

Just Right
Reader



T

A Letter Book

Set
1

T - A Letter Book

Letter Tt and sound /t/

Lesson Plan

Learning Objectives

Students will identify the letter **Tt** and its sound **/t/**.

Key Skills

Words are made up of sounds and those sounds are represented by letters.

Materials and Preparation

- Copy of *T - A Letter Book* for each student
- Picture cards with pictures that begin with /t/ and a few that begin with other sounds
- Tt letter card
- Dry erase markers
- Whiteboards (optional)

Find all teacher resources here:



<https://bit.ly/jrr-resources>

Phonemic Awareness

(5 minutes)

1. Use picture cards to show /t/

Say: Today we are listening for words that begin with the sound /t/. (**Show:** 3 cards that begin with /t/ and 1 that does not. Avoid pictures of words with blends. **Possible pictures:** tiger, table, turtle, taco, turkey)

Say: Look at these pictures. Some begin with /t/. Your job is to find the picture that does not begin with /t/. I will say the name of each picture and you will repeat it. (Show and say each picture. Students repeat.) Which picture does not begin with /t/?

2. If students do not identify the correct picture, repeat each card

Say the name of each picture, emphasize the beginning sound, then repeat the name of the picture again. Continue with more pictures, if needed.

Ex: tiger, /t/ tiger. Does that begin with the /t/ sound? Yes!

Phonics Review

(5 minutes)

1. Introduce the letter Tt

Say: Let's see the letter that makes the /t/ sound. (Show the letter **Tt** card.) This is the letter **T**. This is an uppercase **T**. It has a big line down and a little line on the top. This is a lowercase **t**. It starts with a big line down and a little line across the middle. **T** makes the sound /t/.

Say: Say the letter **T** with me as I point to the letter. **T, t**. Now let's say its sound. /t/, /t/.

Choral Reading

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: Now we are going to practice reading words that start with the letter **T**. Some of the words will start with an uppercase **T** and some will start with a lowercase **t**. Remember that **T** makes the sound /t/.

3. Model text reading: Page 1

Say: Watch as I look at the picture and then read the word that begins with /t/.

Read: Tiger

Say: Let's read the rest of this book together.

Guide students through choral reading the rest of the book. Encourage them to point to each word as they read.

Formative Assessment

During phonemic awareness, note students' ability to identify the correct sounds.

During choral reading, watch to make sure students point to words and read along with the group. Guide as needed and take notes in the **Reading Observation Form**.

Reading Review

Find the letter Tt in the book

Students find a letter **Tt** and put their finger on it. When everyone has found a letter, students say the name of the letter out loud or with a partner.

Group discussion

Find your favorite page and read the word for the group.

Think of another word that begins with /t/.



Writing

(5 minutes)

1. Air write the letter

Say: First let's write the uppercase **T**. Write it in the air with your finger. Start with a big line down, little line top. Now write it on the table with your finger. Next, let's practice the lowercase **t**. Shorter line down, little line across the middle. Write it in the air. Now write it on the table.

2. Trace the letter (Use the writing pages in each book or use whiteboards)

Say: Now, trace the letter **T** with your finger. Next, use your dry erase marker to trace the letter.

Closing

(1 minute)

Say: Today we practiced reading and writing the letter **T**. This will help you read and write even more words! Remember, when we read, reread, and keep reading, we become strong readers.

Differentiation

Scan the QR code on the back of the book to open a fun video lesson that reinforces the phonics skill. Students can watch independently or as a group.

Identify where students are getting stuck. Refer to the **Reading Workouts** guide in the **Teacher Resources** for strategies to address common decoding challenges.

Home Connections

If your school purchased **Take-Home Packs**, encourage students to read their books to practice the target skill and gain reading confidence. Students can **scan the QR code** to watch a short phonics lesson with their families.

Share the **Reading Bingo** handout in **Teacher Resources** for reading fun at home.

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Rad Max

Set
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Rad Max

CVC Words with Short a

Lesson Plan

Learning Objective

Students will identify and read CVC words with **short a**.

Key Skills

CVC Word: a consonant, vowel, consonant word where the vowel makes the short sound.

Materials and Preparation

- Copy of *Rad Max* for each student
- Elkonin boxes in page protectors (or laminated)
- Dry-erase markers
- Reading Observation Form
- Prompting Guide
- Paper and pencil for writing activities

Find all teacher resources here:



<https://bit.ly/jrr-resources>

Phonics Review:

Short a in CVC words

(5 minutes)

1. Introduction

Say: Today we are going to segment the sounds in words with **short a** to help us write the words. **Short a** says /ă/.

