Week 6

By Week Six, the curriculum has covered rhyming words, beginning-medial-ending sounds, and Short A and E. There has also been an introduction to writing complete sentences.

Topics
Short I Sound, Periods at End of Sentences

Objectives
SWBAT identify the Short I sound.
SWBAT identify the sight words, "be, but, what, all, lo
SWBAT recall the sequence of a story.
SWBAT recognize that "telling sentences" end with a period.
SWBAT read Consonant-Vowel-Consonant (CVC) words with Short I in the middle.
SWBAT spell the words "six, big, zip, kid, rim, he, was, for, on, are"

Standards
RF.1.12, RF.1.2.A, RF.1.2.B, RF.1.2.C, RF.1.2.D, RF.1.3, RF.1.3.B, RF.1.1, RF.1.1.A, SL.1.5, L.1.2, L.1.2.B, L.1.2.E, L.1.2.D, RF.1.3.F

Where you were	Where you are	Where you are going
Short E CVC Words	Short I	Short O Adding -s

Teachers:
The Word Wall is a very beneficial tool! It builds the students' sight word vocabulary. It helps ease difficulties in crafting sentences, and helps them notice letter patterns in words. This is why Word Wall games and writing Word Wall words daily on the Daily Checkup are beneficial. In later weeks, on the Checkup, the students will be asked to find words with specific letter patterns giving them additional practice in searching out a "piece of a word", which is vital for decoding multi-syllable words in the future. Remember, everything you are doing now is giving them the scaffolding for what they will need to do in the future!

Keep up the great work! By teaching your students that letters make sounds and those sounds put together build words, you are building strong readers and heading off many future difficulties for students. "One common finding reported in many correlational studies is that children who are or will become disabled readers have poor phonemic awareness, substantially below that expected of students at their reading levels." (Bradley & Bryant, 1983; Bruck, 1992; Fawcett & Nicholson, 1995).

Weekly Overview and Reminders

Day 1

1. **Daily Checkup**
2. **Sight Words** – Introduce new sight words for the week. Add the words to the Word Wall. Use activity provided in class or as homework.
3. **Word Wall** - This week is Short I and you will add the words "big, him, did, if" to the Word Wall. Be sure to point these out to your students.
4. **Auditory Processing** – Use in whole or small groups.

5. **Reading Comprehension** –
   Read Aloud: If You Take A Mouse to School by Laura Numeroff
   Discuss: "In this story, we see a sequence of events. One thing leads to the next, which leads to the next, leads to the next. Tell me about a time that you had a playdate. What happened first, next, and last?"
   Write: "Let's imagine you took your pet to school! What is your pet? If you don't have one, just imagine! What would happen first, next and last? Draw a picture in each box. Then write the words 'My pet is' onto the lines. Finish the sentence with what your pet is doing in one of the boxes. For example, My pet is eating a snack."

Remediation: Use these times where students are practicing to walk around and gauge how individuals are doing. Make notes so you can pull students aside individually or in small groups to practice, or provide them with additional practice for homework or use with an aide.

6. **Spelling** – The spelling list consists of 5 Short I words, that can be sounded out and five former sight words that need to be memorized.
7. **Silent Reading** – Use this time to assess students' reading levels or work one-on-one with a student.

Day 2

1. **Daily Checkup**
2. **Phonics** – Short I - Develop your lesson. Use Weekly Phonics Intro and Three Squares to demonstrate how the **I** in the middle says /i/ and builds a three-letter word. Use the practice sheet to check for understanding.

Teachers: Add the Short I Word List to the Sound Dictionary.

Enrichment: Instead of writing the words on the lines under the pictures, have them to choose 3 of the words and use them in sentences. Encourage them to write silly sentences to up the interest level!

3. **Phonics/Phonemic Awareness** – Building Words - Use the sheet and script provided to have your students manipulate the letters to build words.
4. **Writing** – Using Periods - Develop your lesson. Refer to the checklist that was introduced last week. Use the practice sheet to check for understanding.

Develop Your Lesson – Using Periods and Telling Sentences
Emphasize that a "telling sentence" is a sentence that **tells** you something. Telling sentences end with periods. All sentences must end with punctuation.

5. **Silent Reading** – Use this time to assess students' reading levels or work one-on-one with a student.

Day 3

1. **Daily Checkup**

2. **Phonics** – Short I - Demonstrate that it can help a student sound out a word by sliding his/her finger under the word as they blend the sounds together. Use the Short I Slide practice sheet to practice this.
3. **Phonics** - Short I - Play Short I Dice Game to practice.
4. **Reading Practice** – Use decodable reader. This can be used in small groups, independently, or whole group.
5. **Writing** – The writing activity goes along with the decodable reader this week. Your students may need assistance reading the comprehension questions.
6. **Silent Reading** – Use this time to assess students' reading levels or work one-on-one with a student.

Day 4

1. **Daily Checkup**
2. **Phonics** – Short I - Play Short I Slides and Ladders to practice.
3. **Writing** – Periods – Remind students of the three rules for complete sentences. Develop your lesson. Use practice sheet to check for understanding.
4. **Word Wall Practice** – Practice Word Wall words by playing Word Wall Bingo.
5. **Silent Reading** - Use this time to assess students' reading levels or work one-on-one with a student.

