



Just Right Reader

Sample Lesson Plans



English

Kindergarten



Gum in It



Lolo, Nani, and Jack



Bud Has Fun

Early
Decodables

Gum In It

Blending VC and CVC words

Lesson Plan

Learning Objectives

Students will identify and read words with the **VC and CVC pattern**.

Key Skills

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

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

Materials and Preparation

- Copy of *Gum In It* for each student
- Elkonin boxes
- Plastic chips/counters
- Paper and pencil
- Picture cards
- Reading Observation Form
- Prompting Guide



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resources here:

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Phonics Review:

Blending VC and CVC words

(5 minutes)

1. Introduction

Say: Today, we will practice blending VC and CVC words. Remember, a **VC word** has a vowel followed by a consonant and the vowel makes the short sound. A **CVC word** has a consonant, a vowel, and another consonant where the vowel makes the short sound.

2. Use Elkonin boxes to segment and blend gum

Hold up a picture of the word **gum**.

Say: This is **gum**. There are **3** sounds in this word. Let's stretch the sounds and push a chip into a box for each sound. We will use **3** boxes. What is the first sound in **gum**? I will push a chip into the first box as I say /g/. (Continue with each sound in the word.)

Say: There are **3** letters in the word **gum**. There are **3** sounds. There are **3** boxes because **each letter makes a sound**.

3. Model again with the word cap

Say: Now it's your turn to segment and blend a word. We will segment the word **cap**. Write the letters in the correct box. (Blend the word.)

4. Continue using Elkonin boxes to segment and blend words

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

tub, wet, cut, tap, lick

5. Teacher led HFW Review

Say: We will read the words on the list together. (Choral read list.)

Say: Now, read the list with a partner. (Partner read list.)

Say: Now read on your own. (Independently read list.)

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: The title of this book is *Gum In It*. It is about a boy who gets gum stuck in her hair.

3. Model text reading: Page 1

Say: There is a word with the **CVC pattern** on this page. Put your finger on it. The word is gum.

Say: Say the word with me...
/g/ /ũ/ /m/ gum.

Say: Read the sentence with me!

Read: Gum.

Student Feedback

Encouraging Self-Correction

Say: That was close! Look at the ___ letter. What sound does that letter make? Now try it again.

Reinforcing Success

Say: Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!

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.

Say: Will you reread that part and think about the sounds the letters make together?

Reading Review

(5 minutes)

1. Group discussion

What is something the boy tried to do to get the gum out of her hair?

2. Find words in the book that have the VC or CVC pattern

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 the following aloud, and guide students to write what you say.

it, cup, wet, cap, gum

Closing

(1 minute)

Say: Today we practiced **blending VC and CVC words**. This will help you read and write even more words! Remember, when we read, reread, and keep reading, we become strong and confident 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-Everywhere Literacy 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.

Set
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Bud Has Fun

CVC Words with Short u

Lesson Plan

Learning Objectives

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

Key Skills

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

Materials and Preparation

- Copy of *Bud Has Fun* for each student
- Picture cards
- T-Chart
- Paper and pencil
- Reading Observation Form
- Prompting Guide



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Phonics Review: CVC Words with Short u

(5 minutes)

1. Introduction

Say: Today, we will practice reading words with **short u**. Remember, a **CVC word** has a consonant, a vowel, and another consonant where the vowel makes the short sound.

2. Use a T-Chart to sort words on index cards

Say: This picture shows **rug**. Listen as I say the word slowly and stretch the vowel sound. (Say the word and stretch the sounds.) I hear the **short u** sound, so I will put this picture under the **short u** column.

Say: This picture shows **dog**. Let's say this word slowly together and stretch the vowel sound. (Say the word and stretch the sounds.) Do you hear the **short u** sound? No, so we will put it under the **not short u** column.

3. Continue sorting picture cards

Mix 3-4 picture cards with **short u** and 3-4 picture cards with other CVC words. Students take turns saying the name of the picture, stretching the vowel sound, and sorting it into the correct column.

Possible pictures:

bug, tub, pan, bat, cub, pot

4. Teacher led HFW Review

Say: We will read the words on the list together. (Choral read list.)

Say: Now, read the list with a partner. (Partner read list.)

Say: Now read on your own. (Independently read list.)

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: The title of this book is *Bud Has Fun*. It is about a duck and his friends.

3. Model text reading: Page 1

Say: There is a word with **short u** on this page. Put your finger on it. The word is Bud.

Say: Say the word with me...
/b/ /ü/ /d/ Bud.

Say: Read the sentence with me!

Read: Bud is up.

Student Feedback

Encouraging Self-Correction

Say: That was close! Look at the ___ letter. What sound does that letter make? Now try it again.

Reinforcing Success

Say: Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!

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.

Say: Will you reread that part and think about the sounds the letters make together?

Reading Review

(5 minutes)

1. Group discussion

What made Bud mad? What made Bud sad?

2. Find words in the book that have the short u 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 the following aloud, and guide students to write what you say.

Bud sees a bug.

Closing

(1 minute)

Say: Today we practiced **CVC words with short u**. This will help you read and write even more words! Remember, when we read, reread, and keep reading, we become strong and confident 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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Set
11a

Lolo, Nani, and Jack

Digraph ck

Lesson Plan

Learning Objectives

Students will identify and read words with **digraph ck**.

Key Skills

A **consonant digraph** is two consonants together that make a new sound.