2. Use Elkonin boxes to write the word hat

Say: (Hold up a picture of a hat.) This is a hat. Let's stretch the sounds we hear in hat and write the letter for each sound. What is the first sound in hat? What letter makes that sound? I will write a **h** in the first box. What is the next sound you hear? What letter makes that sound? Now, I'll write an **a** in the next box. What sound do you hear at the end? What letter makes that sound? I'll write the letter **t** in the last box.

3. Use Elkonin boxes to write the word sat

Say: Now it is your turn to write a word. Let's segment the sounds and write the letter for each sound.

4. Continue using Elkonin boxes to write words

Say the following words and guide students to segment the sounds and write the letter for each sound.

Fan, map, rag

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: In our book today called *Rad Max*, Max is a magician. Magicians play tricks on what people see. We call this magic.

3. Model text reading: Page 1

Say: Listen as I read the first sentence. I know the first two words are our high frequency words, so I don't have to stretch the sounds. I can quickly read them "I am..." Now I will stretch the sounds in the other words.

Read: /m/ /a/ /ks/, Max. I am Max.

Independent Reading

(5-10 minutes)

Students read independently. Decide if you want them to whisper or read aloud.

Listen and use the **Prompting Guide** where needed. Use the **Reading Observation Form** to take notes.

Reading Review

(5 minutes)

1. Group discussion

What appeared from Max's hat?

2. Find words in the book that have the short a sound

Students find a word and put their finger on it. When everyone has found a word, students share the word they found out loud or with a partner.



Writing Application

(5 minutes)

Dictation: Say a sentence for students to write. Say each of the following out loud and guide students to write what you say.

Max taps on the hat.

Closing

(1 minute)

Say: Today we practiced reading and writing CVC words with **short a**. This will help you read and write even more words! Remember, when we read, reread, and keep reading, we become strong readers.

Differentiation

Scan the QR code on the back of the book to open a fun video lesson that reinforces the phonics skill. Students can watch independently or as a group.

Identify where students are getting stuck. Refer to the **Reading Workouts** guide in the **Teacher Resources** for strategies to address common decoding challenges.

Home Connections

If your school purchased **Take-Home Packs**, encourage students to read their books to practice the target skill and gain reading confidence. Students can **scan the QR code on the back** to watch a short phonics lesson with their families.

Share the **Reading Bingo** handout in **Teacher Resources** for reading fun at home.

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Kayla Skates

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Kayla Skates

Silent e with Long a

Lesson Plan

Learning Objectives

Students will identify and read words with the **long a** sound and **silent e**.

Key Skills

Silent e at the end of a word: When **e** is the last letter in a word, the vowel before it is usually long and the **e** is **silent**.

Materials and Preparation

- Copy of *Kayla Skates* for each student
- Whiteboard
- Paper
- Pencil
- Highlighter
- Reading Observation Form
- Prompting Guide
- Paper and pencil for writing activities

Find all teacher resources here:



[https://bit.ly/
jrr-resources](https://bit.ly/jrr-resources)

Phonics Review: Silent e with Long a

(5 minutes)

1. Introduction

Say: We learned that **silent e** makes the vowel before it long. Let's look at this word. (Write the word chase). The vowel before **silent e** is **a**. It makes the **long a** sound. Listen to me decode this word /**ch**/ /**ā**/ /**s**/ chase.

2. Paper and pencil

Say: We know that plural means more than one. To make something plural we can add an **-s** or **-es** to the end. (Write the word blade on a whiteboard. Read the word.) To make the word blade plural, I add an **-s** to the end. (Add s). **Silent e** is now not the last letter in the word but **silent e's** job is still the same. If I cover the **s** I still have the word blade. If a word ends with **s** and you are struggling to decode it, you can cover the **s** and see if the word is a VCe syllable.

3. Use highlighter and paper

Let's practice reading a few sentences with **silent e**. Highlight the **silent e** in your words. Remember, not every **e** is a **silent e**. You need to read the word and make sure that the e is part of the VCe pattern.

I sit in the shade to save myself from the hot sun. (shade, save)
Put it in the vases by the cake plate. (vases, plate)

4. Choral reading word practice

Write words and together chorally decoding the following words:

cake, wave, trade, lake, plane, space, shade

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: This book is *Kayla Skates*. The main character's name is Kayla. Kayla enjoys skating and goes to the skatepark where she skates with her pals. When her mom comes they decide to have a race.