Day 5

1. **Daily Checkup** - This is used for your spelling test and mini assessment for the week.
2. **Phonics** - Review Short A, E, I - Develop your lesson. Use Cut and Paste activity to practice.
3. **Reading Comprehension** –
   Read Aloud: The Snowy Day by Ezra Jack Keats
   Discuss: "In this story, Peter wakes up and sees that it snowed overnight. What are some of the things he did in the snow? What do you think happened to the snowball he put in his pocket?"
   Write: "Let's write a sequel for what would happen next when he goes back out to play with his friend from across the hall. Draw a picture in each box for first, next, last. Start your sentence with the word 'They', then finish the sentence with the words that describe what happens next. For example, 'They made a snowman.'"
4. **Silent Reading** – Use this time to assess students' reading levels or work one-on-one with a student.

ALIGNED

Tech Recs

READING
Starfall.com
Kindergarten-C-A-T Word Machines-I
First Grade-Lear to Read- 2
Education.com
Short I Photoshoot Short I Cloud Catcher Short I Rhyme Hoppe
App (Android) 4 Step Phonics
L1-4 Step Phonics-Step 2 Short Vowels-Lessons 6, 7, 8
REVIEW
Education.com
Short E Mud Hopper Short E Moving Match Short I Magic Wand

Every week there is a list of where to find free online games that align to that week, which can be used to practice and review skills.

Week 6 Day 1

Write your na tly.

Find and write 4 sigh rds on the Word Wall that have 3 letters.

Day 1 of the Weekly Checkup practices skills introduced in the weeks before. The Daily Checkups not only provide practice, but are a great way to keep a close eye on each child's progress!

Color all of the boxes you see with these sight words.

from have that they for

from	you	and	have	at	with
or	that	to	they	for	to
are	his	from	this	that	one
had	they	as	for	have	here
not	from	his	have	here	they
for	as	on	it	that	is

Complete sentences

Add a word to the sentence, then draw a picture to match. Sound out the word as best you can.

Capital letter?	
Punctuation?	
Complete idea?	
Complete sentence? (Y/N)	

The cat is on the _____.

The expectation for what the student is asked to do (for example, writing a sentence) rises gradually to help build a feeling of success and belief in themselves.

This checklist was introduced in Week 5, and is seen repeatedly through the next few weeks. This helps build a strong anchor for this skill.

Week 6 Word Wall Words

be	big
but	did
all	him
look	if
what	your

The ability to recognize a word easily, or what David Kilpatrick identifies as “sight vocabulary” and “sight words”, is vital. In his book, Essentials of Assessing, Preventing, and Overcoming Reading Difficulties”, he says a “sight word is a word that is instantly and effortlessly recognized from memory, regardless of whether it is phonically regular or irregular” (2015, p 27). Reading expert Hollis Scarborough also describes this as “sight recognition of familiar words”, and states, “skilled reading requires that the processes involved in word recognition become so well practiced that they can proceed extremely quickly and almost effortlessly, freeing up the reader’s cognitive resources for comprehension processes” (2001).

This curriculum achieves the building of a strong sight vocabulary in two ways. First, by introducing words that would typically become a part of a child’s sight vocabulary during the week when the letter patterns of the word are highlighted and practiced through the week through the aligned phonics, writing, comprehension, etc. activities. For example, the words “big, did, him if” this week when Short I is the focus.

be	all
but	look
what	your

Cut out your sight word flash cards.
Practice your words every day.
Suggested activity -

Work with a partner. Place your flash cards face up on the table in front of you. Take turns giving a sentence clue for each word. For example, if the sight word is "went", a sentence clue might be "Bobby _____ to the beach." Have your partner pick up the flash card and read the word that would fit in the sentence. Who can guess the most clues? Mix them up and try again!

Second, by introducing a set of "sight words", high-frequency words that are important to build fluency and comprehension. The National Reading Panel explains that it is beneficial to introduce useful words "that students are likely to see and use again and again." These "sight words" are learned by the student through seeing them repeatedly in context, observing familiar letter patterns, and through the aligned practice activities in phonics, comprehension, writing, etc. throughout the week.

1. Cut out your sight word flash cards.
2. Practice your words every day.
3. Suggested activity -

Work with a partner. Place your flash cards face up on the table in front of you. Take turns giving a sentence clue for each word. For example, if the sight word is “went”, a sentence clue might be “Bobby _____ to the beach.” Have your partner pick up the flash card and read the word that would fit in the sentence. Who can guess the most clues? Mix them up and try again!

Student Name_____

Each week there is a blank Sight Words page so teachers can differentiate for students! There is also a Sight Word pretest provided.

Auditory Processing Week 6

Short I

Teacher: Short I says /i/ like igloo. (emphasize the Short I sound)

Give me a thumbs up if you hear the Short I sound in the following words.

(Read the words slowly. Don't emphasize the Short I sound too strongly, unless necessary.)

run hit in ice

(If they thumbs up for "ice" remind them that they are listening for the Short I sound like igloo, not the letter I).

plan fin pick deep

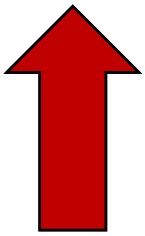
Teacher: Listen to the words I say. If we changed the middle letter to Short I, what word would it be?

bet (bit) ten (tin) set (sit)

