r-aw/	paw	/p-aw/
boom	/b-oo-m/	saw	/s-aw/
pay	/p-ay/	draw	/d-r-aw/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

#### Partner Phonics Booklet 6 Page 1

Random Reporter



- Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.
- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

shake

grow

mice

# Lesson 52 | Presenting /aw/.....

Partner Phonics Booklet 6  
Page 3

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

Monitor

- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.

Random Reporter



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**paw...jaw...law...lawn...fawn...fan...can...cane**

## Wrap-up Video

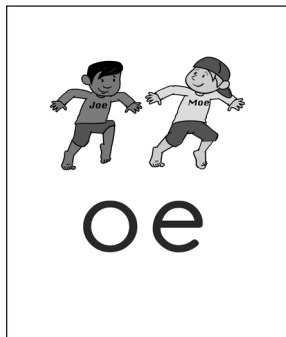


- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Presenting /oe/

### At a Glance

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New sound: /oe/

#### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alpie and Cami puppets
- Partner Phonics Booklet 6

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

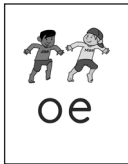
toe

foe

Joe

- **What sound can you hear in all of those words?** /oe/ Say each word again, and have students repeat each one. Stretch the /oe/ sound in each word.
- Use the Key Picture activity to display the Key Card for /oe/. **Let's look at the picture on the card to learn more about our sound for the day. This will help us remember one of the ways to spell the /oe/ sound. These two boys are Joe and Moe. They are walking on tiptoe. "Joe and Moe on tiptoe." Let's say that together. Joe and Moe on tiptoe.**

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and the sound go together.** After playing the segment, ask students what sound the letters make.
- **How do we spell the /oe/ sound? Yes, we can spell the /oe/ sound in different ways. One way to spell it is by using the letters "o\_e," as in phone.** Write the letters "o\_e" on the board. **We can also use the letters "ow," as in snow.** Write the letters "ow" on the board. **Today we are going to learn a new way to spell this sound. Sometimes the sound /oe/ is spelled with these letters.** Erase the letter groups "o\_e" and "ow" and write the letter group "oe" on the board. Point to the letter group and have students say /oe/. **When I point to "oe," I want you all to say:**

/oe/

"Joe and Moe on tiptoe."

"oe"

- Post the picture side of the Key Card "oe" with the letters "o\_e" and "ow" in the Letter Group Frieze.

## Partner Practice

### Read Sounds and Words

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

**Stretch and Read with the New Sound**

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together read the following words:

doe

goes

tiptoe



- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 6  
Page 4

- Have students turn to Lesson 53 in their Partner Phonics Booklets, and read the words in the box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

**Write It Out****Write Letters**

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/oe/ as in doe

/e/ as in elephant

/ay/ as in play

/aw/ as in saw

/oo/ as in moon

/ow/ as in snow

**Write Words**

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list.

does  
(as in female deer)

foe

toes

woe

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Joe dropped a ball on his toe.**

## Lesson 53 | Presenting /oe/ .....

Random Reporter

Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



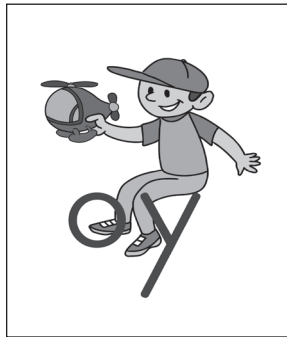
### Wrap-up Video

- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /oy/

## At a Glance

---



Day 1

New sound: /oy/

Day 2

Review sound: /oe/

### You will need:

---

- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 6

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

boy

joy

toy

- **What sound can you hear in all of those words?** /oy/ Say each word again, and have students repeat each one. Stretch the /oy/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /oy/. **Let's look at the picture on the card to learn more about our sound for the day. This is a picture of a "boy with a toy." Let's say that sentence together. Boy with a toy.** Say each word in the phrase, and ask students to repeat it. Stretch the /oy/ sound in the words *boy* and *toy*.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.



- Write the letters "oy" on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters "oy," I think about the phrase "Boy with a toy."** Run your finger over "oy" as you repeat the sound /oy/ three times. **Look really hard at "oy," and imagine the boy with a toy. What do these letters say?** /oy/ Say /oy/ three times. **Here's a way to help us remember to say /oy/ when we see these letters. When I point to "oy," I want you all to say:**

/oy/

"Boy with a toy"

"oy"

- Post the picture side of the Key Card for "oy" in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

boy

toy

joy



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 6  
Page 5

- Have students turn to Lesson 54 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ou/ as in shout

/ie/ as in pie

/or/ as in horse

/\_ed/ as in jumped

/ay/ as in play

/oy/ as in boy

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

boy

joy

soy

toys

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**The toy I like best is a baseball.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/t-oy/	toy	/l-aw/	law
/s-oy/	soy	/s-t-u-ck/	stuck
/f-aw-n/	fawn	/d-a-m-p/	damp

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

joy	/j-oy/	boil	/b-oi-l/
boys	/b-oy-s/	boy	/b-oy/
lawn	/l-aw-n/	tops	/t-o-p-s/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

#### Partner Phonics Booklet 6 Page 1

Random Reporter



- Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.
- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

shell

lace

cane

# Lesson 54 | Presenting /oy/ .....

Partner Phonics Booklet 6  
Page 5

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



Random Reporter

- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**day...ray...Roy...boy...toy...tot...toot...hoot...hot...not...note**

## Wrap-up Video

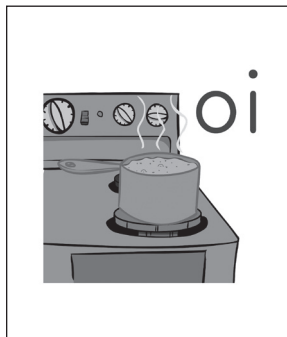


- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Presenting /oi/

### At a Glance

---



Day 1

New sound: /oi/

Day 2

Review sound: /oy/

#### You will need:

---

- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 6

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

coin

join

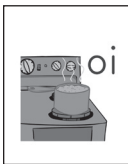
foil

- **What sound can you hear in all of those words?** /oi/ Say each word again, and have students repeat each one. Stretch the /oi/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /oi/. **Let's look at the picture on the card to learn more about our sound for the day. This is a picture of a pot of water boiling on the stove. When it boils and bubbles, it makes a lot of noise. "Noisy boiling water." Let's say that phrase together. *Noisy boiling water.* Say each word in the phrase, and ask students to repeat it. Stretch the /oi/ sound in the words *noisy* and *boiling*.**

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Write the letters "oi" on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letter group "oi," I think about the phrase "Noisy boiling water."** Run your finger over "oi" as you repeat the /oi/ sound three times. **Look really hard at "oi," and imagine seeing the water boiling noisily on the stove. What do these letters say? /oi/ Say /oi/ three times. Here's a way to help us remember to say /oi/ when we see these letters. When I point to "oi," I want you all to say:**

/oi/

"Noisy boiling water"

"oi"

- Post the picture side of the Key Card for "oi" in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

coin

join

soil



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alpie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 6  
Page 6

- Have students turn to Lesson 55 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ee/ as in tree

/or/ as in horse

/oy/ as in toy

/ay/ as in play

/aw/ as in saw

/oi/ as in join

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

join

foil

boil

spoiled

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

### Write Sentences

- Tell students that Alphonse has brought a sentence that he thinks they can write. Have Alphonse read this sentence.

**I will join a baseball team.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

### Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/s-p-i-n/	<i>spin</i>	/m-ee-t/	<i>meet</i>
/s-p-ou-t/	<i>spout</i>	/c-oi-n/	<i>coin</i>
/s-p-oi-l/	<i>spoil</i>	/o-l-d/	<i>old</i>

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

<b>bowl</b>	/b-ow-l/	<b>soil</b>	/s-oi-l/
<b>boil</b>	/b-oi-l/	<b>join</b>	/j-oi-n/
<b>oil</b>	/oi-l/	<b>voice</b>	/v-oi-ce/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.



- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

#### Partner Phonics Booklet 6 Page 1

- Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

#### Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.

- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

drawing

raced

wave

# Lesson 55 | Presenting /oi/.....

Partner Phonics Booklet 6  
Page 6

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

Monitor

- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.

Random Reporter



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**join...coin...coil...oil...boil...foil**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /igh/

## At a Glance

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Day 1

New sound: /igh/

Day 2

Review sound: /oi/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 6

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

light

bright

fight

- **What sound can you hear in all of those words? /igh/** Say each word again, and have students repeat each one. Stretch the /igh/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /igh/. Let's look at the picture on the card to learn more about our sound for the day. **This is a picture of a bright light. "Bright light." Let's say that sentence together. Bright light.** Say each word in the phrase, and ask students to repeat it. Stretch the /igh/ sound in each word.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Write the letters "igh" on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters "igh," I think about the phrase "Bright light."** Run your finger over "igh" as you repeat the sound /igh/ three times. **Look really hard at "igh," and imagine seeing these letters with the bright light. What do these letters say? /igh/** Say /igh/ three times. **Here's a way to help us remember to say /igh/ when we see these letters. When I point to "igh," I want you all to say:**

/igh/

"Bright light"

"igh"

- Post the picture side of the Key Card for "igh" in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

sigh

right

light



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 6  
Page 7

- Have students turn to Lesson 56 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/oi/ as in boil

/a\_e/ as in cake

/oo/ as in moon

/ay/ as in play

/aw/ as in saw

/igh/ as in light

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

light

fight

thigh

bright

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Do not ride a bike at night.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/g-r-ow/	grow	/ch-i-ck/	chick
/f-igh-t/	fight	/sh-a-ck/	shack
/b-r-igh-t/	bright	/f-l-igh-t/	flight

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

lights	/l-igh-t-s/	tight	/t-igh-t/
coil	/c-oi-l/	lick	/l-i-ck/
tie	/t-ie/	sigh	/s-igh/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

#### Partner Phonics Booklet 6 Page 1

Random Reporter



- Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.
- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

short

pigs

boils

# Lesson 56 | Presenting /igh/ .....

Partner Phonics Booklet 6  
Page 7

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

Monitor

- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



Random Reporter

- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**high...sigh...sight...light...might...night...right...bright**

## Wrap-up Video

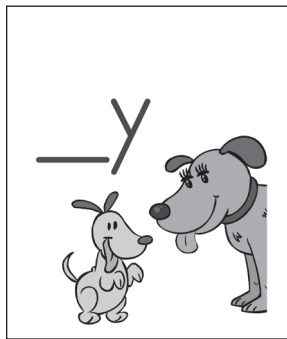


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /\_y/ as in puppy

## At a Glance

---



Day 1

New sound: /\_y/

Day 2

Review sound: /igh/

### You will need:

---

- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alpie and Cami puppets
- Partner Phonics Booklet 6

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

silly

funny

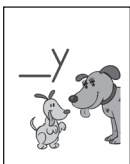
tummy

- Stress the end sound for /\_y/ in each word. **What sound can you hear at the end of all of those words? /\_y/** Say each word again, and have students repeat each one. Stretch the /\_y/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /\_y/ as in puppy. **Let's look at the picture on the card to learn more about our sound for the day. This is a picture of a puppy. This is no ordinary puppy. This is a silly, happy puppy. Look how he is playing and jumping around. He is silly. He is happy. Every time I see this picture, I say, "Silly, happy puppy." Let's say that sentence together. Silly, happy puppy.** Say each word in the phrase, and ask students to repeat it. Stretch the /\_y/ sound in each word.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “\_y” on the board or chart paper. Build a strong connection between the picture and the letter. **We've seen this letter before. We know that it says /y/. But this letter is special. It can make another sound. Sometimes when it comes at the end of words, it says /\_y/ /\_y/ /\_y/. When I see this letter at the end of a word, I think of the silly, happy puppy.** Run your finger over “\_y” as you repeat the sound /\_y/ three times. **What do you say when you see this letter at the end of a word? /\_y/.** Say /\_y/ three times. **Here's a way to help us remember to say /\_y/ when we see this letter at the end of a word. When I point to “\_y,” I want you all to say:**

/\_y/

“Silly, happy puppy”

“dash y”

- Post the picture side of the Key Card for “\_y” in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

happy

funny

silly



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alpie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 6  
Page 8

- Have students turn to Lesson 57 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ou/ as in shout

/oi/ as in oil

/igh/ as in light

/oe/ as in toe

/or/ as in horse

/\_y/ as in puppy

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list.

belly

jelly

nanny

candy

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alpie has brought a sentence that he thinks they can write. Have Alpie read this sentence.

**Max found a penny on the ground.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 2

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/s-u-nn-y/	<i>sunny</i>	/p-e-nn-y/	<i>penny</i>
/l-i-ke/	<i>like</i>	/b-o-ss-y/	<i>bossy</i>
/j-oi-n/	<i>join</i>	/p-a-n-t-s/	<i>pants</i>

## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

happy	/h-a-pp-y/	city	/c-i-t-y/
boots	/b-oo-t-s/	funny	/f-u-nn-y/
hear	/h-ea-r/	mighty	/m-igh-t-y/

## Partner Practice

### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 6  
Page 1

- Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.

- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

dish

flies

card

# Lesson 57 | Presenting /\_y/ as in puppy .....

Partner Phonics Booklet 6  
Page 8

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—When students have finished:
  - Review letters if you identified needs during Partner Practice;
  - Use **Random Reporter** to select a partnership to read the word box together;
  - Use **Random Reporter** to select a partnership to read the Booster Sentence.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.



## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**corn...cord...card...car...bar...bat...cat...sat...say**

## Wrap-up Video

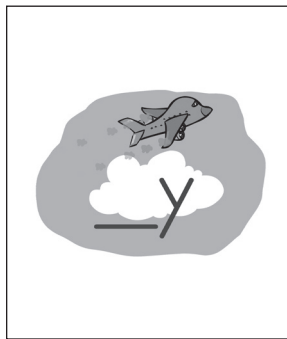


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /\_y/ as in fly

## At a Glance

---



### Day 1

New sound: /\_y/ as in fly

### Day 2

Review sound: /\_y/ as in puppy

### You will need:

---

- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 6

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

try

shy

my

- Stress the end sound for /\_y/ in each word. **What sound can you hear at the end of all of those words?** /\_y/ Say each word again, and have students repeat each one. Stretch the /\_y/ sound in each word.

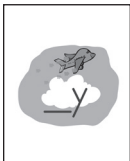
### Key Picture

- Use the Key Picture activity to display the Key Card for /\_y/ as in fly. Let's look at the picture on the card to learn more about our sound for the day. **This is a picture of an airplane. It is flying in the sky. Every time I see this picture, I say, "Fly in the sky." Let's say that sentence together. Fly in the sky.** Say each /\_y/ word in the phrase, and ask students to repeat it. Stretch the /\_y/ sound in *fly* and *sky*.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.



- Write the letter “\_y” on the board or chart paper. Build a strong connection between the picture and the letter. **We've seen this letter before. We know that it says /y/ as in yo-yo. It also says /\_y/, as in puppy, at the end of some words. But this letter is troublesome. It can make another sound at the end of words. When it comes at the end of very short words, it says /\_y/ as in fly. When I see this letter at the end of a short word, I think of "Fly in the sky."** Run your finger over “\_y” as you repeat the sound /\_y/ three times. **What do you say when you see this letter at the end of a short word?** /\_y/. Say /\_y/ three times. **Here's a way to help us remember to say /\_y/ when we see this letter at the end of a short word. When I point to “\_y,” I want you all to say:**

/\_y/

“Fly in the sky.”

“dash y”

- Post the picture side of the Key Card for “\_y” in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

fly

my

cry



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 6  
Page 9

- Have students turn to Lesson 58 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ow/ as in snow

/i\_e/ as in bike

/igh/ as in light

/oy/ as in boy

/ie/ as in tie

/\_y/ as in fly

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list.

spy

fry

dry

sky

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

## Lesson 58 | Presenting /\_y/ as in fly .....

### Write Sentences

- Tell students that Alphonse has brought a sentence that he thinks they can write. Have Alphonse read this sentence.

**I like to fly like a plane in the sky.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



### Wrap-up Video

- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/d-i-me/	<i>dime</i>	/d-r-i-ve/	<i>drive</i>
/s-k-y/	<i>sky</i>	/f-r-o-g/	<i>frog</i>
/c-r-y/	<i>cry</i>	/s-p-l-a-t/	<i>splat</i>

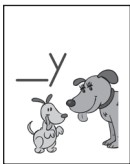
### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

try	/t-r-y/	shawl	/sh-aw-l/
fry	/f-r-y/	spins	/s-p-i-n-s/
tried	/t-r-i-ed/	dry	/d-r-y/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.
- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

Partner Phonics Booklet 6  
Page 1

Random Reporter



lawn

boil

sight

# Lesson 58 | Presenting /\_y/ as in fly .....

Partner Phonics Booklet 6  
Page 9

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

Monitor

- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.



- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter

- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**pie...tie...lie...line...fine...fin...win...pin...pine**

## Wrap-up Video

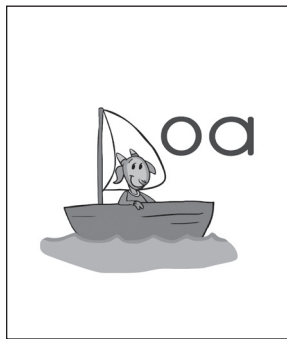


- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Presenting /oa/

### At a Glance

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Day 1

New sound: /oa/

Day 2

Review sound: /\_y/ (fly)

#### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 6

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

goat

load

goal

- **What sound can you hear in all of those words?** /oa/ Say each word again, and have students repeat each one. Stretch the /oa/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /oa/. Let's look at the picture on the card to learn more about our sound for the day. **This is a picture of a goat in a boat. "Goat in a boat." Let's say that sentence together. Goat in a boat.** Say each word in the phrase, and ask students to repeat it. Stretch the /oa/ sound in the words *goat* and *boat*.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Write the letters "oa" on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters "oa," I think about the phrase "Goat in a boat."** Run your finger over "oa" as you repeat the /oa/ sound three times. **Look really hard at "oa," and imagine seeing the goat in a boat. What do these letters say? /oa/.** Stretch /oa/ three times. **Here's a way to help us remember to say /oa/ when we see these letters. When I point to "oa," I want you all to say:**

/oa/

"Goat in a boat"

"oa"

- Post the picture side of the Key Card for "oa" in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

coat

goat

road



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**
- Have students turn to Lesson 59 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Partner Phonics Booklet 6  
Page 10

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ee/ as in tree

/or/ as in horse

/oy/ as in toy

/\_y/ as in happy

/\_y/ as in fly

/oa/ as in boat

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

coal

goal

foam

soap

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**I saw a boat floating in the lake.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



**Wrap-up Video**

- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/c-oa-t/	coat	/f-l-y/	fly
/g-oa-t/	goat	/l-oa-d-s/	loads
/s-i-l-l-y/	silly	/p-ay/	pay

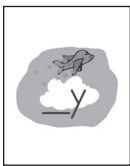
### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

go	/g-o/	boats	/b-oa-t-s/
coast	/c-oa-s-t/	coats	/c-oa-t-s/
night	/n-igh-t/	roads	/r-oa-d-s/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

#### Partner Phonics Booklet 6 Page 1

Random Reporter



- Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.
- Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

sledding

sunny

spy

Partner Phonics Booklet 6  
Page 10

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



Random Reporter

- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**road...toad...toast...test...best...beast**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /oo/ as in book

## At a Glance

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Day 1

New sound: /oo/

Day 2

Review sound: /oa/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 6

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

good

took

look

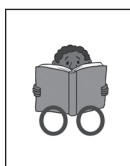
- **What sound can you hear in all of those words?** /oo/ Say each word again, and have students repeat each one. Stretch the /oo/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /oo/. Let's look at the picture on the card to learn more about our sound for the day. **This is a picture of a student who wants to read. This student must look for a book. "Look for a book." Let's say that sentence together. Look for a book.** Say each word in the phrase, and ask students to repeat it. Stretch the /oo/ sound in the words *look* and *book*.

## Introduce the New Letter Group

- We know the letters "oo." We learned them with the picture card for "Zoom to the moon." Point to the Key Card for "Zoom to the moon," in the Letter Group Frieze. **The letters "oo" are special because they can make two sounds. Today, we're going to see how "oo" can make the sound /oo/ as in book.**



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Write the letters "oo" on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters "oo," I think about the phrase "Look for a book."** Run your finger over "oo" as you repeat the /oo/ sound three times. **Look really hard at "oo," and imagine seeing the student look for a book. What do these letters say? /oo/. Say /oo/ three times. Here's a way to help us remember to say /oo/ when we see these letters. When I point to "oo," I want you all to say:**

/oo/

"Look for a book."

"oo"

- Post the picture side of the Key Card for "oo" in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

book

look

took



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 6  
Page 11

- Have students turn to Lesson 60 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ow/ as in snow

/o\_e/ as in joke

/\_y/ as in fly

/oa/ as in boat

/oo/ as in moon

/oo/ as in book

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list.

foot

crook

cooked

looking

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

## Lesson 60 | Presenting /oo/ as in book . . . . .

### Write Sentences

- Tell students that Alpie has brought a sentence that he thinks they can write. Have Alpie read this sentence.

**I can read lots of books.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

### Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/b-oo-k/	<i>book</i>	/p-oi-n-t/	<i>point</i>
/j-oi-n-ed/	<i>joined</i>	/p-ar-t-s/	<i>parts</i>
/h-oo-k/	<i>hook</i>	/g-oo-d/	<i>good</i>

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

tar	/t-ar/	cook	/c-oo-k/
by	/b-y/	books	/b-oo-k-s/
coach	/c-oa-ch/	looked	/l-oo-k-ed/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

#### Partner Phonics Booklet 6 Page 1

Random Reporter



- Ask students to practice their letter sounds, using all four boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.
- Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

yuck

blow

light

# Lesson 60 | Presenting /oo/ as in book . . . . .

Partner Phonics Booklet 6  
Page 11

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



Random Reporter

- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**book...took...look...cook...cool...tool...pool**

## Wrap-up Video

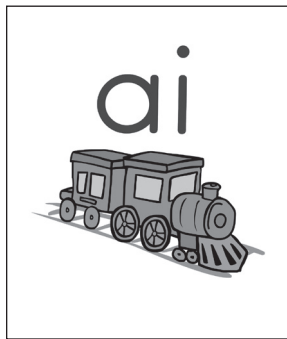


- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Presenting /ai/

### At a Glance

---



Day 1

New sound: /ai/

Day 2

Review sound: /oo/ (book)

#### You will need:

---

- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 7

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

rain

sail

pail

- **What sound can you hear in all of those words?** /ai/ Say each word again, and have students repeat each one. Stretch the /ai/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /ai/. Let's look at the picture on the card to learn more about our sound for the day. **This is a picture of a train. The train is traveling on the rails. It is a train on the rails. "Train on the rails." Let's say those words together. Train on the rails.** Say each word in the phrase, and ask students to repeat it. Stretch the /ai/ sound in the words *train* and *rails*.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Write the letters "ai" on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters "ai," I think about the phrase "Train on the rails."** Run your finger over "ai" as you repeat the sound /ai/ three times. **Look really hard at "ai," and imagine seeing the train on the rails. What do these letters say? /ai/. Say /ai/ three times. Here's a way to help us remember to say /ai/ when we see these letters. When I point to "ai," I want you all to say:**

/ai/

"Train on the rails"

"ai"

- Post the picture side of the Key Card for "ai" in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

rain

bait

pail



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 7  
Page 2

- Have students turn to Lesson 61 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/\_y/ as in happy

/oo/ as in book

/oa/ as in goat

/ai/ as in pail

/oi/ as in boil

/igh/ as in light

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list.

pain

brain

chain

raining

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**We like to play in the rain.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 2

## Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/th-r-ow/	throw	/d-a-m-p/	damp
/t-r-ai-n/	train	/ch-ai-r-s/	chairs
/w-ai-st/	waist	/s-t-r-i-pe/	stripe

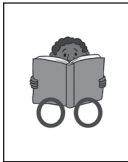
## Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

rain	/r-ai-n/	aid	/ai-d/
shape	/sh-a-pe/	snail	/s-n-ai-l/
wait	/w-ai-t/	sails	/s-ai-l-s/

## Partner Practice

### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.

- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 7  
Page 1

- Have students write letter group sounds they need to practice in the first box on page 1 in Partner Phonics Booklet 7.
- Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

Random Reporter



- Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

rubber

slowly

foot

# Lesson 61 | Presenting /ai/ .....

Partner Phonics Booklet 7  
Page 2

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

Monitor

- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



Random Reporter

- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**rain...gain...main...pain...pan...pin...pine...mine...fine...dine**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /ir/

## At a Glance

---



Day 1

New sound: /ir/

Day 2

Review sound: /ai/

### You will need:

---

- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 7

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

girl

firm

bird

- **What sound can you hear in all of those words?** /ir/ Say each word again, and have students repeat each one. Stretch the /ir/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /ir/. Let's look at the picture on the card to learn more about our sound for the day. **This is a picture of a girl whirling around. This is a girl in a whirl. "Girl in a whirl." Let's say that phrase together. Girl in a whirl.** Say each word in the phrase, and ask students to repeat it. Stretch the /ir/ sound in the words *girl* and *whirl*.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.



- Write the letters "ir" on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters "ir," I think about the phrase "Girl in a whirl."** Run your finger over "ir" as you repeat the /ir/ sound three times. **Look really hard at "ir," and imagine the girl in a whirl. What do these letters say? /ir/. Say /ir/ three times. Here's a way to help us remember to say /ir/ when we see these letters. When I point to "ir," I want you all to say:**

/ir/

"Girl in a whirl"

"ir"

- Post the picture side of the Key Card for "ir" in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

girl

firm

first



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 7  
Page 3

- Have students turn to Lesson 62 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/igh/ as in light

/oa/ as in boat

/ai/ as in train

/aw/ as in saw

/er/ as in batter

/ir/ as in girl

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

dirt

third

stir

thirsty

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphonse has brought a sentence that he thinks they can write. Have Alphonse read this sentence.

**I saw a bird in the tree.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/g-ir-l/	<i>girl</i>	/j-ai-l/	<i>jail</i>
/s-t-ir/	<i>stir</i>	/l-oo-k/	<i>look</i>
/d-ir-t/	<i>dirt</i>	/c-r-i-s-p/	<i>crisp</i>

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

snow	/s-n-ow/	fir	/f-ir/
food	/f-oo-d/	first	/f-ir-s-t/
story	/s-t-or-y/	nails	/n-ai-l-s/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

#### Partner Phonics Booklet 7 Page 1

Random Reporter



- Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.
- Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

rich

tail

good

# Lesson 62 | Presenting /ir/ .....

Partner Phonics Booklet 7  
Page 3

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

Monitor

- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.



- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—When students have finished:
  - Review letters if you identified needs during Partner Practice;
  - Use **Random Reporter** to select a partnership to read the word box together;
  - Use **Random Reporter** to select a partnership to read the Booster Sentence.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**sir...stir...star...start...tart...tar...far...for...fort**



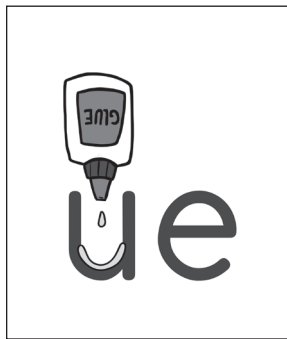
## Wrap-up Video

- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /ue/

## At a Glance

---



Day 1

New sound: /ue/

Day 2

Review sound: /ir/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 7

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

true

blue

Sue

- **What sound can you hear in all of those words? /ue/** Say each word again, and have students repeat each one. Stretch the /ue/ sound in each word.

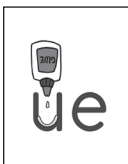
### Key Picture

- Use the Key Picture activity to display the Key Card for /ue/. Let's look at the picture on the card to learn more about our sound for the day. **This is a picture of glue. The glue is blue. "Blue glue." Let's say that phrase together. Blue glue.** Say each word in the phrase, and ask students to repeat it. Stretch the /ue/ sound in each word.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.



- Write the letters "ur" on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letters. **When I look at the letters "ue," I think about the phrase "Blue glue."** Run your finger over "ue" as you repeat the sound /ue/ three times. **Look really hard at "ue," and imagine seeing these letters in the blue glue. What do these letters say? /ue/. Say /ue/ three times. Here's a way to help us remember to say /ue/ when we see these letters. When I point to "ue," I want you all to say:**

/ue/

"Blue glue"

"ue"

- Post the picture side of the Key Card for "ue" in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

glue

blue

Sue



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 7  
Page 4

- Have students turn to Lesson 63 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/oo/ as in book

/ir/ as in girl

/\_y/ as in fly

/ai/ as in rain

/oa/ as in boat

/ue/ as in blue

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

cue

dues

glue

clues

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**The monster was stuck in the glue.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/t-r-ue/	<i>true</i>	/f-ir-m/	<i>firm</i>
/c-l-ue/	<i>clue</i>	/p-ai-l/	<i>pail</i>
/d-ue/	<i>due</i>	/t-ee-n-y/	<i>teeny</i>

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

Sue	/S-ue/	glue	/g-l-ue/
blue	/b-l-ue/	thawed	/th-aw-ed/
clues	/c-l-ue-s/	right	/r-igh-t/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.

- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

#### Partner Phonics Booklet 7 Page 1

- Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

#### Random Reporter



- Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.

- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.

- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

cupcake

summer

bird

Partner Phonics Booklet 7  
Page 4

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

Monitor

- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.

Random Reporter



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**blue...glue...glum...gum...hum...ham...jam...jay...way...day**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Adding /\_ed/ and /\_ing/ “silent e” words

## At a Glance

---

New Sound /\_ed/ /\_ing/  
(silent e)

### You will need:

---

- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 7

**Teacher’s Note:** In this lesson, students will read and write “silent e” words with ed and ing endings. To help them remember that the “silent e” pattern that makes the first vowel long does not change when the ending is added, we will tell a story about “e’s” shy personality. Because it is so shy, the e hides whenever an ending like ed or ing comes along.

Because no new letter group is introduced in this lesson, the lesson activities have been modified.

## Find the Missing Letter

- Use the Find the Missing Letter activity to display the following words and have the class read them. Write each of the words below on the board or chart paper, and have the class read them.

bake

hope

ride

Think-Pair-Share

- **You can see an *e* at the end of each word, but it doesn't make any sound. It's a little shy when it is put at the end of a word like that. Have you ever known anyone who was shy? Do you have a shy little brother or sister? (T-P-S) Does your shy cousin hide sometimes because he or she is shy? Well, the shy *e* sometimes hides too. In fact it is so shy, that whenever you add an *ed* or *ing* ending, it hides!**
- **Watch this. I want to write "baking," as in I am baking cupcakes. I'll start with *bake*. Write *bake*. When I start to add the *ing* ending, the *e* is so shy that it hides! Erase *e* and add *ing*. Read this word for me. *Baking*. The *a* still says /a\_e/ as in *bake*, but the *e* is hiding. What do you think will happen if I want to write "baked," as in I baked a cake yesterday? (T-P-S) You are right! The shy "silent *e*" hides and I get the word *baked*. Erase *ing* and add *ed*. Read this word for me. *Baked*.**
- **Let's try *hope*. I want to write "hoped" in this sentence: Darryl hoped it would not rain. I'll start with *hope*. Write *hope*. When I start to add the *ed* ending, the *e* is so shy it hides! Erase *e* and add *ed*. Read this word for me. *Hoped*. Let's try to write "hoping," as in Darryl is hoping to play outside. What happens when I add the *ing* ending to *hope*? (T-P-S) Right! The shy "silent *e*" hides and I get the word *hoping*. Erase *ed* and add *ing*. Read this word for me. *Hoping*.**
- **Let's try *ride*. I want to write "riding" in this sentence: Shawn is riding his bike. I'll start with *ride*. Write *ride*. When I start to add the *ing* ending, the *e* is so shy it hides! Erase *e* and add *ing*. Read this word for me. *Riding*.**
- Remind students that we add *ed* to the end of words to show that something happened earlier, and we add *ing* to words to show they are happening right now. Point out that some words, like *ride*, do not have an *ed* added to them to show that they happened in the past.

## Partner Practice

### Read sounds and words

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 7  
Page 1

- Ask students to practice their letter sounds, using the first two boxes of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

wave	slice	joke
waved	slicing	joked

- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.



- **Show video: Sound It Out**— Introduce and play the Sound It Out segment. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 7  
Page 5

- Have students turn to Lesson 64 in their Partner Phonics Booklets, and read the words in the box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ue/ as in blue	/oa/ as in toad	/ai/ as in rain
/oo/ as in book	/ir/ as in skirt	/_y/ as in sky

## Lesson 64 | Adding /\_ed/ and /\_ing/ to “silent e” words

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list.

bake	smile	smoke	tape
baked	smiled	smoked	taped
baking	smiling	smoking	taping

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

### Write Sentences

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Dad baked a pumpkin pie.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



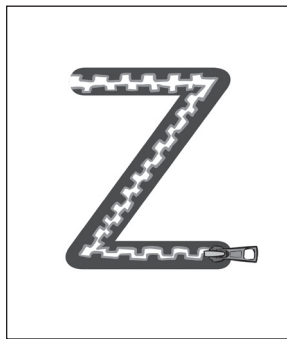
### Wrap-up Video

- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /z/

## At a Glance

---



Day 1

New sound: /z/

Day 2

Review sound: /ue/

### You will need:

---

- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 7

# Day 1

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /z/ and play the alliterative phrase: **Zip the zig zag zipper.** Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *zebra*, *zipper*, *zoo*, and *zig zag*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

### Making the Sound

- Use the Making the Sound activity to play the sound. Ask students to say /z/.
  - **When I say /z→z/, my teeth are together. My tongue is near the front of my mouth. I push air through my teeth, and it makes a buzzing noise. /z→z/. Let's all say /z→z/ together.**

### Students' Words

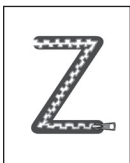
- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /z/.

