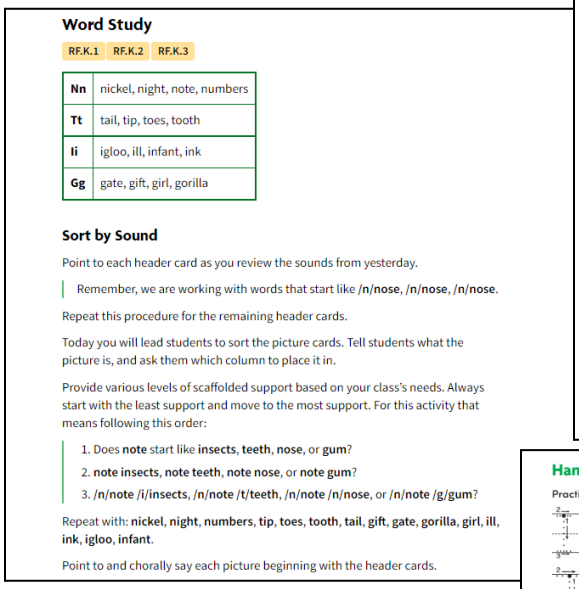
Bookworms has designed Shared Reading and ELA to maximize student time reading complex text and embedded supports through language development, word-study spelling instruction, grammar instruction, text structure instruction, and genre-based writing strategy instruction so students can write about what they read.

But that is not all the time all students need to master foundational skills. The DI Block is actually scripted for students needing basic skills (alphabet knowledge, phonemic awareness, decoding) and structured once students master those skills. In the parlance of reading intervention, DI is a multiple-entry skills intervention informed by research evidence—what some call the science of reading. Teachers will use simple assessments to assign students to groups. The common goal is that students become proficient with foundational skills as quickly as possible. Strong foundational skills enable better participation in grade-level Shared Reading and in English Language Arts.

Bookworms' scripted lessons build foundational skills as quickly as possible, so students have the chance to build more complex skills. Students who are becoming proficient at a rate consistent with their grade level have lessons. Those who are past these skills work on new material and don't waste time. Those who are still learning skills from prior modules or years are receiving a targeted skills intervention.

Grade K, Module 2, Unit 1: Lesson 4

Workbook and lesson plans show engaging phonological awareness, phonics, and handwriting practices. Students develop an understanding of letter sounds, phonemic awareness, and letter formation.



Word Study

RF.K.1 RF.K.2 RF.K.3

Nn	nickel, night, note, numbers
Tt	tail, tip, toes, tooth
Ii	igloo, ill, infant, ink
Gg	gate, gift, girl, gorilla

Sort by Sound

Point to each header card as you review the sounds from yesterday.

> Remember, we are working with words that start like **/n/nose**, **/n/nose**, **/n/nose**.

Repeat this procedure for the remaining header cards.

Today you will lead students to sort the picture cards. Tell students what the picture is, and ask them which column to place it in.

Provide various levels of scaffolded support based on your class's needs. Always start with the least support and move to the most support. For this activity that means following this order:

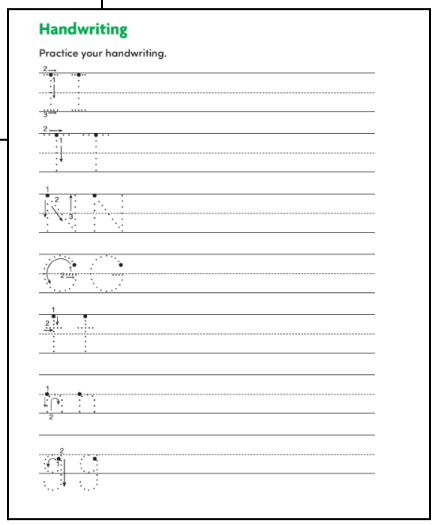
> 1. Does **note** start like **insects**, **teeth**, **nose**, or **gum**?
> 2. **note insects**, **note teeth**, **note nose**, or **note gum**?
> 3. **/n/note /i/insects**, **/n/note /t/teeth**, **/n/note /n/nose**, or **/n/note /g/gum**?

Repeat with: **nickel**, **night**, **numbers**, **tip**, **toes**, **tooth**, **tail**, **gift**, **gate**, **gorilla**, **girl**, **ill**, **ink**, **igloo**, **infant**.

Point to and chorally say each picture beginning with the header cards.