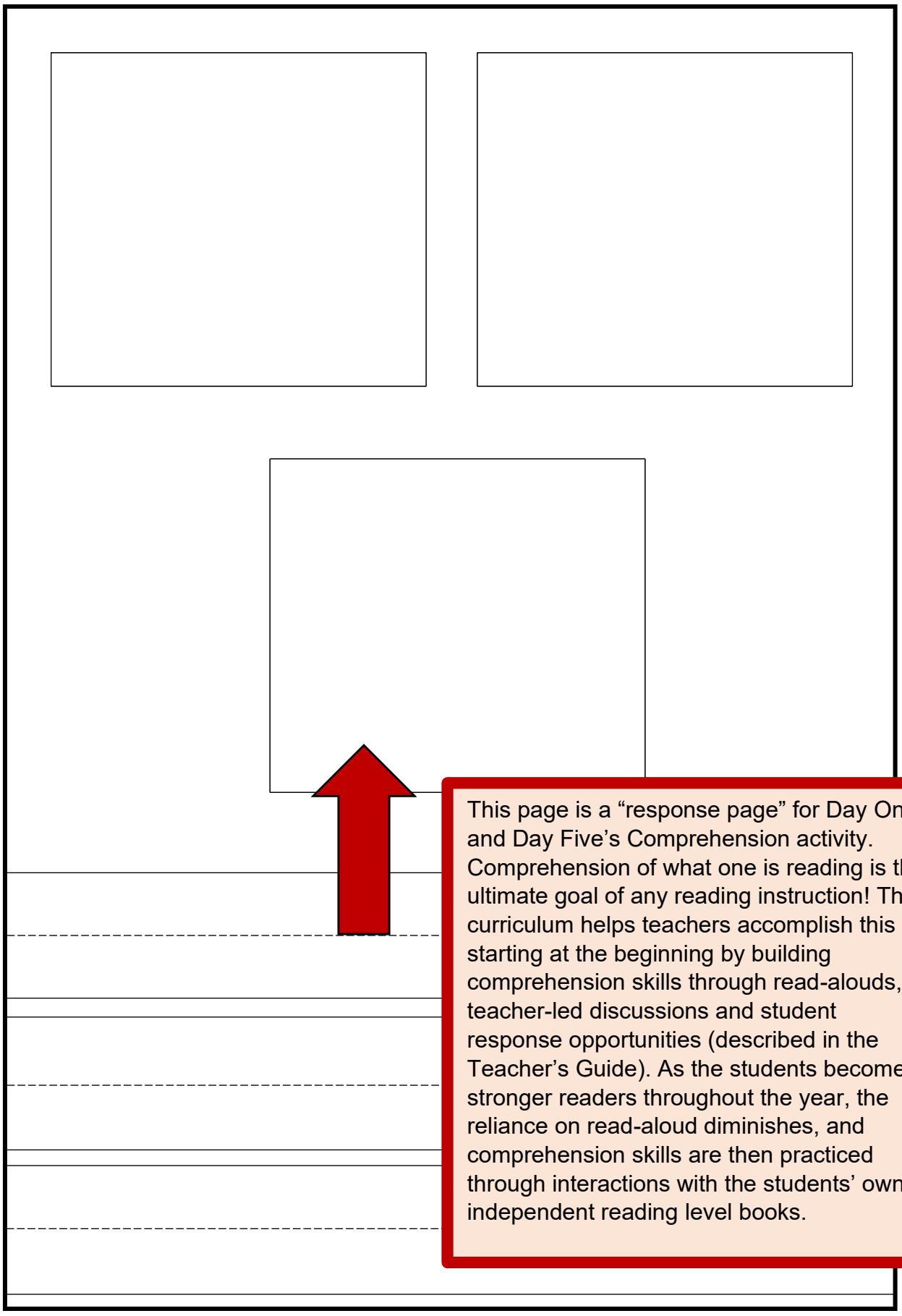
Review

Teacher: Listen to the word I say. If we switch the first and last sound, what word would it be?

pin (nip) bun (nub) tip (pit) did (did)



The Auditory Processing activity aligns with the letter or letter pattern for the week, and builds in complexity as the weeks progress. This practice begins the strong understanding that words are made of sounds, and when those sounds are put together, they make words.



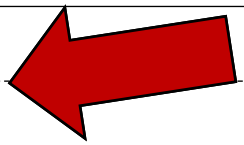
This page is a “response page” for Day One and Day Five’s Comprehension activity. Comprehension of what one is reading is the ultimate goal of any reading instruction! This curriculum helps teachers accomplish this by starting at the beginning by building comprehension skills through read-alouds, teacher-led discussions and student response opportunities (described in the Teacher’s Guide). As the students become stronger readers throughout the year, the reliance on read-aloud diminishes, and comprehension skills are then practiced through interactions with the students’ own independent reading level books.

Spelling Practice Menu Week 4-6

Write each spelling word. Use a blue pen for the consonants and a red pen for the vowels.	Write each spelling word using all capital letters.	Write each spelling word three times each.
Write each spelling word, then draw an outline around it.	Write each spelling word with rainbow letters.	Write each spelling word with swirly letters.
Type each spelling word on the computer.	Write each spelling wor adding a lett t th the	

Student Name_____

Spelling Words



"Findings of the NRP meta-analysis indicate that strengthening the training offered in spelling activities by making it more systematic, thorough, and explicit, is likely to improve these programs' success in helping children learn to read and spell" (National Reading Panel, 2005).

The spelling aspect of this curriculum is a natural extension of the systematic approach to phonics introduction. In this spelling program, half of the words follow the letter pattern for the week, and half of the words are high-frequency words.

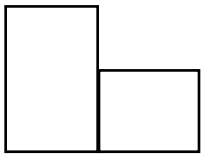
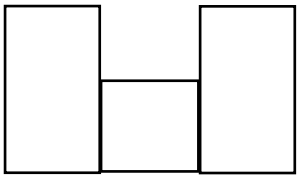
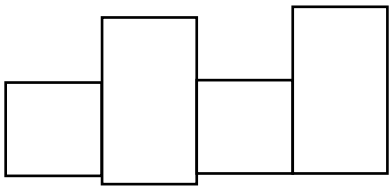
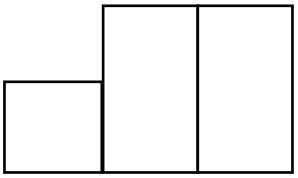
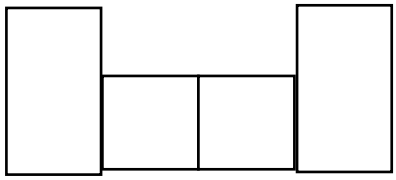
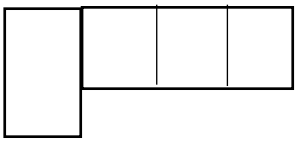
This page is also set up for differentiation. Teachers can write individual word lists on the lines on the bottom.