Think-Pair-Share

## Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.



- Write the letter “z” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

zip

zap

fizz



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 7  
Page 6

- Have students turn to Lesson 65 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

Trace-It Cue: z



- Show animation: Trace-it Cue**—Play the writing cue three times: **Zig right, zag left, zig right, /z→z/**.
  - Have students write the letter in the air while they recite the cue.
  - Have students write the letter on their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other's work.
- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ai/ as in rain

/ir/ as in bird

/oa/ as in coat

/ue/ as in glue

/oo/ as in book

/z/ as in zipper

**Write Words**

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

zip

buzz

fizzy

zipper

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Dave can zip the zipper on his coat.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**

- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/z-oo/	<i>zoo</i>	/w-a-v-ed/	<i>waved</i>
/z-i-p/	<i>zip</i>	/f-u-zz-y/	<i>fuzzy</i>
/f-r-o-ze/	<i>froze</i>	/b-ir-d/	<i>bird</i>

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

<b>fuzz</b>	/f-u-zz/	<b>haze</b>	/h-a-ze /
<b>zap</b>	/z-a-p/	<b>hiked</b>	/h-i-k-ed/
<b>fizz</b>	/f-i-zz/	<b>hoof</b>	/h-oo-f/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letters make.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 7  
Page 1

Random Reporter



- Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.
- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

shaped

glues

rack

Partner Phonics Booklet 7  
Page 6

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

Monitor

- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.



- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—When students have finished:
  - Review letters if you identified needs during Partner Practice;
  - Use **Random Reporter** to select a partnership to read the word box together;
  - Use **Random Reporter** to select a partnership to read the Booster Sentence.
- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**zip...zap...map...mat...sat...set...bet...belt**

## Wrap-up Video

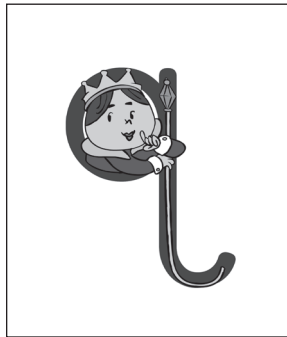


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /q/

## At a Glance

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Day 1

New sound: /q/

Day 2

Review sound: /z/

### You will need:

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- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 7

# Day 1

## Hear the New Sound

### Key Picture

- Use the Key Picture activity to display the Key Card for /q/ and play the alliterative phrase: **The queen is quite quiet.** Say the phrase with students, emphasizing the focus sound in each word.

### Pictures and Objects

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures—*quarter*, *queen*, *question mark*, and *quilt*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

### Making the Sound

- Use the Making the Sound activity to play the sound. Ask students to say /q/.
  - **When I say /q...q...q/, my mouth is making two sounds. I hear /k / at the beginning. Then, I hear /w/ at the end. /q...q...q/. This is a two-part sound. /q...q...q/. Let's bounce the sound together. /q...q...q/.**

### Students' Words

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /q/.

Think-Pair-Share

## Introduce the New Letter



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.



- Write the letter “q” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Letter Card below the corresponding mnemonic picture on the Key Card wall set.
  - **How are the two letter shapes the same? How are they different?**

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

quit

quack

quick



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 7  
Page 7

- Have students turn to Lesson 66 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

Trace-It Cue: q



- Show animation: Trace-it Cue**—Play the writing cue three times: **Left around the queen and way down her staff, /q...q...q/.**
  - Have students write the letter in the air while they recite the cue.
  - Have students write the letter on their own hand or arm.
  - Have students write the letter on the writing pages in the back of their Partner Phonics Booklet and check each other's work.
- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/oy/ as in boy

/z/ as in fuzz

/ir/ as in dirt

/igh/ as in light

/aw/ as in paw

/q/ as in quit

**Write Words**

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

**quit**

**quack**

**quiz**

**quote**

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Bev took a spelling quiz.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/qu-a-ck/	<i>quack</i>	/s-i-ze/	<i>size</i>
/qu-i-te/	<i>quite</i>	/c-l-ue/	<i>clue</i>
/qu-i-t/	<i>quit</i>	/w-oo-l/	<i>wool</i>

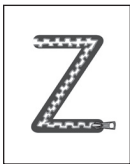
### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

<i>quick</i>	/qu-i-ck/	<i>wished</i>	/w-i-sh-ed/
<i>queen</i>	/qu-ee-n/	<i>yellow</i>	/y-e-ll-ow/
<i>chirped</i>	/ch-ir-p-ed/	<i>quilts</i>	/qu-i-l-t-s/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.

- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 7  
Page 1

- Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

Random Reporter



- Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.

- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

fuzzy

that

shopping

Partner Phonics Booklet 7  
Page 7

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.

Random Reporter



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**quiz...quit...quick...tick...stick...sick...sack...sag**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Presenting /ould/

### At a Glance

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New sound: /ould/

#### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 7

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

would

should

could

- **What sound can you hear in all of those words?** /ould/ Say each word again, and have students repeat each one. Stretch the /ould/ sound in each word.
- Point out that the /ould/ sound makes a familiar sound. **We have heard the /ould/ sound before. We heard it with /oo/ as in book.**

## Partner Practice



- **Show video: /ould/ words**—Introduce and play the video for /ould/ words. **Let's look at /ould/ words in action. This will help us remember how these letters make a special sound.**

### Read Sounds and words

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Ask students to practice their letter sounds, using the first three boxes of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

should

would

could

- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Have students turn to Lesson 67 in their Partner Phonics Booklets, and read the words in the box with their partner. If both partners can read all of the words, they can make up sentences using the words.
- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.
- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

Partner Phonics Booklet 7  
Page 1

Partner Phonics Booklet 7  
Page 8

Monitor

Random Reporter



## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/q/ as in quiz

/ue/ as in clue

/oo/ as in book

/ir/ as in bird

/z/ as in zip

/ould/ as in could

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

could

should

would

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

### Write Sentences

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**I could chop wood tonight.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



## Wrap-up Video

- **Show video**—Wrap up class and celebrate what students learned today with a video.



## Presenting /tch/

### At a Glance

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New sound: /tch/

#### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 7

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

itch

patch

scratch

- **What sound can you hear in all of those words? /ch/** Say each word again, and have students repeat each one. Stretch the /ch/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /tch/. Let's look at the picture on the card to learn more about our sound for the day. **This is a picture of a child playing. Someone pitched the ball to him and he will catch it. Pitch and catch. Let's say that phrase together. *Pitch and catch.*** Say each word in the phrase, and ask students to repeat it. Stretch the /ch/ sound in *pitch and catch*.

## Introduce the New Letter Group



- **How do we spell the /ch/ sound? That's right. We spell the /ch/ sound with the letters "ch."** Write the letters "ch" on the board. **Today we are going to learn a new way to spell this sound. Sometimes the sound /ch/ is spelled with these letters.** Erase the *ch* and write the letters "tch" on the board. Point to the letters and say /ch/. Have students make the /ch/ sound with you as you point to the letters. **When I point to "tch," I want you all to say:**

/ch/

"Pitch and catch"

"tch"

- Post the picture side of the Key Card for "tch" in the Letter Group Frieze.

## Partner Practice

### Read Sounds and Words

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

## Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

watch

catch

ditch

Partner Phonics Booklet 7  
Page 9

Monitor

- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.

- Have students turn to Lesson 68 in their Partner Phonics Booklets, and read the words in the box with their partner. If both partners can read all of the words, they can make up sentences using the words.

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

- Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the words together to the class.

- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

Random Reporter



## Write It Out

## Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/t/ as in tiger

/ch/ as in chip

/z/ as in zipper

/ir/ as in girl

/ue/ as in blue

/q/ as in queen

## Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

latch

scratch

ditch

itchy

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphonse has brought a sentence that he thinks they can write. Have Alphonse read this sentence.

**I need to scratch my itchy back.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /ph/

## At a Glance

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New sound: /ph/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 7

**Teacher Note:** The sound /f/, made by the letter group “ph,” will be represented by the symbol /f/ in this lesson.

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

photo

alphabet

graph

- **What sound can you hear in all of those words?** /f/ Say each word again, and have students repeat each one. Stretch the /f/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /ph/. **Let's look at the picture on the card to learn more about our sound for the day. This will help us remember one of the ways to spell the /f/ sound. This is a photo of a pheasant with a phone.** Have the class repeat the phrase “the pheasant takes a photo with his phone” and exaggerate the /f/ sound in the words.

## Introduce the New Letter Group



- **How do we spell the /f/ sound? That's right. We usually spell the /f/ sound with the letter f. Write the letter “f” on the board. Today we are going to learn a new way to spell this sound. Sometimes the sound /f/ is spelled with these letters.** Erase the “f” and write the letters “ph” on the board. Point to the letters and say /f/. Have students make the /f/ sound with you as you point to the letters. **When I point to “ph,” I want you all to say:**

/f/

“The pheasant takes a  
photo with his phone”

“ph”

- Remind students that the letters “p” and “h” make different sounds by themselves, but when they’re together they make one new sound. If students have difficulty with this concept, remind them of other letter pairs that behave similarly, for example, “th,” “ch,” “sh,” and “ng.”
- Post the picture side of the Key Card for “ph” above the letter “f” in the Alphabet Wall Frieze. **We’ll put this picture with the letter “f” because it also makes the sound /f/.**

## Partner Practice

### Read Sounds and Words

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 7  
Page 1

- Ask students to practice their letter sounds, using the first three boxes of their Partner Phonics Booklet. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

phone

photo

graph

- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.

Partner Phonics Booklet 7  
Page 10

- Have students turn to Lesson 69 in their Partner Phonics Booklets, and read the words in the box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/f/ as in fix

/ph/ as in phone

/tch/ as in catch

/ch/ as in cheese

/q/ as in quiz

/z/ as in buzz

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

graph

Ralph

phones

phrase

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Find your phone on the floor.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

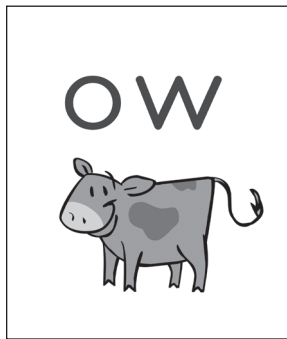
**Wrap-up Video**

- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /ow/ as in cow

## At a Glance

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Day 1

New sound: /ow/ (cow)

Day 2

Review sound: /ph/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 7

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

now

pow

how

- **What sound can you hear in all of those words?** /ow/ Say each word again, and have students repeat each one. Stretch the /ow/ sound in each word.

### Key Picture

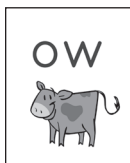
- Use the Key Picture activity to display the Key Card for /ow/ (cow). Let's look at the picture on the card to learn more about our sound for the day. **This is a picture of a brown cow. "Brown cow." Let's say that phrase together. Brown cow.** Say each word in the phrase, and ask students to repeat it. Stretch the /ow/ sound in each word.

## Introduce the New Letter Group

- We know the letters "ow." We learned them with the picture card for "Blow the snow." Point to the Key Card "Blow the snow" in the Letter Group Frieze. **The letters "ow" are special because they can make two sounds. Today, we see how "ow" can make the sound /ow/ as in cow.**



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.



- Write the letters "ow" on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at the letters "ow," I think about the phrase "Brown cow."** Run your finger over "ow" as you repeat the sound /ow/ three times. **Look really hard at "ow," and imagine seeing the brown cow. What do these letters say? /ow/. Stretch /ow/ three times. Here's a way to help us remember to say /ow/ when we see these letters. When I point to "ow," I want you all to say:**

/ow/

"Brown cow"

"ow"

- Post the picture side of the Key Card for "ow" (cow) in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

cow

now

town



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 7  
Page 11

- Have students turn to Lesson 70 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ai/ as in rain

/ue/ as in glue

/ou/ as in shout

/\_y/ as in cry

/ow/ as in snow

/ow/ as in cow

### Write Words

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

wow

crown

frown

frowning

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alpie has brought a sentence that he thinks they can write. Have Alpie read this sentence.

**Henry saw a brown cow.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/p-l-ow/	<i>plow</i>	/sp-a-ce/	<i>space</i>
/t-ow-n/	<i>town</i>	/p-r-u-ne/	<i>prune</i>
/h-ow/	<i>how</i>	/ph-o-t-o/	<i>photo</i>

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

<b>now</b>	/n-ow/	<b>brown</b>	/b-r-ow-n/
<b>down</b>	/d-ow-n/	<b>frown</b>	/f-r-ow-n/
<b>ditch</b>	/d-i-tch/	<b>quickly</b>	/qu-i-ck-l-y/

### Partner Practice

#### Read Sounds and Words



- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

#### Partner Phonics Booklet 7 Page 1

- Ask students to practice their letter sounds, using all four boxes on the first page of their Partner Phonics Booklets. Have them write down any letters that they have trouble with on the writing pages in the back of their Partner Phonics Booklet.
- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

Random Reporter



down

mailed

tapping

# Lesson 70 | Presenting /ow/ as in cow.....

Partner Phonics Booklet 7  
Page 11

- Have students turn to the second box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

Monitor

- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the second box and have made up sentences, they may go on to read the Booster Sentence in the third box.

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



Random Reporter

- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**cow...now...how...hot...lot...not...note...vote**

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /ew/

## At a Glance

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New sound: /ew/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 8

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

blew

flew

new

grew

### Whole Group Response

- **What sound can you hear in all of those words?** /ew/ Say each word again, and have students repeat each one. Stretch the /ew/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /ew/. **Let's look at the picture on the card to learn more about our sound for the day. This will help us remember one of the ways to spell the /ew/ sound. This is a cook who has made something new. She made a "new stew."** Have the class repeat the phrase *new stew* and exaggerate the /ew/ sound in the words.

## Introduce the New Letter Group



- **How do we spell the /ew/ sound? Yes, we can spell the /ew/ sound in different ways. One way to spell it is by using the letters "oo," as in "moon."** Write the letters "oo" on the board. **Another way to spell the /ew/ sound is with the letters "ue."** Write the letters "ue" on the board. **Today we are going to learn a new way to spell this sound. Sometimes the sound /ew/ is spelled with these letters.** Erase the letter groups "oo" and "ue" and write the letter group "ew" on the board. Point to the letter group and say /ew/. Have students make the /ew/ sound with you as you point to the letters. **When I point to "ew," I want you all to say:**

/ew/

"New stew"

"ew"

- Post the picture side of the Key Card for "ew" with the letters "oo" and "ue" in the Letter Group Frieze.

## Partner Practice

### Read Sounds and Words

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 8  
Page 1

- Have students turn to Lesson 71 in their Partner Phonics Booklets, and read the sounds in the first box together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

flew

stew

chew

- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.

Partner Phonics Booklet 8  
Page 1

- Have students turn to Lesson 71 in their Partner Phonics Booklets, and read the words in the second box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use Random Reporter to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/tch/ as in catch

/ow/ as in cow

/q/ as in quiz

/ph/ as in phone

/ai/ as in train

/ew/ as in stew

**Write Words**

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

dewy

grew

chewed

blew

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**I can chew the meat in stew.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**

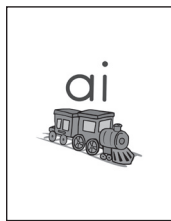


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Comparing Long a Letter Groups

## At a Glance

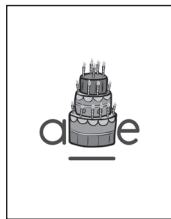
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/ai/



/ay/



/a\_e/

### You will need:

- Key Cards (wall set and teacher set)
- Alphonie and Cami puppets
- Partner Phonics Booklet 8
- Alphonie's Word Bingo cards (one per partnership)

# Day 1

## Partner Reading

Whole Group Response

- Introduce *Alphie's Story* by having Alphie say: **Hello, class! I love writing stories, don't you? I was writing a story yesterday, and I had to have the teacher help me with lots of words. I realized that I need to work on my spelling. Would you like to read my story and see some of the tricky words I had to spell?**

Partner Phonics Booklet 8  
Page 2

- Have students sit with their partners and open their Partner Phonics Booklets to page 2. **You and your partner are going to read Alphie's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use the Finger Detective to help you read those words.**
- Review how to use the Finger Detective to read a word. Write the word "always" on the board. Demonstrate sounding it out with the Finger Detective, using the sample text below as a guide.
  - **Hmmm. This is a long word. I think I'll have the Finger Detective cover up part of it, and I'll read just the first part.** Cover up the letters "ways," and read the first two letters. Pronounce the syllable "al" with a short a: **ăl...ăl. Now I'll add the last part: waaaays. Ways. Now I can put them together. ăl-ways. Hmmm. That doesn't sound right. I'll try saying the first part a different way. Al** (as in "all")-ways. **Oh! I know the word. The word is "always."**
- **The first part of that word was tricky because it looks like it should say /ăl/. It really says /all/, doesn't it? I'll just put a little circle around that part of the word. The circle will remind me that I need to look out for this tricky part of the word.** Draw a circle around the letters "al."