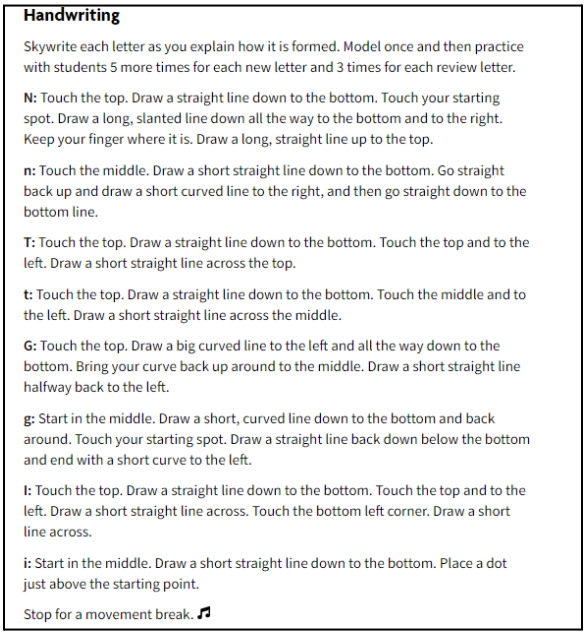
Label Pictures

Write all the sounds you hear.



Handwriting

Practice your handwriting.



Handwriting

Skywrite each letter as you explain how it is formed. Model once and then practice with students 5 more times for each new letter and 3 times for each review letter.

N: Touch the top. Draw a straight line down to the bottom. Touch your starting spot. Draw a long, slanted line down all the way to the bottom and to the right. Keep your finger where it is. Draw a long, straight line up to the top.

n: Touch the middle. Draw a short straight line down to the bottom. Go straight back up and draw a short curved line to the right, and then go straight down to the bottom line.

T: Touch the top. Draw a straight line down to the bottom. Touch the top and to the left. Draw a short straight line across the top.

t: Touch the top. Draw a straight line down to the bottom. Touch the middle and to the left. Draw a short straight line across the middle.

G: Touch the top. Draw a big curved line to the left and all the way down to the bottom. Bring your curve back up around to the middle. Draw a short straight line halfway back to the left.

g: Start in the middle. Draw a short, curved line down to the bottom and back around. Touch your starting spot. Draw a straight line back down below the bottom and end with a short curve to the left.

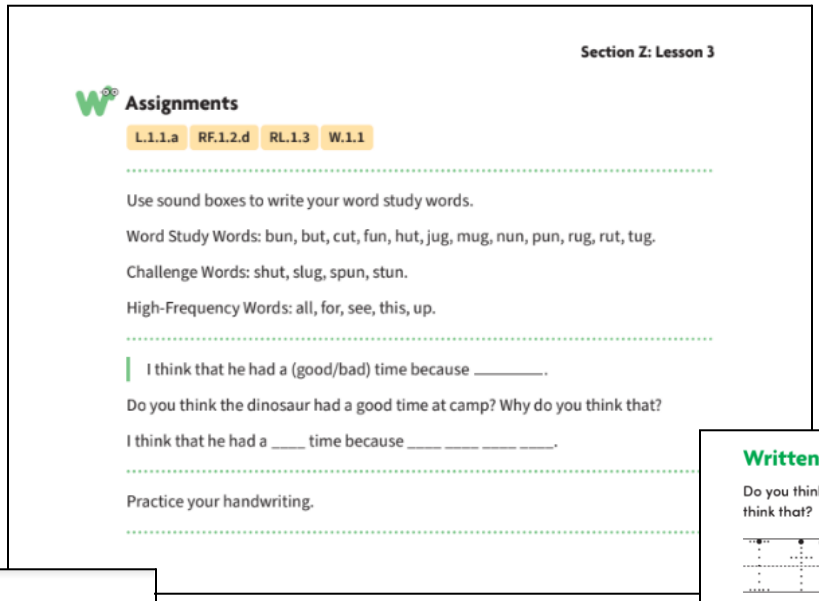
I: Touch the top. Draw a straight line down to the bottom. Touch the top and to the left. Draw a short straight line across. Touch the bottom left corner. Draw a short line across.

i: Start in the middle. Draw a short straight line down to the bottom. Place a dot just above the starting point.

Stop for a movement break. ♫

Grade 1, Module 2, Unit 1: Lesson 3

Word study phonics and spelling become increasingly sophisticated, emphasizing synthetic phonics strategies.



Section Z: Lesson 3

Assignments

L.1.1.a RF.1.2.d RL.1.3 W.1.1

Use sound boxes to write your word study words.

Word Study Words: bun, but, cut, fun, hut, jug, mug, nun, pun, rug, rut, tug.

Challenge Words: shut, slug, spun, stun.