Week 6 Day 2

Write your name neatly.

Find and write 4 sight words on the Word Wall that have 4 letters.

Write your sight words in the boxes.

be 	but 
what 	all 
look 	your 

Phonics Rearrange the letters to make a word, then draw a picture to match. Hint: There is a Short I in the middle!

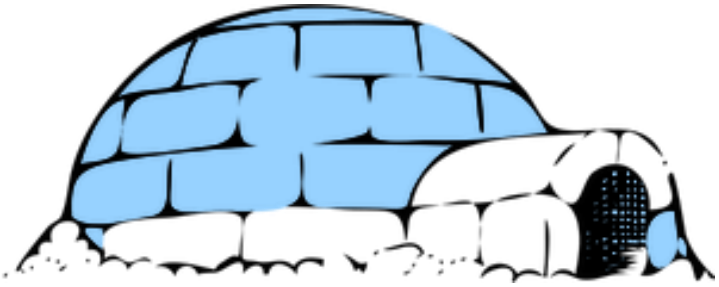
inf ____		dil ____	
nwi____		ibb ____	

Week 6 Sound Dictionary Short I Word List

-ip	-in	-it	-ig	-ix
Dip	Bin	Bit	Big	Mix
Lip	Fin	It	Jig	Fix
Zip	Sin	Fit	Dig	Six
Sip	Tin	Wit	Wig	
Hip	Win	Hit	Fig	
Nip	Kin	Kit	Pig	
Tip	Pin	Sit	Rig	
Rip		Lit		

-id	-ib	-im
Kid	Bib	Dim
Lid	Fib	Him
Did	Rib	Jim
Bid		Rim
Hid		Tim
Sid		

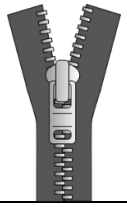
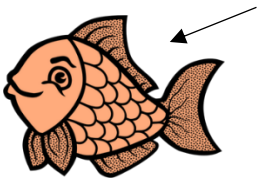
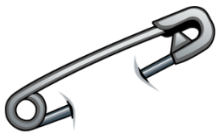
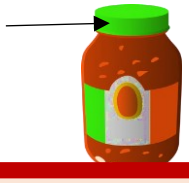
Each week, students add a page to their "Sound Dictionary". This page includes the rule for the sound and a picture reminder (e.g., Short I says /i/ like in Igloo). Then, a list of words that contain that letter pattern, but only with previously introduced letter patterns (e.g., you don't see the word "interrupt" on the list, even though it has a Short I). This is so students can practice and find immediate success sounding out these words. These lists can be used by teachers to create centers and/or differentiated opportunities. Many times there are words on the list that the students may have not seen before. This is a great opportunity to introduce some vocabulary, especially for high-achieving students.



Short I say /i/ like igloo

Week 6 Weekly Phonics Intro

i	p	z	k	d
f	n	g	s	x
t	l			

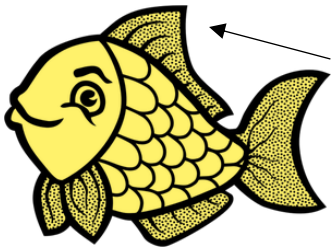
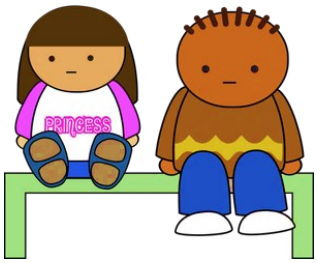
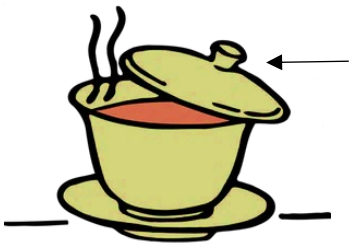
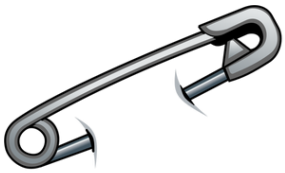
zip 	kid	fin 	pin 
pig	six	sit	lid 

The Science of Reading emphasizes the importance of a strong phonics program. This curriculum moves in a systematic fashion through phonics skills, from simplest to most complex. This is the Weekly Phonics Intro, which can be cut out and used on a whiteboard. It is an opportunity for teachers to demonstrate how letters make sounds, and moving the sounds, makes different words. This can be done individually or in whole or small group. In a previous week, a “Three Boxes” page is provided, symbolizing beginning, middle and ending sounds.

Week 6 Short I Picture Squares Name _____

Write the beginning, middle and end sound of each word. Use the word box for help!

dig	sit	lid	mix	fin	pin	six	win	pig

e	i	b	h
s	t	m	g

This week in Building Words, Short I is practiced, and Short E is reviewed. Distinguishing these two sounds in particular can be difficult so it is good to practice them at the same time so the difference in sounds is highlighted.

Beginning Sound	Middle Sound	Ending Sound

"Teaching children to manipulate phonemes with letters exerted a much larger impact on spelling than teaching children without letters" (National Reading Panel, 2005).

Write the words that you make.