(al)ways

- **You and your partners can do this while you're reading. If you sound out a difficult word, you can put a little circle around the tricky part. Then the next time you read the word, you'll know how to say it.**
- **Now you're ready to read Alphie's story.** Designate each student in a partnership as Peanut Butter or Jelly. Have students take turns reading each sentence of the passage, with Peanut Butters reading first.

Whole Group Response

- After partners have read *Alphie's story*, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? What was the sound?**

## Find Words with the Sound

Whole Group Response

- Have Alpie say: **I need you to read my writing one more time and underline all the words that have the /ā/ sound. Can you and your partner work together to find those /ā/ words for me?**

**Teacher’s Note:** This is the first of five lessons in which students will compare homophonetic graphemes. In the comparison lessons, they will underline the words. The underlined words are phonetically regular and are referred to as “Alpie’s Words.”

- Have Jelly read the first sentence of the student text while Peanut Butter listens and follows along. Then have both partners discuss and identify the long a words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Phonics Booklets. Then partners will switch roles. Peanut Butter will read, and Jelly will listen.
- Remind students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the long a sound in words, regardless of the spelling.



### Alpie’s Story

**Gail** and **Fay** love to **play** by the **bay**. I went with them **today**.

“Don’t **stray**,” we heard **Gail’s** mother **say**. “**Always stay** on the **trail**.”

“**Okay**,” said **Gail**.

We **played** all **day**! We ran to the marsh and back again. We gathered rocks in a **pail**. I almost stepped on a tiny **gray snail**.

“Watch your step!” said **Gail**.

“The shore is full of life,” she and **Fay explained**.

## List Words on the Chart

Think-Pair-Share

- When partners have completed the task, say: **I think Alpie had trouble with these words because the /ā/ sound can be spelled in different ways. I see two ways that the /ā/ sound is spelled in this passage. What are they? Wait for students’ responses.**
- **Yes, the /ā/ sound can be spelled with “ai” or “ay.” We can make a chart to help Alpie remember how to spell these words. We’ll put “ai” words on one side and “ay” words on the other side.**

- Use the List Words on the Chart activity to display a chart for the sounds “ai” and “ay.” Students have this chart in their Partner Phonics Booklets. Have them label the columns as shown.

	ai	ay
<b>1</b>		
<b>2</b>		
<b>3</b>		

Think-Pair-Share

- **Let’s go back and find all the /ā/ words so we can put them on this chart.** Reread the passage with students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ā/ words in that sentence?** Use Think-Pair-Share, and call on a partnership to share their answer. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their books.

Random Reporter

- Use **Random Reporter** to select partnerships to share any words that contain the /ā/ sound from the sentence.



- Celebrate good work during partner practice by awarding honey points to partners who can correctly identify the column on the chart in which the word belongs.
- As students share long a words, click the word from the passage to add it to the chart. The words in the first row are one-syllable words, those in the second row are two-syllable words and/or words with inflectional endings, and those in the third row are multisyllabic words that may have phonetically irregular parts. Make sure that students write the words on the same row on their own charts. If time is an issue, you may have students choose one word from each category to write in the same column and row on their own charts.

**Teacher’s Note:** The rows in which words are written are very important, since students will be responsible for different rows of words, depending on their skill levels. Writing the words in this way allows you to customize the lesson for individual students.  
 (Optional): You may wish to create your “Alphie’s Words” list on chart paper so it can be displayed throughout the course of the comparison lesson.

	ai	ay
<b>1</b>	Gail, Gail’s, trail, pail, snail	Fay, play, bay, stray, say, stay, day, gray
<b>2</b>		played
<b>3</b>	explained	today, always, okay

- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used. For example, short words that have long a as their final sound—“Fay,” “bay,” “day,” “say”—are usually spelled with “ay.”

- Discuss why the words are written in three rows using the following text as a guide:
- **Words in row 1 are words you should be able to spell. These short words use “ay” or “ai” to make the /ā/ sound.**
- **Words in row 2 are a little trickier. These are words that use “ay” or “ai” to make the /ā/ sound, but they have something else. They have an ending added to them that makes them harder to spell. Let’s look at the row 2 word.** Point out that the word “played” is made up of the base word “play” and the ending “\_ed.” Tell students that when they try to spell these tricky words, they should write the base word first and then add the ending. **When I say the word “played,” I can hear the base word “play.” I can write “play” and then add the “\_ed” to make the word “played.”**
- **Words in row 3 are Alphie’s Big Words! These words are the hardest to spell. They’re harder because they’re bigger words, and some of them have tricky parts. You’ll need to study and practice if you want to be able to spell Alphie’s Big Words.**
- If you have created your own chart, place the Alphie card on top of the chart paper. **These are Alphie’s Words. Alphie’s Words have the /ā/ sound spelled with “ai” or “ay.”**
- Have partners take turns reading the words on their charts together. Partners can initial each other’s books when each reader has read all the words.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to ask a partnership to read words from one column or row on the chart.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.



## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Partner Reading

Partner Phonics Booklet 8  
Page 3

Whole Group Response



- Have students sit with their partners and open their Partner Phonics Booklets to page 3. **You and your partner are going to read another story from Alpie.**
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? What was the sound? /ā/. Yes, Alpie wrote another story with lots of /ā/ words.**
- Ask different partnerships to share a difficult word they encountered and how they figured it out. If students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective. (e.g., “face”). Draw a circle around the tricky part of the word to remember how to read it. (In “face,” the “c” makes the /s/ sound.)

f a (c) e

### Find Words with the Sound

- Tell students that Alpie has some new long a words that they need to find in the story.
- Designate a student in each partnership as Peanut Butter or Jelly. Have Peanut Butter read the first sentence of the student text while Jelly listens and follows along. Then both partners will discuss and identify the long a words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Phonics Booklets. Then partners will switch roles.
- Remind students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the long a sound in words, regardless of the spelling.



#### Alpie’s Story

We live by Lily **Lake**. It’s **shaped** like a giant **plate**! We **sail** almost every **day**. **Yesterday** was **rainy**, so we **stayed** inside and **played**. My brother, **Jay**, **hated staying** inside.

He **waited** by the window all **day**, **making** a **face** at the **rain**.

I said to my sister **Kay**, “Let’s **bake** a **cake** to cheer **Jay**.”

**Jay ate** it and smiled. He said, “**Hooray**! You have **saved** the **day**!”

## List Words on the Chart

Think-Pair-Share

- When partners have completed the task, say: **I think Alpie had trouble with these words because he found another way to spell the /ā/ sound. We talked about using “ai” and “ay” to spell that sound.** Use Think-Pair-Share to ask: **Is there another way to spell that sound?** *Wait for students’ responses.*
- **Yes, the /ā/ sound can be spelled with “a\_e.” Let’s use a new chart to help Alpie remember how to spell these words. We’ll put “ai” words, “ay” words, and “a\_e” words on the chart.**
- Use the List Words on the Chart activity to display a chart for the sounds “ai,” “ay,” and “a\_e.” Students have this chart in their Partner Phonics Booklets. Have them label the columns as shown.

	ai	ay	a_e
1			
2			
3			

- **Let’s go back and find all the /ā/ words so we can put them on this chart.** Reread the passage with students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ā/ words in that sentence? Decide with your partner what column the word belongs in.**

Random Reporter



- Use **Random Reporter** to select partnerships to share any words that contain the /ā/ sound from the sentence.



- Celebrate good work during partner practice by awarding honey points to partners who can correctly identify the column on the chart in which the word belongs.
- Remind students to check their papers to see if they have identified and underlined the word that are shared in their booklets.
- Students will write the words on their charts in their Partner Phonics Booklets.
  - Make sure that students write the words on the same row on their own charts. If time is an issue, you may have students choose one word from each category to write in the same column and row on their own charts.
- Display the Story and Chart answers and have students check to see if they have identified all the words in the story and if the words are all written on their charts.
  - Choose two or three words in the second row, and demonstrate how to identify the base words and endings. Use the following text as a guide: **If I look at the word “rainy,” I can see a smaller word inside it. I see the word “rain.”** Underline the base word “rain” on the chart. **Sometimes a letter, or letters, are added onto the end of a word. What was added onto this word?** *Wait for students’ responses. That’s right. The “y” was added on as an ending. I’ll circle the ending. Circle the ending “y” on the chart. Have students underline the base word “rain” and circle the ending “y” in their Partner Phonics Booklets.*

Whole Group Response

	ai	ay	a_e
<b>1</b>	sail, rain	day, Jay, Kay	lake, plate, face, bake, cake, ate
<b>2</b>	rainy, waited	stayed, played, staying	shaped, hated, saved, making
<b>3</b>		yesterday, hooray	

- If you have created your own chart, place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ā/ sound spelled with “ai,” “ay,” or “a\_e.”**
- Have students complete the activity at the bottom of the Partner Phonics Booklet page by adding endings to the words.

stay + ed = *stayed*      make + ing = *making*  
 stay + ing = *staying*      hate + ed = *hated*  
 play + ed = *played*      save + ed = *saved*  
 play + ing = *playing*      take + ing = *taking*

- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.
- **Partner Practice Celebration**—Use **Random Reporter** to ask a partnership to read words from one column or row on the chart.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

Random Reporter



## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 3

### Alphie's Word Bingo

- We've read two of Alphie's stories and looked for all the words with the /ā/ sound. Let's take another look at the words we found.
- Display the chart with all of Alphie's Words from the earlier lessons. Quickly read the words with the class. When finished, hide the chart so the class cannot see it.

	ai	ay	a_e
1	Gail, Gail's, trail, pail, snail, sail, rain	Fay, play, bay, stray, say, stay, day, gray, Kay, Jay	lake, plate, face, bake, cake, ate
2	rainy, waited	played, stayed, staying	shaped, hated, saved, making
3	explained	today, always, okay, yesterday, hooray	



- **Now we're going to play Alphie's Word Bingo.** Pass out a bingo card to each partnership.
- Tell students to write "ai," "ay," and "a\_e," in whatever order they choose, in the spaces along the left side of the card. If there is an extra space, tell students to pick one of the letter combination to write again to fill it in.
- (Optional) Preprinted bingo cards, with varying sequences of the letter sounds, are also available in the online resources.
- Explain that you will call out the column number and a word. The partners will discuss which row to write the word in. Then one partner will write the word in the correct row. Partners will alternate writing the words on the card.
- Tell students that if they get four words in a row going down, across, or diagonally, they should raise their hands with their partners in a Partner Pyramid and say, "Bingo!"
- Use the Alphie's Word Bingo activity to begin calling out the column numbers and words. You should call out columns in sequence (1, 2, 3, and 4).
- If a partnership says, "Bingo," have the partners take turns saying the row and column for each word and spelling the word. Check their answers using the column numbers and words on the screen. Award honey points if all the rows, columns, and spellings are correct. If a row, column, or spelling is incorrect, keep playing the game until a partnership wins.
- When the game is over, display the chart again, and have partners check to see that they have spelled the words correctly and written them in the correct columns and rows. Have students correct any errors on their cards.





- Collect the Bingo cards, and explain that all partnerships that have spelled the words correctly and have written them in the correct columns will earn 2 bonus honey points. Partnerships that have corrected their cards will earn 1 bonus honey point.

### **Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /ur/

## At a Glance

---



Day 1

New sound: /ur/

Day 2

Review sound: /ow/ (cow)

### You will need:

---

- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alpie and Cami puppets
- Partner Phonics Booklet 8

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

turn

burn

curl

- **What sound can you hear in all of those words? /ur/** Say each word again, and have students repeat each one. Stretch the /ur/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /ur/. Let's look at the picture on the card to learn more about our sound for the day. **This is a picture of a nurse with a purse.** "Nurse with a purse." Let's say that phrase together. *Nurse with a purse.* Say each word in the phrase, and ask students to repeat it. Stretch the /ur/ sound in *nurse* and *purse*.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Point to the letter group "ur" in the picture. Build a strong connection between the picture and the letters. **When I look at the letters "ur," I think about the phrase "Nurse with a purse."** Run your finger over "ur" as you repeat the /ur/ sound three times. **Look really hard at "ur," and imagine seeing the nurse with a purse. What do these letters say? /ur/** Stretch the /ur/ sound. **Here's a way to help us remember to say /ur/ when we see these letters. When I point to "ur," I want you all to say:**

/ur/

"Nurse with a purse"

"ur"

- Post the picture side of the Key Card for "ur" in the Letter Group Frieze.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

burn

turn

curl



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 8  
Page 4

- Have students turn to Lesson 73 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ph/ as in phone

/ew/ as in stew

/ould/ as in could

/ow/ as in cow

/tch/ as in catch

/ur/ as in curl

**Write Words**

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

**hurl**

**fur**

**burned**

**turning**

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Dad burned the cupcakes.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/c-ur-b/	<i>curb</i>	/d-ow-n/	<i>down</i>
/b-ur-n/	<i>burn</i>	/s-l-ur-p/	<i>slurp</i>
/t-r-a-ce/	<i>trace</i>	/t-r-ai-n/	<i>train</i>

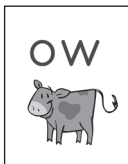
### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

<i>hurt</i>	/h-ur-t/	<i>arm</i>	/ar-m/
<i>surf</i>	/s-ur-f/	<i>tire</i>	/t-i-re/
<i>cone</i>	/c-o-ne/	<i>shook</i>	/sh-oo-k/

### Partner Practice

#### Read Sounds and Words



- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.
- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

#### Partner Phonics Booklet 8 Page 4

- Have students turn to Lesson 73 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class.

#### Random Reporter



- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

phone

ditch

fuzzy

- Have students turn to the third box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the third box and have made up sentences, they may go on to read the Booster Sentence in the fourth box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.

Random Reporter



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**turn...burn...barn...bar...car...card...hard**

## Wrap-up Video

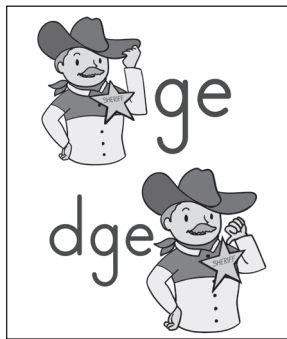


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /ge/ and /dge/

## At a Glance

---



New sound: /ge/, /dge/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 8

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

cage

page

edge

fudge

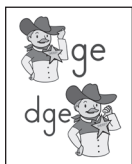
Whole Group Response

- **What sound can you hear in all of those words?** /j/ Say each word again, and have students repeat each one. Stretch the /j/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for for /ge/, /dge/. **Let's look at the picture on the card to learn more about our sound for the day. This picture will help us remember one of the ways to spell the /j/ sound. This is a sheriff who is wearing a large badge.** Have the class repeat the phrase *large badge* and exaggerate the /j/ sound in the words.

## Introduce the New Letter Group



- **How do we spell the /j/ sound? That's right. We spell the /j/ sound with the letter "j."** Write the letter "j" on the board. **Today we are going to learn two new ways to spell this sound. Sometimes, the sound /j/ is spelled with these letters.** Erase the "j" and write the letter groups "ge" and "dge." Point to the letter groups and say /j/. Have students make the /j/ sound with you as you point to the letters. **Sometimes we see these letter groups at the end of a word. Whether it's just "ge" or "dge," we always say /j/ when they're at the end of a word.** Point to the letter group and say /j/. Have students make the /j/ sound with you as you point to the letters. **When I point to "ge" or "dge," I want you all to say:**

/j/

"large badge"

"ge" or "dge"

- Post the picture side of the Key Card for "ge" and "dge" above the letter "j" in the Alphabet Wall Frieze. **We'll put this picture with the letter "j" because it also makes the /j/ sound.**

## Partner Practice

### Read Sounds and Words

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

Partner Phonics Booklet 8  
Page 5

- Have students turn to Lesson 74 in their Partner Phonics Booklets, and read the sounds in the first box with their partner. Remind students to write their initials in their partner’s books. Initial as you see success. When finished, read the letters together as a class.