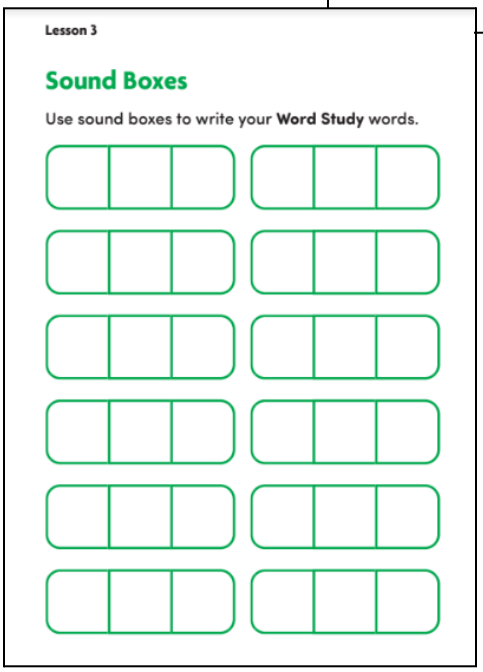
High-Frequency Words: all, for, see, this, up.

I think that he had a (good/bad) time because _____.

Do you think the dinosaur had a good time at camp? Why do you think that?

I think that he had a ____ time because ____ ____ ____ ____.

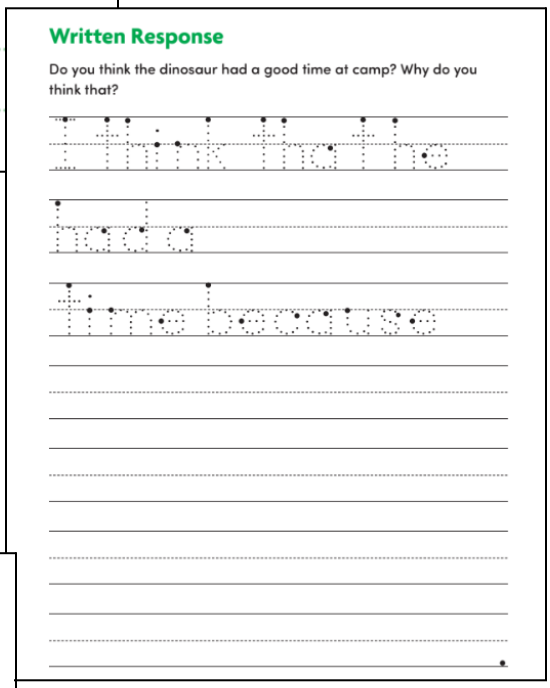
Practice your handwriting.



Lesson 3

Sound Boxes

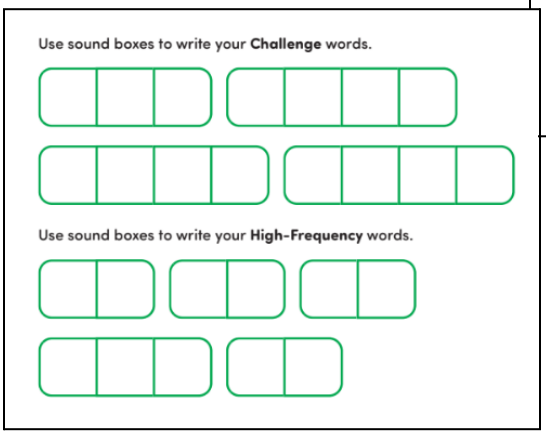
Use sound boxes to write your **Word Study** words.



Written Response

Do you think the dinosaur had a good time at camp? Why do you think that?

I think that he had a good time because



Use sound boxes to write your **Challenge** words.

Use sound boxes to write your **High-Frequency** words.

Grade 2, Module 2, Unit 1: Lesson 1

Lively and interactive practice show the move from synthetic to pattern-based phonics and spelling strategies.

Lesson 1

Materials

- Word Study Cards
- Image(s) of irrigation canal: for display (optional)
- Chart paper: for Hopi Facts Anchor Chart

Word Study

L.2.2.d L.2.4 RF.2.3 RF.2.3.a

i	**i**	blink, crisp, wink
iCe	**same sound, different pattern**	glide, pride, slice
y		cry, fly, try
igh		fight, height, high
Optional Challenge Words		delight, flight, plight, rely, widen

Spelling

Throughout Word Study, **iCe** should be read as **i-consonant-e**.

This week we are working on reading and spelling words with **short i** and **long i** sounds.

Show students each header card, as you name the sound associated with each pattern. Place each header card for students to see.

The /i/ sound is in the middle of the word **fish** and it is spelled with an **i**.

The /igh/ sound is in the middle of the word **bike** and it can be spelled with a **y**, **iCe**, or **i-g-h**.

Writing Sort

Sort our word study words: wink, try, crisp, fly, blink, high, slice, height, pride, glide, fight, cry.

i	iCe
y	igh

Written Response

Reread the Table of Contents. Tell what you are interested in learning about and why. Remember to also tell what page in the book you would turn to so you could find that information.