Teachers:

Have the students cut out the "three boxes", the Word Chart (where they will write their words), and the letters separated so they can move them around.

Teachers say:

As we have talked about, each letter makes a sound, and when you put the sounds altogether, they make words. We are going to use the letters to build words. By moving letters, you move the sounds, and make different words. Let's build some words!

The first word we are going to make has three letters, and has three sounds. Let's build the word **bit**. The sounds are **/b/ /i/ /t/**. What three letters should we put in our boxes to make the word **bit**?

After the students make and read "bit", you can respond…

That's right! Three letters, three sounds, **bit**! Let's write it on the first box of our paper.

For the next word, we are going to change the first letter and make a new word. We are going to change the first letter to **h**. Move the **b** off of the beginning sound box, and put the **h** there. What new word did we make? Sound it out.

After the students make and read "hit", you can respond…

That's right! Three letters, three sounds, **hit /h/ /i/ /t/**! Let's write on the second box on the paper.

For our third word, we are going to change the first letter this time. We are going to change the first letter to **s**. Move the **h** off of the beginning sound box, and put the **s** there. What word did we make? Sound it out.

After the students make and read "sit", you can respond…

That's right! We changed the first letter to **s**, and made three letters, three sounds, **sit /s/ /i/ /t/.** Let's write in on our paper.

For our next word, we are going to change the middle letter, to make the word **set /s/ /e/ /t/.** We need to move the **i** off of the middle sound box. What new letter do we put there to make the word **set**?

After the students move the e to the middle sound box, you can respond…

That's right, we changed the middle letter to an **e**, and made three letters, three sounds, **set /s/ /e/ /t/**. Please write on your paper.

Continue in this way to make the words met, bet, beg, and big.

Week 6 Telling Sentences & Adding Periods

Name _____

A "telling sentence" is a sentence that tells you something. Telling sentences end with periods. All sentences must end with punctuation!

Capital Letter?	
Period at the end?	
Complete idea?	
Complete Sentence? (Y/N)	

Add a period to each sentence, then copy it onto the lines.

The hat is on Jim

This pig is in the rig

Having learned about the three rules for complete sentences in Week 5, this week the focus is on "telling sentences" and adding periods to the end of the sentence. The checklist is once again visible. With these sentences, the students practice adding periods, while practicing the Short I sound and Sight Words! Also, because they are able to read these words, they are able to work more independently. This frees the teacher up to pull small groups or individuals for differentiation.

The kid hit the van

All of your men are here

Week 6 Day 3

Write your name neatly.

Find and write three words from the Word Wall with 3 letters.

Complete the sentences with your sight words.

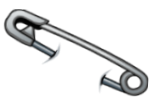
be	but	What	All	look	your

1. _____ is on y[illegible]g?
2. I like to _____ at my pet.
3. _____ of the men are big!
4. This is _____ bed.
5. Can the rat _____ my pet?
6. This is not his den, _____

This practices weekly sight words' meanings through context clues, using only words that have either been introduced as a sight word or follows a previously introduced letter pattern.

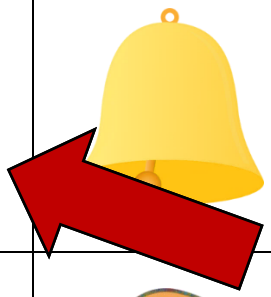
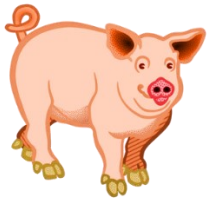
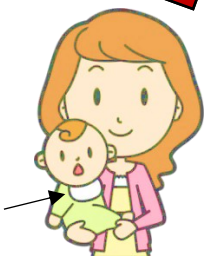
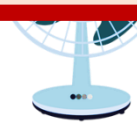
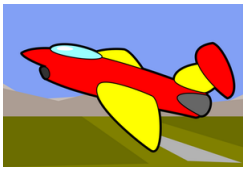
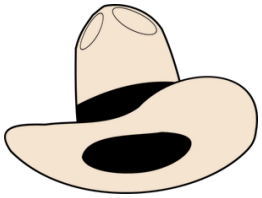
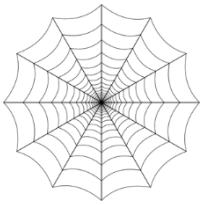
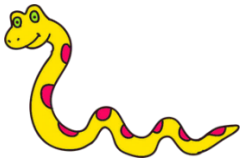
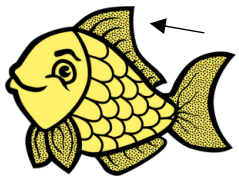
Through this type of activity, the student practices applying a vowel sound to the middle of the word, sounding it out and determining what that word means. This practices the Short I sound, while reviewing the Short E sound.

Add **e** or **i** in each picture.