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

age

cage

fudge

bridge

- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.

Partner Phonics Booklet 8  
Page 5

- Have students turn to Lesson 74 in their Partner Phonics Booklets, and read the words in the second box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/tch/ as in catch

/ew/ as in stew

/j/ as in joke

/ph/ as in phone

/ur/ as in fur

/ge/ as in cage

**Write Words**

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

page

large

edge

fudge

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Pam ate a large chunk of fudge.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

**Wrap-up Video**

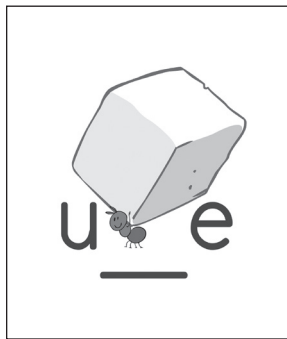


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Presenting /u\_e/

## At a Glance

---



Day 1

New sound: /u\_e/

Day 2

Review sound: /ge/, /dge/

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 8

# Day 1

## Hear the New Sound

### Sound Words

- Say each of the words below, and have students repeat them.

use

huge

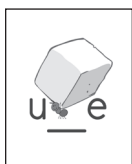
mule

- **What sound can you hear in all of those words?** /u\_e/ Say each word again, and have students repeat each one. Stretch the /u\_e/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /u\_e/. **Let's look at the picture on the card to learn more about our sound for the day. This is a picture of an ant carrying a sugar cube. It is a huge cube. "Huge cube." Let's say that phrase together. *Huge cube.*** Say each word in the phrase, and ask students to repeat it. Stretch the /u\_e/ sound in each word.

## Introduce the New Letter Group



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.
- Write the letters “u\_e” on the board or chart paper. Build a strong connection between the picture and the letters. **When I look at “u\_e,” I think about the phrase “huge cube.” HUUUUUGE CUUUUUBE.** Run your finger over “u\_e” as you repeat the sound /u\_e/. **Look really hard at “u\_e,” and imagine the letters “u” and “e” under the huge cube. What do these letters say? /u\_e/. Say /u\_e/ three times. Here's a way to help us remember to say /u\_e/ when we see these letters. When I point to “u\_e,” I want you all to say:**

/u\_e/

“Huge cube”

“u\_e”

- Post the picture side of the Key Card for “u\_e” in the Letter Group Frieze.
- Point out that “u\_e” makes two sounds. **Some words with “u\_e” make a different sound. They make an /oo/ (moon) sound. This is a lot like the /u\_e/ sound. A way we can remember that “u\_e” also makes this sound is to say, “tune a flute.” What does “u\_e” say in these words? /oo/. Say /oo/ three times. **Tune a flute.****

**Teacher's Note:** The “u\_e” letter group makes different sounds depending on the consonant sound before “u\_e.” The letters “d,” “j,” “l,” “r,” “t,” and “ch” (/sh/) before “u\_e” cause an /oo/ sound.

## Partner Practice

### Stretch and Read with the New Sound

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

mule

cube

cute



- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.
- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Partner Phonics Booklet 8  
Page 6

- Have students turn to Lesson 75 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Write It Out

### Write Letters

- Make the sound for each of the letters listed below. Have students write the letters on the writing pages in the back of their Partner Phonics Booklet. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ph/ as in phone

/ge/ as in page

/ow/ as in cow

/ur/ as in fur

/dge/ as in judge

/u\_e/ as in cube

**Write Words**

- Use the Write Words activity to have students write the following words using Stretch and Spell. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

rude

cube

mule

tuning

Whole Group Response

- When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

**Write Sentences**

- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

**Mom played a tune on the flute.**

Random Reporter

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on the writing pages in the back of their Partner Phonics Booklet. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.



**Wrap-up Video**

- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/r-u-de/	<i>rude</i>	/w-ai-s-t/	<i>waist</i>
/f-r-ui-t/	<i>fruit</i>	/qu-ee-n/	<i>queen</i>
/m-oo-n/	<i>moon</i>	/c-a-tch/	<i>catch</i>

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

late	/l-a-te/	mules	/m-u-le-s/
tube	/t-u-be/	cube	/c-u-be/
tune	/t-u-ne/	tray	/t-r-ay/

### Partner Practice

#### Read Sounds and Words



Partner Phonics Booklet 8  
Page 6

- Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.
- Have students turn to Lesson 75 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class.
- Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the letter sounds together to the class.
- Celebrate good work during partner practice by awarding honey points to partners who read letter sounds successfully.
- Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

Random Reporter



looking

dawn

flew

- Have students turn to the third box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.
- **Booster Sentence**—When both students in a partnership have successfully read all of the words in the third box and have made up sentences, they may go on to read the Booster Sentence in the fourth box.

Monitor

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.



- **Partner Practice Celebration**—When students have finished:

- Review letters if you identified needs during Partner Practice;
- Use **Random Reporter** to select a partnership to read the word box together;
- Use **Random Reporter** to select a partnership to read the Booster Sentence.

Random Reporter



- Celebrate good work during partner practice by awarding honey points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response

- Use the Quick Erase activity to show the following sequence of words.  
**tune...tube...cube...cute...cut...cat...pat...pay**

## Wrap-up Video

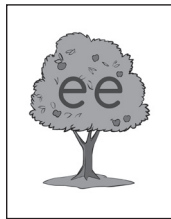


- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Comparing Long e Letter Groups

## At a Glance

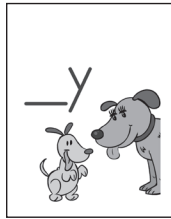
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/ee/



/ea/



/\_y/

### You will need:

- Key Cards (wall set and teacher set)
- Alpie and Cami puppets
- Partner Phonics Booklet 8
- Alpie's Word Bingo cards (one per partnership)

# Day 1

## Partner Reading

Partner Phonics Booklet 8  
Page 7

Whole Group Response



- Have students sit with their partners and open their Partner Phonics Booklets to page 7. Partners will take turns reading Alphonie's new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? What was the sound?**
- Ask different partnerships to share a difficult word they encountered and how they figured it out. If students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective. (e.g., "peanuts"). ("Peanuts" is a compound word. If students circle each small word inside of it, it is easier to sound it out.)

peanuts

## Find Words with the Sound

- Tell students that they are going to look for all the words with the long e sound in Alphonie's story. Partners will take turns rereading Alphonie's story one sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long e words they heard in the sentence and underline them in their Partner Phonics Booklets. Then partners will switch roles.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long e sound in words, regardless of the spelling.



### Alphonie's Story

What do we\* **see** when we go to the **sea**? We **see seashells, seagulls, green** crabs, and **seaweed**. If you look in the sand, you may find the **real teeth** of a shark. Sometimes we **see seals**. I **feed** them bread and **peanuts** with my brother, **Neal**.

The **sea** is **easy** to **reach**. Just walk **three** blocks to the end of our **street**. The **breeze** from the **nearby sea** blows **each leaf** on the big oak **trees**. It is a great place to be\*!

### List Words on the Chart

- When partners have completed the task, ask them to identify the different ways they saw the long e sound spelled (“ee” and “ea”). Tell students that they will fill out a chart that shows the different spellings for Alphie.

**Teacher’s Note:** Many students will identify the words “we” and “be” because they have the long e sound. Explain that these words do have the long e sound, but they are spelled in a special way, so we will not add them in the chart.

- Use the List Words on the Chart activity to display a chart for the sounds “ee” and “ea.” Students have this chart in their Partner Phonics Booklets. Have them label the columns as shown.

	ee	ea
<b>1</b>		
<b>2</b>		
<b>3</b>		

- Reread the passage with students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ē/ words in that sentence? Decide with your partner what column the word belongs in.**
- Use **Random Reporter** to select partnerships to share any words that contain the /ē/ sound from the sentence.
- Celebrate good work during partner practice by awarding honey points to partners who can successfully identify the column on the chart in which the word belongs.
- Remind students to check their papers to see if they have identified and underlined the words that have been shared in the story in their booklets.
- Students will write the words on their charts in their Partner Phonics Booklets.
  - Make sure that students write the words on the same row on their own charts. If time is an issue, you may have students choose one word from each category to write in the same column and row on their own charts.
- Display the Story and Chart answers and have students check to see if they have identified all the words in the story and if the words are all written on their charts.
  - On the board, underline the base words and circle the endings for the row 2 words as needed and have students do the same.

Random Reporter



	ee	ea
<b>1</b>	see, green, teeth, feed, three, street, breeze	sea, real, Neal, reach, each, leaf
<b>2</b>	trees	seals, easy
<b>3</b>		seashells, seagulls, seaweed, peanuts, nearby

## Lesson 76 | Comparing /ee/ /ea/ /\_y/ (puppy) . . . . .

- If you created your own chart, place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ē/ sound spelled with “ee” or “ea.”**
- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.
- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read words from one column or row on the chart.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

Random Reporter



### Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Partner Reading

Partner Phonics Booklet 8  
Page 8

Whole Group Response



- Have students sit with their partners and open their Partner Phonics Booklets to page 8. Partners will take turns reading Alpie's new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? What was the sound? /ē/. Yes, Alpie wrote another story with lots of /ē/ words.**
- Ask different partnerships to share a difficult word they encountered and how they figured it out. If students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective. (e.g., "hungry"). Draw a circle around the tricky part of the word to remember how to read it. (You have to remember that the "y" makes the long e sound at the end of the word.)

hungry

### Find Words with the Sound

- Tell students that Alpie has some new long e words that they need to find in the story.
- Have partners take turns rereading Alpie's story one sentence at a time. One partner will read while the other listens and follows along.
- Partners will identify the long e words they heard in the sentence and underline them in their Partner Phonics Booklets. Then partners will switch roles.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long e sound in words, regardless of the spelling.



#### Alpie's Story

**Honey** is **sweet** to **eat**. I spread it on bread for a **tasty treat**. I put it in **oatmeal**. It's **sweeter** than **candy**! Mom says, "Too much is not good for your **teeth**."

I was **reading** a book about **honey**. Did you know that **bees** make **honey** in a hive? Sometimes a **hungry** bear **reaches** its **heavy** paw into the hive to **steal** the **honey**! I bet that makes a **bee angry**!

We\* have **honey** at home. When it's **eaten**, we won't be\* looking for **bees**. We will buy more at the store. I'm **happy** we don't have to **keep bees** to get **honey**!

### List Words on the Chart

Think-Pair-Share

- When partners have completed the task, say: **I think Alpie had trouble with these words because he found another way to spell the /ē/ sound. We talked about using “ee” and “ea” to spell that sound. Use Think-Pair-Share to ask: Is there another way to spell that sound? Wait for students’ responses.**
- **Yes, the /ē/ sound can be spelled with “\_y.” Let’s use a new chart to help Alpie remember how to spell these words. We’ll put “ee” words, “ea” words, and “\_y” words on the chart.**
- Use the List Words on the Chart activity to display a chart for the sounds “ee,” “ea,” and “\_y.” Students have this chart in their Partner Phonics Booklets. Have them label the columns as shown.

	ee	ea	_y
<b>1</b>			
<b>2</b>			
<b>3</b>			

Random Reporter



- Reread the passage with students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ē/ words in that sentence? Decide with your partner what column the word belongs in.**
- Use **Random Reporter** to select partnerships to share any words that contain the /ē/ sound from the sentence.
- Celebrate good work during partner practice by awarding honey points to partners who can successfully identify the column on the chart in which the word belongs.
- Remind students to check their papers to see if they have identified and underlined the words that have been shared in the story in their booklets.
- Students will write the words on their charts in their Partner Phonics Booklets.
  - Make sure that students write the words on the same row on their own charts. If time is an issue, you may have students choose one word from each category to write in the same column and row on their own charts.
- Display the Story and Chart answers and have students check to see if they have identified all the words in the story and if the words are all written on their charts.
  - On the board, underline the base words and circle the endings for the row 2 words as needed and have students do the same.

	ee	ea	_y
<b>1</b>	sweet, teeth, bee, keep	eat, treat, steal	
<b>2</b>	sweeter, bees	reading, reaches, eaten	honey, tasty, candy, hungry, heavy, angry, happy
<b>3</b>		oatmeal	

## Lesson 76 | Comparing /ee/ /ea/ /\_y/ (puppy) . . . . .

- If you created your own chart, place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ē/ sound spelled with “ee,” “ea,” or “\_y.”**
- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.
- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read words from one column or row on the chart.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

Random Reporter



### Wrap-up Video



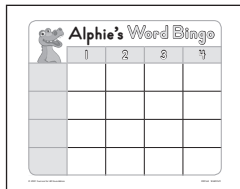
- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 3

## Alphie’s Word Bingo

- We’ve read two of Alphie’s stories and looked for all the words with the /ē/ sound. Let’s take another look at the words we found.
- Display the chart with all of Alphie’s Words from the earlier lessons. Quickly read the words with the class. When finished, hide the chart so the class cannot see it.

	ee	ea	_y
1	see, green, teeth, feed, three, street, breeze, sweet, teeth, bee, keep	sea, real, Neal, reach, each, leaf, eat, treat, steal	
2	trees, sweeter, bees	seals, easy, reading, reaches, eaten	honey, tasty, candy, hungry, heavy, angry, happy
3		seashells, seagulls, seaweed, peanuts, nearby, oatmeal	



- **Now we’re going to play Alphie’s Word Bingo.** Pass out a bingo card to each partnership
- Tell students to write “ee,” “ea,” and “\_y,” in whatever order they choose, in the spaces along the left side of the card. If there is an extra space, tell students to pick one of the letter combinations to write again to fill it in.
- (Optional) You may choose to use preprinted bingo cards, with varying letter sequences, located in the online resources.
- Explain that you will call out the column number and a word. The partners will discuss which row to write the word in. Then one partner will write the word in the correct row. Partners will alternate writing the words on the card.
- Tell students that if they get four words in a row going down, across, or diagonally, they should raise their hands with their partners in a Partner Pyramid and say, “Bingo!”
- Use the Alphie’s Word Bingo activity to begin calling out the column numbers and words. You should call out columns in sequence (1, 2, 3, and 4).
- If a partnership says, “Bingo,” have the partners take turns saying the row and column for each word and spelling the word. Check their answers using the column numbers and words on the board. Award honey points if all the rows, columns, and spellings are correct. If a row, column, or spelling is incorrect, keep playing the game until a partnership wins.
- When the game is over, display the chart again, and have partners check to see that they have spelled the words correctly and written them in the correct columns and rows. Have students correct any errors on their cards.



## Lesson 76 | **Comparing /ee/ /ea/ /\_y/ (puppy)** . . . . .



- Collect the Bingo cards, and explain that all partnerships that have spelled the words correctly and have written them in the correct columns will earn 2 bonus honey points. Partnerships that have corrected their cards will earn 1 bonus honey point.

### **Wrap-up Video**



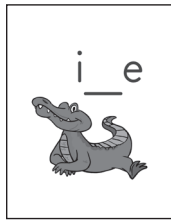
- **Show video**—Wrap up class and celebrate what students learned today with a video.



# Comparing Long i Letter Groups

## At a Glance

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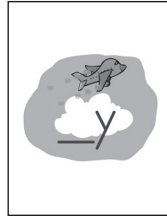
/i\_e/



/ie/



/igh/



/\_y/ (fly)

### You will need:

- Key Cards (wall set and teacher set)
- Alpie and Cami puppets
- Partner Phonics Booklet 8
- Alpie's Word Bingo cards (one per partnership)

# Day 1

## Partner Reading

Partner Phonics Booklet 8  
Page 9

Whole Group Response

- Have students sit with their partners and open their Partner Phonics Booklets to page 9. Partners will take turns reading Alpie's new story one sentence at a time.

- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? What was the sound?**



- Ask different partnerships to share a difficult word they encountered and how they figured it out. If students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective. (example: "shining"). Draw a circle around the tricky part of the word to remember how to read it. (The first "i" has the long vowel sound.) Try sounding out the "i" with the short vowel sound to demonstrate how to self-edit while reading.

s h **(i)** n i n g

## Find Words with the Sound

- Tell students that they are going to look for all the words with the long i sound in Alpie's story. Partners will take turns rereading Alpie's story one sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long i words they heard in the sentence and underline them in their Partner Phonics Booklets. Then partners will switch roles.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long i sound in words, regardless of the spelling.



### Alpie's Story

Ⓛ hope the big full moon is **shining high** and **bright tonight**. Ⓛ want to camp out back with **Mike**. Ⓛ asked Mom if we could.