3. Model text reading: Page 3

Say: Turn to page 3. Put your finger on the word with **silent e**. (skates)
If you cover the plural s, it has **silent e**. /s/ /k/ /a/ /t/ /s/ skates.

Independent Reading

(5 minutes)

Students read independently. Decide if you want them to whisper or read aloud.

Listen and use the **Prompting Guide** where needed. Use the **Reading Observation Form** to take notes.

Reading Review

(5 minutes)

1. Group discussion

Who do you think will win the contest? Kayla or her mother? Why?

2. Find words in the book that have the vowel a silent e.

Students find a word and put their finger on it. When everyone has found a word, students share the word they found out loud or with a partner.



Writing Application

(5 minutes)

3 Things: Write 3 things that happened in the book.

Students turn to a partner and take turns telling what happened in the book.

Students work independently to write 3 things that happened.

Closing

(1 minute)

Say: Today we practiced reading and writing words with **long a** sound and **silent e**. This will help you read and write even more words! Remember, when we read, reread, and keep reading, we become strong readers.

Differentiation

Scan the QR code on the back of the book to open a fun video lesson that reinforces the phonics skill. Students can watch independently or as a group.

Identify where students are getting stuck. Refer to the **Reading Workouts** guide in the **Teacher Resources** for strategies to address common decoding challenges.

Home Connections

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Mr. Pickle

Set
50

Mr. Pickle

C-le Syllables

Lesson Plan

Learning Objectives

Students will identify and read **C-le syllables** also called **final stable syllables**.

Key Skills

C-le syllables happen at the end of a base word where a consonant is followed by **-le**, like in gargle. They are also called **final stable syllables** because the syllable is final. It is at the end and it is stable, so the pronunciation stays the same.

Materials and Preparation

- Copy of *Mr. Pickle* for each student
- Letter tiles
- Cards with **C-le syllables**
- Word list
- Reading Observation Form
- Prompting Guide
- Paper and pencil for writing activities

Find all teacher resources here:



<https://bit.ly/jrr-resources>

Phonics Review:

C-le Syllables

(5 minutes)

1. Introduction

Say: I am going to show you a card with a **final stable syllable** and you will make the sound.

Syllables learned: -ble, -fle, -ple, -dle, -tle, -gle, --cle, -kle, -sle, -zle

2. Using letter tiles to make the words puzzle and cradle

Say: This word is puzzle. Watch as I count back three letters to find the **final stable syllable -zle**, puz-zle, puzzle. Two syllables, you can see that I divided this word between the two letter zs.

Say: This word is cradle. Watch as I count back three letters to find the **final stable syllable -dle**, cra-dle, cradle. Two syllables, you can see that I divided this word between the a and d. Is the first vowel in a closed or open syllable? Open. Does that mean the vowel is short or long?

3. Reading practice

Say: The word list has words with **final stable syllables**. Let's practice reading.

crinkle, dazzle, pickle, sparkle, sprinkle, twinkle, trickle, hassle, buckle,
drizzle

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: The title of this book is *Mr. Pickle*.

Say: Let's look through the book. What do you think the book is about? Stan is exhausted from his time in the city so she decides to visit his cousin who lives in the country.

3. Model text reading: Page 1

Say: There is a word with a **C-le syllable** on this page. Put your finger on it. The word is pickle.

Read: Stan the ...

Say: Say the word with me... /pic/ /kle/ pickle.

Say: Read the sentence with me!

Read: Stan the Pickle had to get out of the city.

Independent Reading

(5 minutes)

Students read independently. Decide if you want them to whisper or read aloud.

Listen and use the **Prompting Guide** where needed. Use the **Reading Observation Form** to take notes.

Reading Review

(5 minutes)

1. Group discussion

How is the country different from the city?

How does Mr. Pickle's attitude change throughout the book?

2. Find words in the book that have C-le syllables

Students find a word and put their finger on it. When everyone has found a word, students share the word they found out loud or with a partner.



Writing Application

(5 minutes)

Word Play: With students, come up with words that use **C-le syllables**.

Write the following words on a whiteboard or index cards: **ankle, drizzle, sparkle, buckle, frazzle**. Say each word, guide students to write the word, then decode the word together. Ask students to think of words. Students say the word. The teacher writes the word on a whiteboard or index cards, guides students to write the word, and decode the word together.

Closing

(1 minute)

Say: Today we practiced reading and writing words with **C-le syllables**. This will help you read and write even more words! Remember, when we read, reread, and keep reading, we become strong readers.

Differentiation

Scan the QR code on the back of the book to open a fun video lesson that reinforces the phonics skill. Students can watch independently or as a group.