	v_____t		l_____p		p_____n
	k_____d		r_____d		w_____n

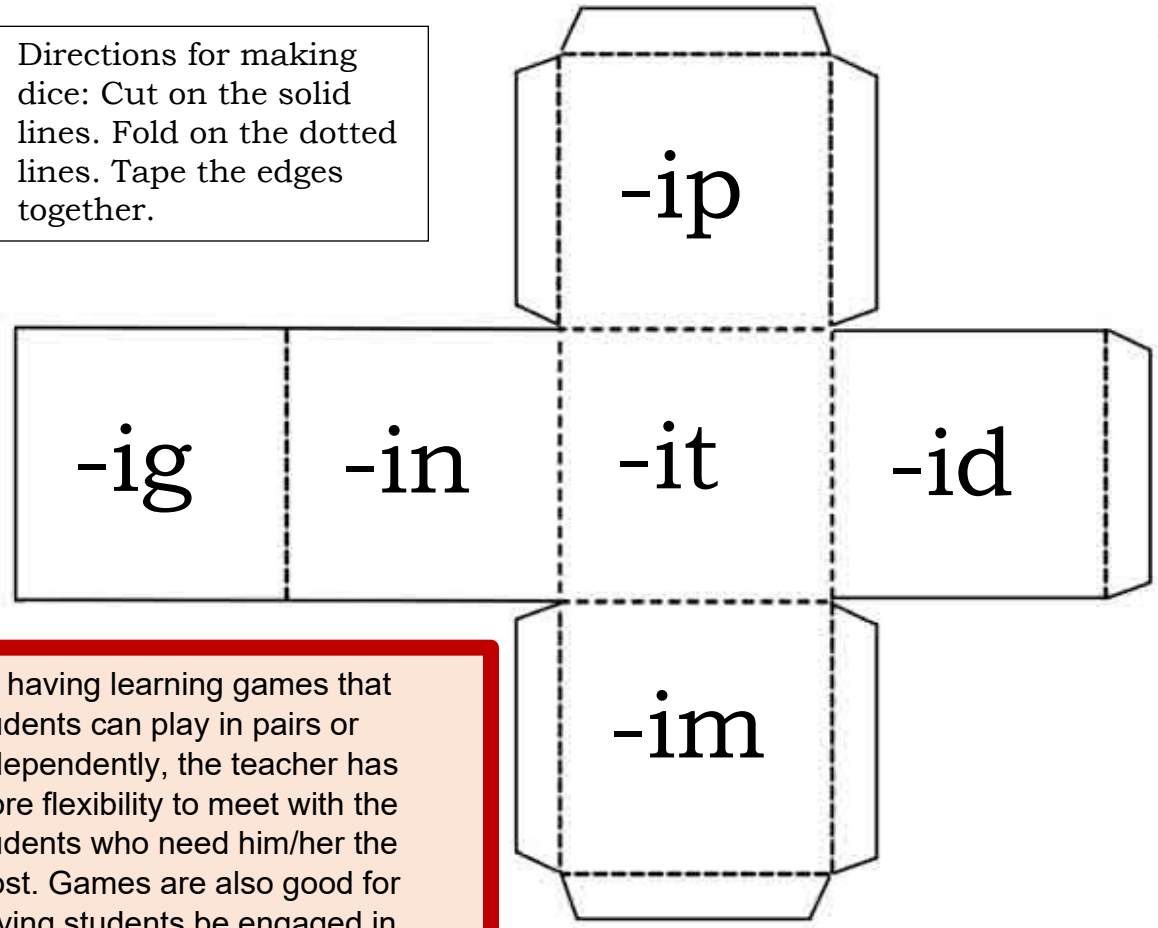
Week 6 Short I Word Slides Name _____

Slide down the letters to sound out the words.
Circle the picture in the row that matches the word.

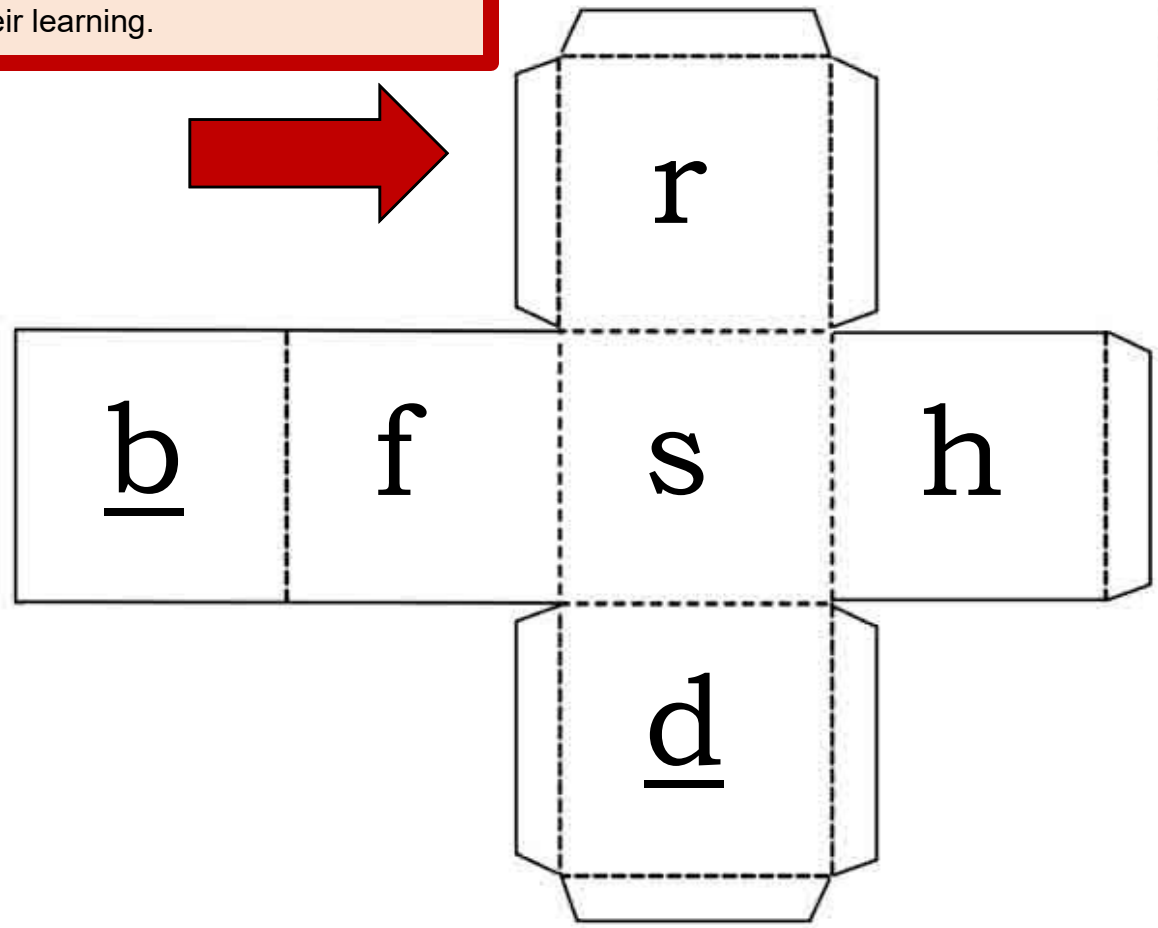
p i g →			
b i b →			
l i p →			
s i x →			
f i n →			