She said, "Yes, that would be **nice!** Take your **flashlight**. Don't stay up all **night**."

We will sleep in a tent **outside!** Ⓛ will put it **beside** my **slide**. We **might** play **hide**-and-see-k. We will **shine** the **light** in my sister's window. It will give her a **fright!**

### List Words on the Chart

- When partners have completed the task, ask them to identify the different ways they saw the long i sound spelled (“igh” and “i\_e”). Tell students that they will fill out a chart that shows the different spellings for Alphie.
- Use the List Words on the Chart activity to display a chart for the sounds “igh” and “i\_e.” Students have this chart in their Partner Phonics Booklets. Have them label the columns as shown.

	igh	i_e
<b>1</b>		
<b>2</b>		
<b>3</b>		

- Reread the passage with students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /i/ words in that sentence? Decide with your partner what column the word belongs in.**
- Use **Random Reporter** to select partnerships to share any words that contain the /i/ sound from the sentence.
- Celebrate good work during partner practice by awarding honey points to partners who can successfully identify the column on the chart in which the word belongs.
- Remind students to check their papers to see if they have identified and underlined the words that have been shared in the story in their booklets.
- Students will write the words on their charts in their Partner Phonics Booklets.
  - Make sure that students write the words on the same row on their own charts. If time is an issue, you may have students choose one word from each category to write in the same column and row on their own charts.
- Display the Story and Chart answers and have students check to see if they have identified all the words in the story and if the words are all written on their charts.
  - On the board, underline the base words and circle the endings for the row 2 words as needed and have students do the same.
  - Remind students that the base word isn’t “shin,” it’s “shine.” The “e” was dropped when the ending “ing” was added. Write the word “shine” beside “shining.” Have students do the same in their Partner Phonics Booklets.

Random Reporter



	igh	i_e
<b>1</b>	high, bright, night, might, light, fright	Mike, nice, slide, hide, shine
<b>2</b>		shining
<b>3</b>	tonight, flashlight	outside, beside

# Lesson 77 | Comparing /i\_e/ /ie/ /igh/ /\_y/ (fly) . . . . .

- **Skill Focus: Compound Words**—Point out to students that all the words in row 3 are compound words. Have partners work together to circle the two small words contained in each compound word. When partners are finished, have them check each other’s work. Then point out the individual words on Alphie’s chart so students can check and correct their papers.
- **Skill Focus: Adding a Suffix to Silent “e”**—Let’s talk some more about words that lose the letter “e” when you add “ing.” Look at the words on the bottom of the page in your Partner Phonics Booklets. You need to add “-ing” to the end of each word.

Whole Group Response

- Point to the word “hike” and read it. **I want to change the word “hike” to “hiking.” What should I do first?** *Wait for students’ responses. That’s right. I should take away the “e” before I add “-ing.”* Write the word “hike” on the board, erase the “e,” and add “ing.” Read the word with students. Have them write the new word in their Partner Phonics Booklets.
- **Now I want to see if you and your partner can change the rest of the words. Remember to take away the “e” before you add “-ing.” Then read the words with your partner.**
- When partners are finished, have them check each other’s work. Then show them how their words should look by writing them on the board. Students will check and correct their papers. Read the words with students.
- If you created your own chart, place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /i/ sound spelled with “igh” or “i\_e.”**

Random Reporter



- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.
- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read words from one column or row on the chart.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Partner Reading

Partner Phonics Booklet 8  
Page 10

Whole Group Response



- Have students sit with their partners and open their Partner Phonics Booklets to page 10. Partners will take turns reading Alpie's new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? What was the sound? /i/. Yes, Alpie wrote another story with lots of /i/ words.**
- Ask different partnerships to share a difficult word they encountered and how they figured it out. If students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective. (example: "twice"). Draw a circle around the tricky part of the word to remember how to read it. Try sounding out the word with the short i sound to demonstrate how to self-edit while reading.

t w i © e

### Find Words with the Sound

- Tell students that Alpie has some new long i words that they need to find in the story.
- Have partners take turns rereading Alpie's story one sentence at a time. One partner will read while the other listens and follows along.
- Partners will identify the long i words they heard in the sentence and underline them in their Partner Phonics Booklets. Then partners will switch roles.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long i sound in words, regardless of the spelling.



#### Alpie's Story

**My** friends and ① **like** to **ride** our **bikes**. When the sun is **shining** and the wind is blowing, we **like** to **fly kites**. **My kite** always **flies** the **highest**. It **flies** above the **pin**es until it is out of **sight**.

**My** brother is too small to **fly** a **kite**. ① am **twice** his **size**. ① **try** to show him how to run with a **kite** to make it **fly**. He **tries**, but then he **cries**. Mom will **dry** his **eyes** and give him some **pie**. Later, she **might** stop **by** the store and **buy** a small **kite** just for him.

## List Words on the Chart

Think-Pair-Share

- When partners have completed the task, say: **I think Alphonse had trouble with these words because he found another way to spell the /i/ sound. We talked about using “igh” and “i\_e” to spell that sound. Use Think-Pair-Share to ask: Is there another way to spell that sound? Wait for students’ responses.**
- **Yes, the /i/ sound can be spelled with “ie” and “\_y.” Let’s use a new chart to help Alphonse remember how to spell these words. We’ll put “igh” words, “i\_e” words, “ie” words, and “\_y” words on the chart.**
- Use the List Words on the Chart activity to display a chart for the sounds “igh,” “i\_e,” “ie,” and “\_y.” Students have this chart in their Partner Phonics Booklets. Have them label the columns as shown.

	igh	i_e	ie	_y
1				
2				
3				

- Reread the passage with students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /i/ words in that sentence? Decide with your partner what column the word belongs in.**

Random Reporter



- Use **Random Reporter** to select partnerships to share any words that contain the /i/ sound from the sentence.
- Celebrate good work during partner practice by awarding honey points to partners who can successfully identify the column on the chart in which the word belongs.
- Remind students to check their papers to see if they have identified and underlined the words that have been shared in the story in their booklets.
- Students will write the words on their charts in their Partner Phonics Booklets.
  - Make sure that students write the words on the same row on their own charts. If time is an issue, you may have students choose one word from each category to write in the same column and row on their own charts.

**Teacher’s Note:** If students identify “I,” “buy” and “eyes,” tell them to circle these words. These are special words that are spelled a different way.

- Display the Story and Chart answers and have students check to see if they have identified all the words in the story and if the words are all written on their charts.
  - On the board, underline the base words and circle the endings for the row 2 words spelled with “igh” and “i\_e.” (Remind students that the base word in “shining” is “shine.” Have students write “shine” underneath the word “shining” to remind them that the “e” was dropped before adding “ing.”)

	igh	i_e	ie	_y
<b>1</b>	sight, might	like, ride, kite, twice, size	pie	my, fly, try, dry, by
<b>2</b>	highest	bikes, shining, kites, pines	flies, tries, cries	

- **Skill Focus: Changing “y” to “i”**—When you get to the words “flies,” “tries,” and “cries,” tell students that these words will be a little different. **The ending in each of these words is “es.”** Circle the “es” in each word. **But something has happened to the base words.** Point to the word “flies.” **If “es” is the ending, then “fli” must be the base word. Hmmm. You don’t spell “fly” f-l-i. You spell it f-l-y.** Write the word “fly” in parentheses beside the word “flies” on the board. **Can you guess what happened to the “y?”** *Wait for students’ responses.* **The “y” was changed to an “i.” Then the ending was added.**
  - Repeat this process for the word “cries”. **Let’s find out more about words that end in “y.”** Write the word “cry” on the board. Read the word with students and use it in a sentence. (Example: “I cry when I am sad.”)
  - **Sometimes the word “cry” changes. For example, I say I cry, but I would say *my sister cries. Cries.***
  - **If I want to change “cry” to “cries,” the first thing I do is take away the “y” and change it to an “i.”** Erase the letter “y” and put an “i” in its place. **Then I add the ending “es.”** Add “es” to the word. **Now I have the word “cries.”**
  - Have students complete the activity at the bottom of the Partner Phonics Booklet page by adding endings to the words.
- If you created your own chart, place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /i/ sound spelled with “igh,” “i\_e,” “ie,” or “\_y.”**
- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.
- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read words from one column or row on the chart.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

Random Reporter



## Wrap-up Video



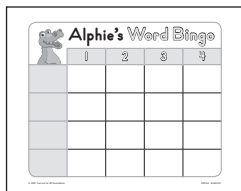
- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 3

## Alphie’s Word Bingo

- We’ve read two of Alphie’s stories and looked for all the words with the long i sound. Let’s take another look at the words we found.
- Display the chart with all of Alphie’s Words from the earlier lessons. Quickly read the words with the class. When finished, hide the chart so the class cannot see it.

	igh	i_e	ie	_y
<b>1</b>	high, bright, night, might, light, fright, sight	Mike, nice, slide, hide, shine, like, ride, kite, twice, size	pie	my, fly, dry, by
<b>2</b>	highest	shining, bikes, kites, pines	flies, tries, cries	
<b>3</b>	tonight, flashlight	outside, beside		



- **Now we’re going to play Alphie’s Word Bingo.** Pass out a bingo card to each partnership.
- Tell students to write “igh,” “i\_e,” “ie,” and “\_y,” in whatever order they choose, in the spaces along the left side of the card.
- (Optional) You may choose to use preprinted bingo cards, with varying letter group sequences, located in the online resources.
- Explain that you will call out the column number and a word. The partners will discuss which row to write the word in. Then one partner will write the word in the correct row. Partners will alternate writing the words on the card.
- Tell students that if they get four words in a row going down, across, or diagonally, they should raise their hands with their partners in a Partner Pyramid and say, “Bingo!”
- Use the Alphie’s Word Bingo activity to begin calling out the column numbers and words. You should call out columns in sequence (1, 2, 3, and 4).
- If a partnership says, “Bingo,” have the partners take turns saying the row and column for each word and spelling the word. Check their answers using the column numbers and words on the board. Award honey points if all the rows, columns, and spellings are correct. If a row, column, or spelling is incorrect, keep playing the game until a partnership wins.
- When the game is over, display the chart again, and have partners check to see that they have spelled the words correctly and written them in the correct columns and rows. Have students correct any errors on their cards.



## Lesson 77 | **Comparing /i\_e/ /ie/ /igh/ /\_y/ (fly).....**



- Collect the Bingo cards, and explain that all partnerships that have spelled the words correctly and have written them in the correct columns will earn 2 bonus honey points. Partnerships that have corrected their cards will earn 1 bonus honey point.

### **Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.



# Comparing Long o Letter Groups

## At a Glance

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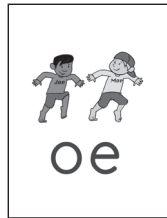
/ow/



/oa/



/o\_e/



/oe/

### You will need:

- Key Cards (wall set and teacher set)
- Alpie and Cami puppets
- Partner Phonics Booklet 8
- Alpie's Word Bingo cards (one per partnership)

# Day 1

## Partner Reading

Partner Phonics Booklet 8  
Page 11

Whole Group Response



- Have students sit with their partners and open their Partner Phonics Booklets to page 11. Partners will take turns reading Alphonse's new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? What was the sound?**
- Ask different partnerships to share a difficult word they encountered and how they figured it out. If students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective. (e.g., "know"). Draw a circle around the tricky part of the word to remember how to read it. (The letter "k" is silent.)

**(k)n o w**

## Find Words with the Sound

- Tell students that they are going to look for all the words with the long o sound in Alphonse's story. Partners will take turns rereading Alphonse's story one sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long o words they heard in the sentence and underline them in their Partner Phonics Booklets. Then partners will switch roles.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long o sound in words, regardless of the spelling.



### Alphonse's Story

My sister **Joan** and I have a **boat**. Dad **showed** us how to **row** it. He gave each of us an **oar**. He said, "Put the oar in the water and **row**. It makes the **boat** go\*!"

We **rowed**, but we were very **slow**. **Joan** said, "I **know**! We must be strong to **row** fast! We need to eat **oatmeal** and **toast** every day. Then we will **grow**!"

We got strong and **rowed** faster. One day, we had a race with Dad. Dad's **boat floated** by us. Then he lost his **oar**! He yelled, "**Joan**! You and your sister need to **tow** my **boat** back to the **coast**!"

We tied Dad's **boat** to ours. We **towed** him back. He said, "Way to go! You can really **row**!"

### List Words on the Chart

- When partners have completed the task, ask them to identify the different ways they saw the long o sound spelled (“ow” and “oa”). Tell students that they will fill out a chart that shows the different spellings for Alphie.
- Use the List Words on the Chart activity to display a chart for the sounds “ow” and “oa.” Students have this chart in their Partner Phonics Booklets. Have them label the columns as shown.

	ow	oa
1		
2		
3		

- Reread the passage with students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ō/ words in that sentence? Decide with your partner what column the word belongs in.**
- Use **Random Reporter** to select partnerships to share any words that contain the /ō/ sound from the sentence.
- Celebrate good work during partner practice by awarding honey points to partners who can successfully identify the column on the chart in which the word belongs.
- Remind students to check their papers to see if they have identified and underlined the words that have been shared in the story in their booklets.
- Students will write the words on their charts in their Partner Phonics Booklets.
  - Make sure that students write the words on the same row on their own charts. If time is an issue, you may have students choose one word from each category to write in the same column and row on their own charts.

Random Reporter



**Teacher’s Note:** Many students will identify the word “go.” Tell students to circle this word because it uses a different spelling for the long o sound.

- Display the Story and Chart answers and have students check to see if they have identified all the words in the story and if the words are all written on their charts.
  - On the board, underline the base words and circle the endings for the row 2 words as needed and have students do the same.

	ow	oa
1	row, slow, know, grow, tow	joan, boat, toast, coast, oar
2	showed, rowed, towed	floated
3		oatmeal

- If you created your own chart, place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ō/ sound spelled with “ow” or “oa.”**

Random Reporter



- Have partners take turns reading the words on the chart together. Partners can initial each other's books when each reader has read all the words.
- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read words from one column or row on the chart.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

### Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Partner Reading

Partner Phonics Booklet 8  
Page 12

- Have students sit with their partners and open their Partner Phonics Booklets to page 12. Partners will take turns reading Alpie's new story one sentence at a time.

Whole Group Response

- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? What was the sound? /ō/. Yes, Alpie wrote another story with lots of /ō/ words.**
- Ask different partnerships to share a difficult word they encountered and how they figured it out. If students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective. (e.g., "alone"). Draw a circle around the tricky part of the word to remember how to read it. (The initial "a" doesn't make the short or long sound. It makes an "uh" sound.)



(a)lone

### Find Words with the Sound

- Tell students that Alpie has some new long o words that they need to find in the story.
- Have partners take turns rereading Alpie's story one sentence at a time. One partner will read while the other listens and follows along.
- Partners will identify the long o words they heard in the sentence and underline them in their Partner Phonics Booklets. Then partners will switch roles.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long o sound in words, regardless of the spelling.



#### Alpie's Story

Last night my parents went to see a **show**. My brother **Joe** and I didn't go\*. We stayed **home** to take care of our new **foal**. She was all **alone**. We walked in the **snow** to the barn. We fed her some **oats**.

Then the **foal** fell on some wood. She **moaned!** I **hoped** she didn't break any **bones!** **Joe** put the wood by the **hoe**. He said, "I **know!** We need to help her on her **toes**."

"Horses have hooves, not **toes**," I **groaned**.

The **foal** was fine. We gave her a **bowl** of water. We stayed with her so\* that she wouldn't be **alone**.