Identify where students are getting stuck. Refer to the **Reading Workouts** guide in the **Teacher Resources** for strategies to address common decoding challenges.

Home Connections

If your school purchased **Take-Home Packs**, encourage students to read their books to practice the target skill and gain reading confidence. Students can **scan the QR code on the back** to watch a short phonics lesson with their families.

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Mercury

**Planet
Series**

Explore our
solar system!

Set
51

Mercury

Suffixes -ent, -er, -ful, -ive

Lesson Plan

Learning Objectives

Students will identify and read multisyllabic words that include **suffixes -ent, -er, -ful, -ive**.

Students will identify the main idea of a **descriptive text**.

Key Skills

A **suffix** is a part of a word that comes after the root or base and adds to the meaning of the word.

Descriptive text structure gives a detailed description of something to give the reader a mental picture.

Materials and Preparation

- Copy of *Mercury* for each student
- Descriptive Text Graphic Organizer
- Reading Observation Form
- Prompting Guide

Find all teacher resources here:



<https://bit.ly/jrr-resources>

Phonics Warm Up

(5 minutes)

1. Phonics Warm Up: Suffixes -ent, -er, -ful, -ive

Say: A suffix is a part of a word that comes after the root or base and adds to the meaning of the word. In this book, we'll be practicing decoding words with the suffixes **-ent, -er, -ful, and -ive**. The suffix **-ent** means "doing." The suffix **-er** is comparative like "bigger" or "smaller." The suffix **-ful** means "full of." The suffix **-ive** also means "doing."

Say: I am going to say a word. You are going to tell me the suffix and how it gives you a clue about the word's meaning.

different, bigger, useful, massive, outer, brighter, colorful



Mini Lesson

(5 minutes)

1. Text Structure

Say: The title of this book is *Mercury*. Looking at the cover, what do you think this book will be about? (The planet Mercury)

Say: The text structure is **descriptive**, which means it gives a detailed description of something to give the reader a mental picture.

Say: Let's look at the table of contents. What do you think you'll learn in this book? (Different facts about the planet Mercury, like its surface and how we can explore it)

2. Background Knowledge and Vocabulary

Say: There are a few vocabulary words in this book that might be new. Let's look at the glossary.

Crust: The outer layer of a planet. On Earth, part of the Earth's crust is the dirt that we play in when we're outside.

Molten Core: The liquid, metallic core of a planet. Core means the very center. Not every planet has a molten core!

Guided Practice

(5 minutes)

1. Hand out copies of the book.

2. Model text reading: Page 10-11

Say: The heading of this page is "Mercury's Surface and Structure." What do you think we'll learn about? (The outside and inside parts of Mars)

Say: We just learned the vocabulary words "crust" and "molten core." Look on the page. Put your finger on Mercury's molten core. (Inner core on the diagram)

Say: How do you know that's the molten core? (It's labeled, and it's at the very center.)

Say: Put your finger on Mercury's crust. (Outer layer on the diagram)

Say: How do you know that's the crust? (It's the outer layer, even though it's not labeled.)

Independent Reading

(5-10 minutes)

Tell students whether they should whisper or read silently.

While students read, observe and listen. Use the **Prompting Guide** as needed and take notes in the **Reading Observation Form**.

If students get stuck on an unfamiliar word, prompt them to write it on a scrap piece of paper to help them slow down and break it up.

Writing

(5 minutes)

Complete the graphic organizer.

Pass out copies of the graphic organizer.

Say: This type of graphic organizer helps us to visualize information in a **descriptive text** and organize our thinking. In the center circle, we write the topic of the book. In the outer circles, we write details about the topic. Let's do one together.

Students work with a partner or independently to complete the graphic organizer.

Review

1. Group discussion

What is the most interesting or surprising fact you learned about Mercury?

2. Find words in the book that have the suffix **-ent**, **-er**, **-ful**, **-ive**.

Students find a word and put their finger on it. When everyone has found a word, students share the word and explain how the prefix affects the meaning, either to the group or with a partner.

Differentiation

Scan the QR code on the back of the book to open a fun video that reinforces the text structure and key knowledge. Students can watch independently or as a group.

Identify where students are getting stuck. Refer to the **Reading Workouts** guide in the Teacher Resources for strategies to address common decoding challenges.

Home Connections

If your school purchased **Take-Home Packs**, encourage students to read their books in **Set 51** to practice the target skill and gain reading confidence. Students can **scan the QR code** on the back to watch a short lesson about the text.

Share the **Reading Bingo** handout in Teacher Resources for students to have fun reading at home.