By having students move their finger along the arrow to sound out, it gives them a physical representation of how the sounds blend together to make a word.

Directions for making dice: Cut on the solid lines. Fold on the dotted lines. Tape the edges together.



By having learning games that students can play in pairs or independently, the teacher has more flexibility to meet with the students who need him/her the most. Games are also good for having students be engaged in their learning.



Week 6 Short I Dice Game Name _____

Each player should get a board. Roll the dice. If you can make a word, write it in the matching column. If it is a nonsense word cross it off of the list from the bottom. The first player to fill a row wins!

-it	-ig	-id	-ip	-in	-im

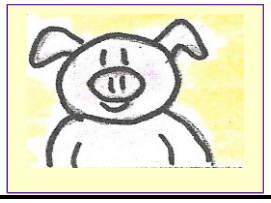
Possible nonsense words

bip, bim, dit, sig, sid, sim, fip, fid, fim, hig, rin, rit, hin

Tim And His Bin

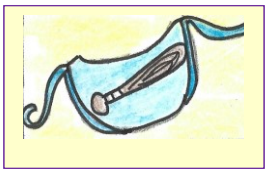
Written and Illustrated by Christine Hjorth

This is Tim! Tim is a pig.



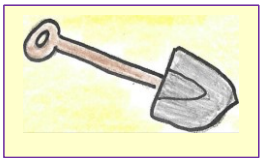
Tim has a brown bin. What is in it?

Tim has a bib in his bin. The bib is blue with a bat on it.

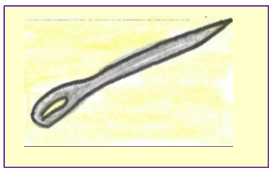


Look! Tim has a wig in his bin. It is a wig that is all green.

And Tim has this in his bin. He can dig with it!



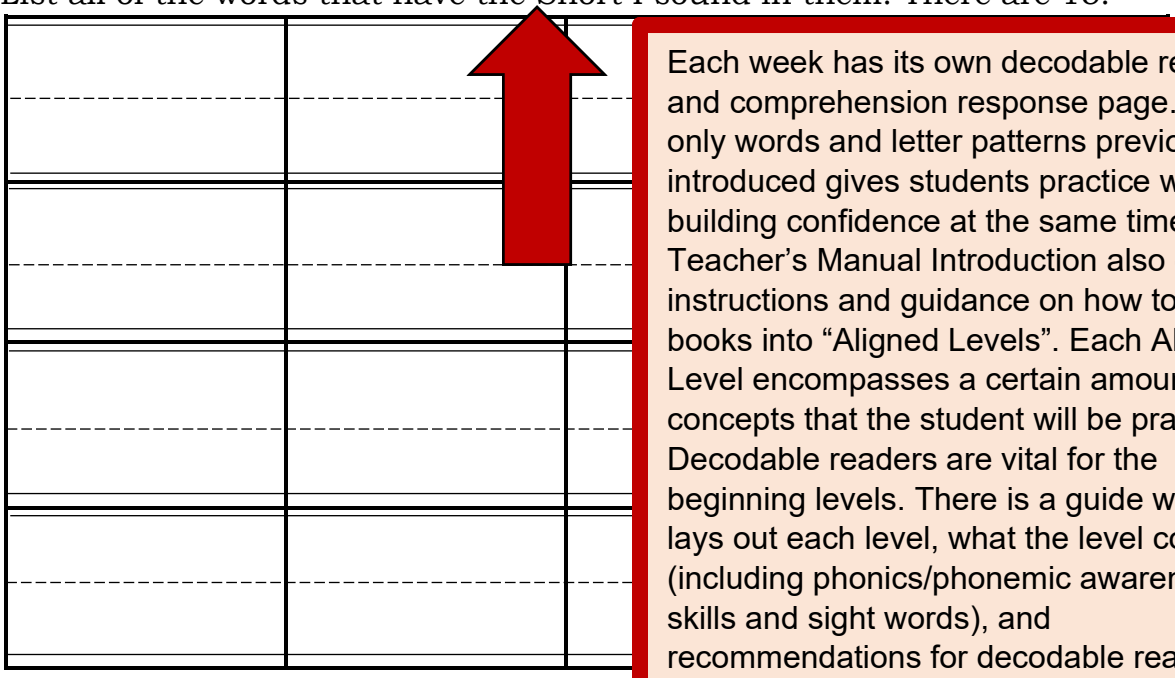
Tim has a pin in his bin. It is from his dad. Tim can fix with it.



Tim has a bed in his bin. Look Tim! You can nap on your big, red bed!