## List Words on the Chart

Think-Pair-Share

- When partners have completed the task, say: **I think Alpie had trouble with these words because he found another way to spell the /ō/ sound. We talked about using “ow” and “oa” to spell that sound.** Use Think-Pair-Share to ask: **Is there another way to spell that sound?** *Wait for students’ responses.*
- **Yes, the /ō/ sound can be spelled with “oe” and “o\_e.” Let’s use a new chart to help Alpie remember how to spell these words. We’ll put “ow” words, “oa” words, “oe” words, and “o\_e” words on the chart.**
- Use the List Words on the Chart activity to display a chart for the sounds “ow,” “oa,” “oe,” and “o\_e.” Students have this chart in their Partner Phonics Booklets. Have them label the columns as shown.

	ow	oa	oe	o_e
1				
2				
3				

Random Reporter



- Reread the passage with students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ō/ words in that sentence? Decide with your partner what column the word belongs in.**
  - Use **Random Reporter** to select partnerships to share any words that contain the /ō/ sound from the sentence.
  - Celebrate good work during partner practice by awarding honey points to partners who can successfully identify the column on the chart in which the word belongs.
  - Remind students to check their papers to see if they have identified and underlined the words that have been shared in the story in their booklets.
  - Students will write the words on their charts in their Partner Phonics Booklets.
    - Make sure that students write the words on the same row on their own charts. If time is an issue, you may have students choose one word from each category to write in the same column and row on their own charts.
- Teacher’s Note:** Many students will identify the words “go” and “so.” Tell students these words do have the long o sound, but they use a different spelling. They may circle the words, but the words will not be added to the chart.
- Display the Story and Chart answers and have students check to see if they have identified all the words in the story and if the words are all written on their charts.
    - On the board, underline the base words and circle the endings for the row 2 words except “alone.” Have students do the same thing in their Partner Phonics Booklets. When you get to the word “hoped,” circle the ending “\_ed.” Point out that the base word is not “hop.” The base word is “hope,” “h-o-p-e.” Ask students what happened to the extra “e.” Wait for students’ responses. Write the base word “hope” underneath the word. Have students do the same in their Partner Phonics Booklets.

	ow	oa	oe	o_e
<b>1</b>	show, snow, know, bowl	foal	Joe, hoe	home
<b>2</b>		oats, moaned, groaned	toes	alone, hoped, bones

- If you created your own chart, place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ō/ sound spelled with “ow,” “oa,” “oe,” or “o\_e.”**
- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.
- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read words from one column or row on the chart.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

Random Reporter



## Wrap-up Video



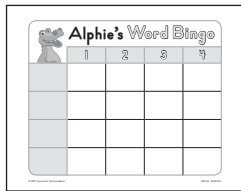
- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 3

## Alphie’s Word Bingo

- We’ve read two of Alphie’s stories and looked for all the words with the /ō/ sound. Let’s take another look at the words we found.
- Display the chart with all of Alphie’s Words from the earlier lessons. Quickly read the words with the class. When finished, hide the chart so the class cannot see it.

	ow	oa	oe	o_e
<b>1</b>	row, slow, know, grow, tow, show, snow, know, bowl	Joan, boat, toast, coast, foal, oar	Joe, hoe	home
<b>2</b>	showed, rowed, towed	floated, oats, moaned, groaned	toes	alone, hoped, bones
<b>3</b>		oatmeal		



- **Now we’re going to play Alphie’s Word Bingo.** Pass out a bingo card to each partnership.
- Tell students to write “ow,” “oa,” “oe,” and “o\_e,” in whatever order they choose, in the spaces along the left side of the card.
- (Optional) You may choose to use preprinted bingo cards, with varying letter group sequences, located in the online resources.
- Explain that you will call out the column number and a word. The partners will discuss which row to write the word in. Then one partner will write the word in the correct row. Partners will alternate writing the words on the card.
- Tell students that if they get four words in a row going down, across, or diagonally, they should raise their hands with their partners in a Partner Pyramid and say, “Bingo!”
- Use the Alphie’s Word Bingo activity to begin calling out the column numbers and words. You should call out columns in sequence (1, 2, 3, and 4).
- If a partnership says, “Bingo,” have the partners take turns saying the row and column for each word and spelling the word. Check their answers using the column numbers and words on the board. Award honey points if all the rows, columns, and spellings are correct. If a row, column, or spelling is incorrect, keep playing the game until a partnership wins.
- When the game is over, display the chart again, and have partners check to see that they have spelled the words correctly and written them in the correct columns and rows. Have students correct any errors on their cards.



## Lesson 78 | **Comparing /ow/ /oa/ /o\_e/ /oe/** . . . . .



- Collect the Bingo cards, and explain that all partnerships that have spelled the words correctly and have written them in the correct columns will earn 2 bonus honey points. Partnerships that have corrected their cards will earn 1 bonus honey point.

### **Wrap-up Video**



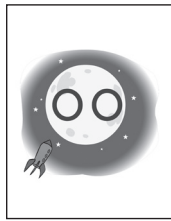
- **Show video**—Wrap up class and celebrate what students learned today with a video.



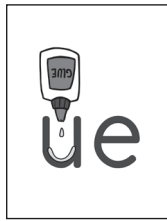
# Comparing Long u Letter Groups

## At a Glance

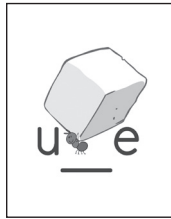
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/oo/



/ue/



/u\_e/



/ew/

### You will need:

- Key Cards (wall set and teacher set)
- Alpie and Cami puppets
- Partner Phonics Booklet 8
- Alpie's Word Bingo cards (one per partnership)

# Day 1

## Partner Reading

Partner Phonics Booklet 8  
Page 13

Whole Group Response



- Have students sit with their partners and open their Partner Phonics Booklets to page 13. Partners will take turns reading Alpie's new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? What was the sound?**
- Ask different partnerships to share a difficult word they encountered and how they figured it out. If students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective. (e.g., "knew"). Draw a circle around the tricky part of the word to remember how to read it. (The "k" is silent.)

(k)n e w

## Find Words with the Sound

- Tell students that they are going to look for all the words with the long u sound in Alpie's story. Partners will take turns rereading Alpie's story one sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long u words they heard in the sentence and underline them in their Partner Phonics Booklets. Then partners will switch roles.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long u sound in words, regardless of the spelling.



### Alpie's Story

My **school** took a trip to the **zoo**. We **knew** just where to look for the **new kangaroo**. She was in the **newest** part of the **zoo**. The weather was **cool**, so there were **fewer** people.

Outside the birdhouse, a **goose** walked about on the **loose**! Inside some caves, bats **flew** in circles and **swooped** down for **food**.

The funniest thing was a silly **baboon**. He was sitting on a **stool** and **chewing** a banana. Then he **threw** it at us! It **zoomed** by my head!

We went back to **school** and wrote about our trip to the **zoo**. It was **cool**!

## List Words on the Chart

- When partners have completed the task, ask them to identify the different ways they saw the long u sound spelled (“oo” and “ew”). Tell students that they will fill out a chart that shows the different spellings for Alphie.
- Use the List Words on the Chart activity to display a chart for the sounds “oo” and “ew.” Students have this chart in their Partner Phonics Booklets. Have them label the columns as shown.

	oo	ew
<b>1</b>		
<b>2</b>		
<b>3</b>		

- Reread the passage with students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ū/ words in that sentence? Decide with your partner what column the word belongs in.**
- Use **Random Reporter** to select partnerships to share any words that contain the /ū/ sound from the sentence.
- Celebrate good work during partner practice by awarding honey points to partners who can successfully identify the column on the chart in which the word belongs.
- Remind students to check their papers to see if they have identified and underlined the words that have been shared in the story in their booklets.
- Students will write the words on their charts in their Partner Phonics Booklets.
  - Make sure that students write the words on the same row on their own charts. If time is an issue, you may have students choose one word from each category to write in the same column and row on their own charts.
- Display the Story and Chart answers and have students check to see if they have identified all the words in the story and if the words are all written on their charts.
  - On the board, underline the base words and circle the endings for the row 2 words as needed and have students do the same.


	oo	ew
<b>1</b>	school, zoo, cool, goose, loose, food, stool	knew, new, flew, threw
<b>2</b>	swooped, zoomed	newest, fewer, chewing
<b>3</b>	kangaroo, baboon	

- If you created your own chart, place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ū/ sound spelled with “oo” or “ew.”**
- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.

Random Reporter



# Lesson 79 | Comparing /oo/ /ue/ /u\_e/ /ew/ .....

Random Reporter 

- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read words from one column or row on the chart.



- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

## Day 2

### Partner Reading

Partner Phonics Booklet 8  
Page 14

Whole Group Response



- Have students sit with their partners and open their Partner Phonics Booklets to page 14. Partners will take turns reading Alpie's new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? What was the sound? /ū/. Yes, Alpie wrote another story with lots of /ū/ words.**
- Ask different partnerships to share a difficult word they encountered and how they figured it out. If students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective. (e.g., "continue"). Draw a circle around the tricky part of the word to remember how to read it. (The "ue" at the end of the word is pronounced like "you." It is not an /ū/ sound.)

continue

### Find Words with the Sound

- Tell students that Alpie has some new long u words that they need to find in the story.
- Have partners take turns rereading Alpie's story one sentence at a time. One partner will read while the other listens and follows along.
- Partners will identify the long u words they heard in the sentence and underline them in their Partner Phonics Booklets. Then partners will switch roles.
- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long u sound in words, regardless of the spelling.



#### Alpie's Story

I told my sister **Sue** that I **flew** to\* the **moon** in a **blue** hot air **balloon** last **June**. She **refused** to believe me. I said, "It's **true**! The wind **blew** me there. I took clothes, soap and **shampoo**. I took my **blue flute**, so I **tooted** a **tune**. Then I **zoomed** home, using my **new parachute**."

"What did you\* eat?"

"Nothing but **prunes**."

**Sue fumed**, "Do you think I'm a **fool**?"

We did not **continue**, because Mom waved her **broom** and said, "Don't **argue**, you two\*!"

## List Words on the Chart

Think-Pair-Share

- When partners have completed the task, say: **I think Alphie had trouble with these words because he found another way to spell the /ū/ sound. We talked about using “oo” and “ew” to spell that sound.** Use Think-Pair-Share to ask: **Is there another way to spell that sound?** *Wait for students’ responses.*
- **Yes, the /ū/ sound can be spelled with “ue” and “u\_e.” Let’s use a new chart to help Alphie remember how to spell these words. We’ll put “oo” words, “ew” words, “ue” words, and “u\_e” words on the chart.**
- Use the List Words on the Chart activity to display a chart for the sounds “oo,” “ew,” “ue,” and “u\_e.” Students have this chart in their Partner Phonics Booklets. Have them label the columns as shown.

	oo	ew	ue	u_e
1				
2				
3				

- Reread the passage with students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ū/ words in that sentence? Decide with your partner what column the word belongs in.**

**Teacher’s Note:** If students identify “you” and “two,” tell them to circle these words. They are special words that do not follow the rules.

Random Reporter



- Use **Random Reporter** to select partnerships to share any words that contain the /ū/ sound from the sentence.
- Celebrate good work during partner practice by awarding honey points to partners who can successfully identify the column on the chart in which the word belongs.
- Remind students to check their papers to see if they have identified and underlined the words that have been shared in the story in their booklets.
- Students will write the words on their charts in their Partner Phonics Booklets.
  - Make sure that students write the words on the same row on their own charts. If time is an issue, you may have students choose one word from each category to write in the same column and row on their own charts.
- Display the Story and Chart answers and have students check to see if they have identified all the words in the story and if the words are all written on their charts.
  - On the board, underline the base words and circle the endings for the row 2 words as needed and have students do the same.

	oo	ew	ue	u_e
<b>1</b>	moon, fool, broom	flew, blew, new	Sue, blue, true	June, flute, tune
<b>2</b>	tooted, zoomed			prunes, fumed
<b>3</b>	balloon, shampoo		continue, argue	refused, parachute

- If you created your own chart, place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ū/ sound spelled with “oo,” “ew,” “ue,” or “u\_e.”**
- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.
- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read words from one column or row on the chart.
- Celebrate good work during partner practice by awarding honey points to partners who read words successfully.

Random Reporter



## Wrap-up Video



- **Show video**—Wrap up class and celebrate what students learned today with a video.

# Day 3

## Alphie’s Word Bingo

- We’ve read two of Alphie’s stories and looked for all the words with the /ū/ sound. Let’s take another look at the words we found.
- Display the chart with all of Alphie’s Words from the earlier lessons. Quickly read the words with the class. When finished, hide the chart so the class cannot see it.

	oo	ew	ue	u_e
<b>1</b>	school, zoo, cool, goose, loose, food, stool, moon, fool, broom	knew, new, flew, threw, blew	Sue, blue, true	June, flute, tune
<b>2</b>	swooped, zoomed, tooted	newest, fewer, chewing		prunes, fumed
<b>3</b>	kangaroo, baboon, balloon, shampoo		continue, argue	refused, parachute



- **Now we’re going to play Alphie’s Word Bingo.** Pass out a bingo card to each partnership.
- Tell students to write “oo,” “ew,” “ue,” and “u\_e,” in whatever order they choose, in the spaces along the left side of the card.
- (Optional) You may choose to use preprinted bingo cards, with varying letter group sequences, located in the online resources.
- Explain that you will call out the column number and a word. The partners will discuss which row to write the word in. Then one partner will write the word in the correct row. Partners will alternate writing the words on the card.
- Tell students that if they get four words in a row going down, across, or diagonally, they should raise their hands with their partners in a Partner Pyramid and say, “Bingo!”
- Use the Alphie’s Word Bingo activity to begin calling out the column numbers and words. You should call out columns in sequence (1, 2, 3, and 4).
- If a partnership says, “Bingo,” have the partners take turns saying the row and column for each word and spelling the word. Check their answers using the column numbers and words on the board. Award honey points if all the rows, columns, and spellings are correct. If a row, column, or spelling is incorrect, keep playing the game until a partnership wins.
- When the game is over, display the chart again, and have partners check to see that they have spelled the words correctly and written them in the correct columns and rows. Have students correct any errors on their cards.



## Lesson 79 | **Comparing /oo/ /ue/ /u\_e/ /ew/** . . . . .



- Collect the Bingo cards, and explain that all partnerships that have spelled the words correctly and have written them in the correct columns will earn 2 bonus honey points. Partnerships that have corrected their cards will earn 1 bonus honey point.

### **Wrap-up Video**



- **Show video**—Wrap up class and celebrate what students learned today with a video.



# Review

## At a Glance

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Use these lessons to review sounds that your students have not yet mastered. Use activities as needed based on the sounds being reviewed.

### You will need:

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- Key Cards (wall set and teacher set)
- Letter Blending Cards Decks 1 and 2
- Alphie and Cami puppets
- Partner Phonics Booklet 8

## Reviewing /ph/

### Hear Sounds

Whole Group Response

- Display the letter side of the Key Card for /ph/. **We've learned that the letters "p" and "h" make a new sound when they're together. What sound do they make? Wait for students' responses. That's right. The sound is /f/. I'm going to say some words. If you hear the /f/ sound, raise your hand.**

Think-Pair-Share

- Say the following words. Using **Think-Pair-Share**, have partnerships raise their hands when they hear the /f/ sound in the words.

<b>phone</b>	<b>gopher</b>	<b>Paul</b>
<b>grab</b>	<b>give</b>	<b>Phillip</b>
<b>map</b>	<b>phantom</b>	<b>Alphie</b>

### Review Letter Groups

Whole Group Response

- **We know that there are two ways to spell the /f/ sound. One is with the letters "ph." What is the other way to spell it? Wait for students' responses. Yes, the sound is also spelled with the letter "f." Write the letters "ph" and "f" on the board.**

### Read Words

Partner Phonics Booklet 8  
Page 15

- **Let's read some words that use "ph" and "f" to make the /f/ sound.** Have partners open their Partner Phonics Booklets to page 15 and take turns reading the words at the top of the page twice. After they have read the words, they will circle the letter or letters that make the /f/ sound in each one.

<b>phone</b>	<b>fly</b>	<b>graph</b>	<b>flip</b>
<b>fun</b>	<b>phrase</b>	<b>Phillip</b>	<b>fast</b>

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words aloud.



- Celebrate good work during partner practice by awarding honey points to partners who read words and circled the /f/ sounds successfully.

### Write Words

- **Now we're going to see if you can remember how to spell words with the /f/ sound.** Have students label the charts in their Partner Phonics Booklets. The first column will be "ph" and the other will be "f."
- Have students cover the top part of their Partner Phonics Booklets with a piece of paper. Read each of the words from the top of the page in random order to students. Partners can work together to spell the words and put them in the appropriate column.
- When partners have finished, they can remove the paper and check their work.



- Celebrate good work during partner practice by awarding honey points to partners who wrote words and placed them in the columns successfully.

## Reviewing /ge/, /dge/

### Hear Sounds

Whole Group Response

- Display the letter side of the Key Card for /ge/, /dge/. Ask students what sound the letters make when they come at the end of a word.

Think-Pair-Share

- Say the following words. Using **Think-Pair-Share**, have partnerships raise their hands when they hear the /j/ sound in the words.

<b>fudge</b>	brick	<b>large</b>
leg	<b>bridge</b>	<b>badge</b>
<b>ledge</b>	laugh	bag

### Review Letter Groups

Whole Group Response

- Ask students to identify the three ways to spell the /j/ sound. Write the letter groups on the board. (“ge,” “dge,” and “j”)

### Read Words

Partner Phonics Booklet 8  
Page 16

- Have partners turn to page 16 of their Partner Phonics Booklets and take turns reading the words at the top of the page twice. After they have read the words, they will circle the letter or letters that make the /j/ sound in each one.