Week 6 Decodable Reader-Writing Name _____

1. List all of the words that have the Short I sound in them. There are 15!



Each week has its own decodable reader and comprehension response page. Using only words and letter patterns previously introduced gives students practice while building confidence at the same time! The Teacher's Manual Introduction also gives instructions and guidance on how to put books into "Aligned Levels". Each Aligned Level encompasses a certain amount of concepts that the student will be practicing. Decodable readers are vital for the beginning levels. There is a guide which lays out each level, what the level covers (including phonics/phonemic awareness skills and sight words), and recommendations for decodable readers for you to purchase to begin your library. Decodable readers, in general, are good for the beginning portion of the year. After that, you can begin leveling other early readers that you may already have in your classroom libraries into Aligned Levels, using the Leveling Guide which can be found in the Introduction.

2. What color is the bin?

3. Name one thing that was in the bin.

4. Find an underline these sight wor

what look you all his

5. What else would you put in Tim's bin? Start your sentence with "This is a", then use the Word Wall or sound out the rest of the words. Draw a picture to go with your sentence.

Week 6 Day 4

Write your name neatly.

Write three words from the Word Wall with <u>two letters</u>.

Rearrange the words, and add what is needed to make it a complete sentence.

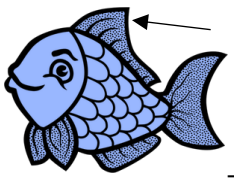
Capital letter?	
Punctuation?	
Complete idea?	
Complete sentence? (Y/N)	

Aligned, consistent practice on the skill introduced each week and in previous weeks!

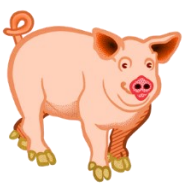
at big fan look the

win with a hit big he can

Sound out the words for the pictures below, write the letters on the lines.



___ ___ ___



___ ___ ___

___ ___ ___

___ ___ ___

Week 6 Short I Slide and Ladders

Use a coin. If it lands on heads, move one space. If it lands on tails, move two spaces. Read the word that you land on. If you land on a space with a ladder, you climb up it. If you land on a slide, you go down. First player to 25 wins!

21 Big	22 sit	23 pig	24 lid	25 rim
20 It	19 lip	18 bin	17 dig	16 kit
11 Kid	12 mix	13 win	14 sip	15 fin
10 Tin	9 hit	8 him	7 dim	6 six
1 Bib	2 dip	3 kit	4 jig	5 zip

Week 6 Using Periods Name _____

Use the checklist to confirm whether these are complete sentences. Write Y for yes or N for no in the checklist.

Capital Letter?	
Period at the end?	
Complete idea?	
Complete Sentence? (Y/N)	

It is not all here

Capital Letter?	
Period at the end?	
Complete idea?	
Complete Sentence? (Y/N)	

The wig is on your pig.

Capital Letter?	
Period at the end?	
Complete idea?	
Complete Sentence? (Y/N)	

The bib is on the kid.

Capital Letter?	
Period at the end?	
Complete idea?	
Complete Sentence? (Y/N)	

you

Capital Letter?	
Period at the end?	
Complete idea?	
Complete Sentence? (Y/N)	

One

Choose one sentence to fix an

_____

_____

_____

Writing, as with Phonics, should be taught in a systematic way. Slowly introducing new concepts, while building on previously introduced ones. Through practice, and a level of success, students build self-esteem and belief in their writing. This curriculum starts from the beginning with "written" responses that entail drawing a picture and labeling it with the first letter sound. Using the aligned materials provided, students slowly but surely move through learning how to write a basic sentence, to completing a multi-paragraph personal narrative piece. The students are taught the Writing Process, from prewriting, drafting, revising, editing and publishing. All of these writing skills are practiced and reinforced through the alignment with the other aspects of the Main 6!

Week 6 Word Wall Bingo Name ----------

Pick words from the Word Wall to fill your Bingo Board, one word in each box.
Teachers, after the students fill their boards, call out words from the Word Wall for the game.

GAME 1

The students frequently use the Word Wall in this curriculum. The National Reading Panel says, “The more children see, hear, and work with specific words, the better they seem to learn them. When teachers provide extended instruction that promotes active engagement, they give students repeated exposure to new words.” The students’ familiarity with the words on the Word Wall also helps during writing time.

GAME 2

Week 6 Day 5 _____

Write your name neatly. _____

Read each sight word and use them in a sentence.

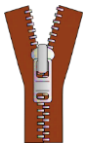
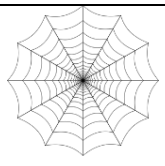
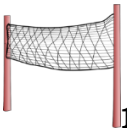
be but what all your look

Spelling Test

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Assessments in this curriculum should be used to guide instruction. Knowing what the students can and can't do is vital for helping them achieve by targeting their exact needs as they appear.

Write an **e** if you hear Short E in the middle, or **i** if you hear Short I.

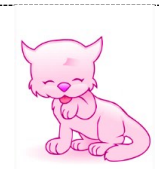
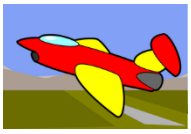
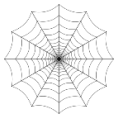
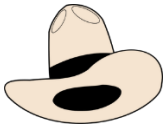
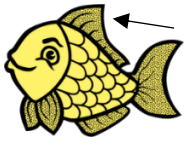
p ___ g	j ___ t	s_____x	t_____n
 z_____p	k_____d	 w_____b	 n_____t

Week 6 Short Vowel Review Name ----------

Cut out the letters and the picture cards. On a separate piece of paper, glue each letter and the pictures that have that letter sound together.

Repetition and review are constant in this curriculum through all 32 weeks!

a	i	e

b__t	b__t	 c__t	h__n
 j__t	l__p	l__g	s__x
t__n	b__d	p__g	 w__b
 h__t	 f__n	k__d	s __t