<b>badge</b>	<b>age</b>	<b>fudge</b>	<b>jam</b>
<b>edge</b>	<b>cage</b>	<b>page</b>	<b>large</b>
<b>joke</b>	<b>jump</b>	<b>june</b>	<b>bridge</b>

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words aloud.



- Celebrate good work during partner practice by awarding honey points to partners who read words and circled the /j/, /ge/, /dge/ sounds successfully.

### Write Words

- Have students cover the top part of their Partner Phonics Booklets with a piece of paper. Then have them label the three columns on their chart in this order: “ge,” “dge,” and “j.”
- Read each of the words from the top of the page in random order to students. Partners can work together to spell the words and put them in the appropriate column.



- When partners have finished, they can remove the paper and check their work.
- Celebrate good work during partner practice by awarding honey points to partners who wrote words and placed them in the columns successfully.

## Reviewing /tch/

### Hear Sounds

Whole Group Response

- Display the letter side of the Key Card for /tch/. Ask students what sound the letters make.

Think-Pair-Share

- Say the following words. Using **Think-Pair-Share**, have partnerships raise their hands when they hear the /ch/ sound in the words.

<b>watch</b>	<b>chip</b>	<b>rich</b>
mud	hip	pon <b>cho</b>
<b>much</b>	wrist	pick

### Review Letter Groups

Whole Group Response

- Ask students to identify the two ways to spell the /ch/ sound. Write the letter groups on the board. (“ch” and “tch”)

### Read Words

Partner Phonics Booklet 8  
Page 17

- Have partners turn to page 17 of their Partner Phonics Booklets and take turns reading the words at the top of the page twice. After they have read the words, they will circle the letter or letters that make the /ch/ sound in each one.

such	catch	switch	much
match	rich	chip	fetch

Random Reporter



- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words aloud.



- Celebrate good work during partner practice by awarding honey points to partners who read words and circled the /ch/ sounds successfully.

### Write Words

- Have students cover the top part of their Partner Phonics Booklets with a piece of paper. Then have them label the first column on their chart “ch” and the other one “tch.”

- Read each of the words from the top of the page in random order to students. Partners can work together to spell the words and put them in the appropriate column.

- When partners have finished, they can remove the paper and check their work.



- Celebrate good work during partner practice by awarding honey points to partners who wrote words and placed them in the columns successfully.

## Reviewing Long a Letter Groups

### Partner Reading

Partner Phonics Booklet 8  
Page 18

Random Reporter



- Have students turn to page 18 in their Partner Phonics Booklets. Have partners read the story together a sentence at a time.
- Use **Random Reporter** to select partners to identify the special sound in the story.
- Use **Random Reporter** to select partners to share difficult words they figured out or provide examples of tricky words in the text.
- Celebrate good work during partner practice by awarding honey points to partners who identify the special sound or share difficult words from the text.

### Find Words with the Sound

- Have partners read Alpie's story again and underline all the words with the long a sound.



### Alpie's Story

Last **Saturday, Kate** and I had a **date** to fish and **play** with our friend, **Jake**. He lives by a **bay**. The **rain** made us **wait**. Then a **ray** of sunshine **came** through and **saved** the **day**. We put the **bait** on a hook and **waited**. Soon **Jake** caught a fish and cheered, "**Hooray!**" He **placed** it in a **pail**. The fish **made** a funny sound when it flapped its **tail**. **Kate** and I **hated** to see the look on the fish's **face**.

"Let it go!" **waited Kate**.

**Jake** threw the fish back into the **bay**. "Next time, we'll just **play**," laughed **Jake**.

### List Words on the Chart

- Have partners identify the ways they saw the long a words spelled. Create a chart and label the different spellings.

	ai	ay	a_e
1			
2			
3			

- Reread the passage with students one sentence at a time. Stop at the end of each sentence, and ask partners to identify words with the long a sound that they found. Write them on the chart paper as shown below.

	ai	ay	a_e
<b>1</b>	rain, wait, bait, pail, tail	play, bay, ray, day	Kate, date, Jake, came, made, face
<b>2</b>	waited, wailed		saved, placed, hated
<b>3</b>		Saturday, hooray	

**Write Words**

- Have students cover the top part of their Partner Phonics Booklet with a piece of paper and hide your chart. Then have them label the first column on their chart “ai,” the second column “ay,” and the third column “a\_e.”
- Read Alphie’s words from the first row and have students work together to spell the words and put them in the appropriate column:

rain	wait	bait	pail
tail	play	bay	ray
day	Kate	date	Jake
came	made	face	

- When partners are finished, display your chart or tell students to remove the paper on their Partner Phonics Booklet so they can check their work.
- Repeat the process for the row 2 words:

waited	wailed	saved	placed
hated			

- Tell students that the words in the final row are Alphie’s Big Words. Students can decide for themselves if they want to try spelling the big words. Repeat the spelling process as described above for the row 3 words.

Saturday

hooray



- Celebrate good work during partner practice by awarding honey points to partners who wrote words and placed them in the columns successfully.

## Reviewing Long e Letter Groups

### Partner Reading

Partner Phonics Booklet 8  
Page 19

Random Reporter



- Have students turn to page 19 in their Partner Phonics Booklets. Have partners read the story together a sentence at a time.
- Use **Random Reporter** to select partners to identify the special sound in the story.
- Use **Random Reporter** to select partners to share difficult words they figured out or provide examples of tricky words in the text.
- Celebrate good work during partner practice by awarding honey points to partners who identify the special sound or share difficult words from the text.

### Find Words with the Sound

- Have partners read Alpie's story again and underline all the words with the long e sound.



### Alpie's Story

In **many** places, the **leaves** in autumn are no longer **green**. On a **breezy** day, you can watch them fall from the **trees**. **Each leaf** has a **pleasing** color. My brother, **Neal**, and I rake them into **neat**, high **heaps**. "**Me** first!" **Neal squeals**. **He's** always **happy** to jump in. A **windy** day scatters our piles of **leaves**. It isn't **easy** to **keep** them together, but **we** **hurry** and help Dad **quickly** fill bags with the raked **leaves**.

### List Words on the Chart

- Have partners identify the ways they saw the long e words spelled. Create a chart and label the different spellings.

	ee	ea	-y
<b>1</b>			
<b>2</b>			
<b>3</b>			

- Reread the passage with students one sentence at a time. Stop at the end of each sentence, and ask partners to identify words with the long e sound that they found. Write them on the chart paper as shown below.

	ee	ea	_y
<b>1</b>	green, keep	each, leaf, Neal, neat	
<b>2</b>	breezy*, trees	leaves, heaps, squeals, easy*	many, breezy*, happy, windy, easy*, hurry, quickly
<b>3</b>		pleasing	

- **Teacher’s Note**—Point out to students that some words can go in more than one category. Write the words “easy” and “breezy” on a piece of chart paper. Have students identify the letter groups that make the long e sound in “easy.” Circle the letter groups in the word (“ea” and “y”). Tell students that the word can go in the “ea” group and the “y” group. Repeat for the word “breezy.”

**Write Words**

- Have students cover the top part of the Partner Phonics booklet with a piece of paper and hide your chart. Then have them label the first column on their chart “ee,” the second column “ea,” and the third column “\_y.”
- Read Alphie’s words from the first row and have students work together to spell the words and put them in the appropriate column:

green
keep
each
leaf  
Neal
neat

- When partners are finished, display your chart or tell students to remove the paper on their Partner Phonics Booklet so they can check their work.
- Repeat the process for the row 2 words:

breezy
trees
leaves
heaps  
squeals
easy
many
happy  
windy
hurry
quickly

- Tell students that the words in the final row are Alphie’s Big Words. Students can decide for themselves if they want to try spelling the big words. Repeat the spelling process as described above for the row 3 words.

pleasing



- Celebrate good work during partner practice by awarding honey points to partners who wrote words and placed them in the columns successfully.

## Reviewing Long i Letter Groups

### Partner Reading

Partner Phonics Booklet 8  
Page 20

Random Reporter



- Have students turn to page 20 in their Partner Phonics Booklets. Have partners read the story together a sentence at a time.
- Use **Random Reporter** to select partners to identify the special sound in the story.
- Use **Random Reporter** to select partners to share difficult words they figured out or provide examples of tricky words in the text.
- Celebrate good work during partner practice by awarding honey points to partners who identify the special sound or share difficult words from the text.

### Find Words with the Sound

- Have partners read Alpie's story again and underline all the words with the long i sound.



### Alpie's Story

When the weather is **nice**, **my** family takes a **drive** to Crystal Lake. It's **high** in the hills. **My** brother and **I** **tie** our **bikes** to the top of the car. We **like** to **ride** the **wide**, **lakeside** trail. We even **try** to **ride** in **July**, when the weeds are **highest**. When we're **tired**, we **lie beside** the lake and watch the birds wade and **fly**. The water sparkles blue and **bright**, **by** day or **by night**, in **sunlight** and **moonlight**. It's a beautiful **sight**!

### List Words on the Chart

- Have partners identify the ways they saw the long i words spelled. Create a chart and label the different spellings.

	igh	i_e	ie	_y
<b>1</b>				
<b>2</b>				
<b>3</b>				

- Reread the passage with students one sentence at a time. Stop at the end of each sentence, and ask partners to identify words with the long i sound that they found. Write them on the chart paper as shown below.

	igh	i_e	ie	_y
<b>1</b>	high, bright, night, sight	nice, drive, like, ride, wide	tie, lie	my, try, July, fly, by
<b>2</b>	highest	bikes, tired		
<b>3</b>	sunlight, moonlight	lakeside, beside		

- Point out the words in the third row to students. **The words in the final row are special. They are all compound words. Work with your partner to find and circle the two smaller words inside each word in row 3.**
- Use **Random Reporter** to call on different partnerships to tell you the smaller words inside each word in row 3. Circle the two parts of the compound words on the chart.
- Celebrate good work during partner practice by awarding honey points to partners who identify the smaller words within the compound words.

Random Reporter



**Write Words**

- Have students cover the top part of their Partner Phonics Booklet with a piece of paper and hide your chart. Then have them label the first column on their chart “igh,” the second column “i\_e,” the third column “ie,” and the fourth “\_y.”
- Read Alphie’s words from the first row and have students work together to spell the words and put them in the appropriate column:

high	bright	night	sight
nice	drive	like	ride
wide	tie	lie	my
try	July	fly	by

- When partners are finished, display your chart or tell students to remove the paper on their Partner Phonics Booklet so they can check their work.
- Repeat the process for the row 2 words:

highest	bikes	tired
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- Tell students that the words in the final row are Alphie’s Big Words. Students can decide for themselves if they want to try spelling the big words. Repeat the spelling process as described above for the row 3 words.

sunlight	moonlight	lakeside	beside
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- Celebrate good work during partner practice by awarding honey points to partners who wrote words and placed them in the columns successfully.

## Reviewing Long o Letter Groups

### Partner Reading

Partner Phonics Booklet 8  
Page 21

Random Reporter



- Have students turn to page 21 in their Partner Phonics Booklets. Have partners read the story together a sentence at a time.
- Use **Random Reporter** to select partners to identify the special sound in the story.
- Use **Random Reporter** to select partners to share difficult words they figured out or provide examples of tricky words in the text.
- Celebrate good work during partner practice by awarding honey points to partners who identify the special sound or share difficult words from the text.

### Find Words with the Sound

- Have partners read Alpie's story again and underline all the words with the long o sound.



### Alpie's Story

"Let's **grow** vegetables," I said to my brother **Joe**. "To **grow** our **own** garden, we must **sow** seeds."

We **borrowed** a **hoe** from our neighbor, Farmer **Brown**, who **grows** **oats**.

"A hungry **doe** can be a **foe** to things you **grow**. And watch out for **crows**!" said Farmer **Brown**.

We thanked Farmer **Brown** for the wise words he **spoke**, and for **loaning** us the **hoe**. At **home**, we **hoed** and **sowed** for hours.

"Even my **toes** are tired!" **groaned** **Joe**.

"Don't **moan**," I said. Next summer, our garden will be **overflowing** with the vegetables we've **grown**."

"I **hope** **so**," sighed **Joe**.

### List Words on the Chart

- Have partners identify the ways they saw the long o words spelled. Create a chart and label the different spellings.

	ow	oa	o_e	oe
<b>1</b>				
<b>2</b>				
<b>3</b>				

- Reread the passage with students one sentence at a time. Stop at the end of each sentence, and ask partners to identify words with the long o sound that they found. Write them on the chart paper as shown below.

	ow	oa	o_e	oe
<b>1</b>	grow, own, sow, grown	moan	spoke, home, hope	Joe, hoe, doe, foe
<b>2</b>	crows, sowed, grows	oats, loaning, groaned		hoed, toes
<b>3</b>	borrowed, overflowing			

**Write Words**

- Have students cover the top part of their Partner Phonics Booklet with a piece of paper and hide your chart. Then have them label the first column “ow,” the second column “oa,” the third column “o\_e,” and the fourth “oe.”
- Read Alphie’s words from the first row and have students work together to spell the words and put them in the appropriate column:

grow	own	sow	grown
moan	spoke	home	hope
Joe	hoe	doe	foe

- When partners are finished, display your chart or tell students to remove the paper on their Partner Phonics Booklet so they can check their work.
- Repeat the process for the row 2 words:

crows	sowed	grows	oats
loaning	groaned	hoed	toes

- Tell students that the words in the final row are Alphie’s Big Words. Students can decide for themselves if they want to try spelling the big words. Repeat the spelling process as described above for the row 3 words.

borrowed	overflowing
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- Celebrate good work during partner practice by awarding honey points to partners who wrote words and placed them in the columns successfully.

## Reviewing Long u Letter Groups

### Partner Reading

Partner Phonics Booklet 8  
Page 22

Random Reporter



- Have students turn to page 22 in their Partner Phonics Booklets. Have partners read the story together a sentence at a time.
- Use **Random Reporter** to select partners to identify the special sound in the story.
- Use **Random Reporter** to select partners to share difficult words they figured out or provide examples of tricky words in the text.
- Celebrate good work during partner practice by awarding honey points to partners who identify the special sound or share difficult words from the text.

### Find Words with the Sound

- Have partners read Alpie's story again and underline all the words with the long u sound.



### Alpie's Story

Have you ever heard a loon? It's a water bird that **toots** an odd **tune**. We camped in the Oregon woods last **June**. We were a **few** miles from the ocean and a coast full of **dunes**. We hiked at **noon**, when the sky was clear and **blue**. Many birds **flew** above us, in all sizes and **hues**. Suddenly, we heard something **new**.

"What is THAT? A **baboon**?" shouted my **rude** cousin, **Sue**.

"You're **kooky**!" I said.

"No need to **argue**," said my Uncle **Lew**. He **knew** the sound was a Pacific **loon**. "We won't see any this **afternoon**. They stay in the sea to be close to their **food**."

### List Words on the Chart

- Have partners identify the ways they saw the long u words spelled. Create a chart and label the different spellings.

	oo	ew	ue	u_e
<b>1</b>				
<b>2</b>				
<b>3</b>				

- Reread the passage with students one sentence at a time. Stop at the end of each sentence, and ask partners to identify words with the long u sound that they found. Write them on the chart paper as shown below.

	oo	ew	ue	u_e
<b>1</b>	loon, noon, food	few, flew, new, Lew	blue, Sue	tune, June, rude
<b>2</b>	toots, baboon, kooky	knew	hues, argue	dunes
<b>3</b>	afternoon			

### Write Words

- Have students cover the top part of their Partner Phonics Booklets with a piece of paper and hide your chart. Then have them label the first column on their chart “oo,” the second column “ew,” the third column “ue,” and the fourth “u\_e.”
- Read Alphie’s words from the first row and have students work together to spell the words and put them in the appropriate column:

loon	noon	food	few
flew	new	Lew	blue
Sue	tune	June	rude

- When partners are finished, display your chart or tell students to remove the paper on their Partner Phonics Booklet so they can check their work.
- Repeat the process for the row 2 words:

toots	baboon	kooky	knew
hues	argue	dunes	

- Tell students that the words in the final row are Alphie’s Big Words. Students can decide for themselves if they want to try spelling the big words. Repeat the spelling process as described above for the row 3 words.

### afternoon



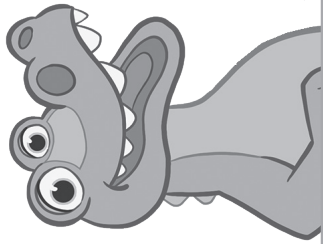
- Celebrate good work during partner practice by awarding honey points to partners who wrote words and placed them in the columns successfully.

# Appendix

## **Alphie’s Word Bingo Blank—Black Line Master**

Additional Resources are available on the FastTrack Phonics 2nd Edition page on Online Resources (<https://resources.successforall.org>).





# Alphie's Word Bingo

1	2	3	4