Materials and Preparation

- Copy of *Lolo, Nani, and Jack* for each student
- Whiteboard and marker
- Word lists
- Highlighters
- Paper and pencil
- Reading Observation Form
- Prompting Guide



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resources here:

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Phonics Review: Digraphs sh and ck

(5 minutes)

1. Introduction

Say: Today, we will practice reading words with **digraph ck**. Remember, a **consonant digraph** is two consonants together that make a new sound.

2. On a whiteboard, write sack

Say: Look at the word **sack**. Listen as I stretch the sounds. (Say the word and stretch the sounds.) The **digraph ck only makes one sound /k/**. Read the word with me. I'm going to circle the **digraph ck**. (Circle the **digraph ck**.)

3. Continue reading and highlighting words

Give each student a highlighter and a list of 5-6 words that use the **digraph ck**. Students highlight the phonics skill.

Possible words:

back, dock, Jack, quick, rock

4. Teacher led HFW Review

Say: We will read the words on the list together. (Choral read list.)

Say: Now, read the list with a partner. (Partner read list.)

Say: Now read on your own. (Independently read list.)

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: The title of this book is *Lolo, Nani, and Jack*. It is about Nani, her grandfather, Lolo, and her dog, Jack going to the beach.

3. Model text reading: Page 1

Say: There is a word with **digraph ck** on this page. Put your finger on it. The word is duck.

Say: Say the word with me...
/d/ /ŭ/ /k/ /s/ duck.

Say: Read the sentence with me!

Read: Look at the ducks!

Student Feedback

Encouraging Self-Correction

Say: That was close! Look at the ___ letter. What sound does that letter make? Now try it again.

Reinforcing Success

Say: Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!

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.

Say: Will you reread that part and think about the sounds the letters make together?

Reading Review

(5 minutes)

1. Group discussion

What are three things Lolo and Nani see at the dock?

2. Find words in the book that have the digraph ck 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 the following aloud, and guide students to write what you say.

Jack get back!

Closing

(1 minute)

Say: Today we practiced **digraph ck**. This will help you read and write even more words! Remember, when we read, reread, and keep reading, we become strong and confident 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

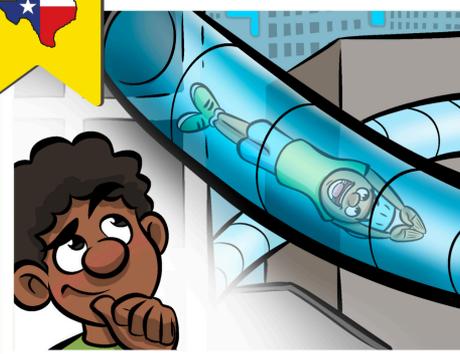
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Share the **Reading Bingo** handout in **Teacher Resources** for reading fun at home.

First Grade



I Love My Hair



The Commute



Sloth the Dog

Set
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Sloth the Dog

Digraph th

Lesson Plan

Learning Objectives

Students will identify and read words with digraph th.

Key Skills

A **consonant digraph** is two consonants together that make a new sound.

Materials and Preparation

- Copy of *Sloth the Dog* for each student
- Elkonin boxes
- Dry-erase markers
- Paper and pencil
- Picture of a bath
- Reading Observation Form
- Prompting Guide



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Phonics Review

Digraph th

(5 minutes)

1. Introduction

Say: Today, we will practice reading words with **digraph th**. Remember, a **digraph** is two consonants together that make a new sound.

2. Use Elkonin boxes to write bath (Option: Use chips instead of writing letters)

Hold up a picture of the word **bath**.

Say: This is **bath**. There are **3** sounds in this word. Let's stretch the sounds and write the letter for each sound. We will use **3** boxes. What is the first sound in **bath**? What letter makes that sound? I will write **b** in the first box. (Continue with each sound in the word.)

Say: There are **4** letters in the word **bath**. There are **3** sounds. There are **3** boxes because **digraph th** makes one sound /th/.

3. Model again with the word, thin

Say: Now it's your turn to write a word. We will segment the word **thin**. Write the letters in the correct box. (Read the word.)

4. Continue using Elkonin boxes to write words

Say the following words. Guide students to segment the sounds and write the letters for each sound.

Possible words:

thud, path, Thad, with, moth, math

5. Teacher led HFW Review

Say: We will read the words on the list together. (Choral read list.)

Say: Now, read the list with a partner. (Partner read list.)

Say: Now read on your own. (Independently read list.)

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: The title of this book is *Sloth the Dog*. It is about a girl's dog who just likes to sit. Her friend tries many different ways to get the dog to move.

3. Model text reading: Page 1

Say: There is a word with **digraph th** on this page. Put your finger on it. The word is Thad.

Say: Say the word with me...
/th/ /ă/ /d/ Thad.

Say: Read the sentence with me!

Read: Thad sees his pal Beth at a pet shop with a dog.

Student Feedback

Encouraging Self-Correction

Say: That was close! Look at the ___ letter. What sound does that letter make? Now try it again.

Reinforcing Success

Say: Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!

Independent Reading

(5 minutes)

Students read independently (either whisper or aloud).

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

Say: Will you reread that part and think about the sounds the letters make together?

Reading Review

(5 minutes)

1. Group discussion

Tell one way that Thad tried to get Sloth to move.

What finally caused Sloth to move?

2. Find words in the book that have the digraph th 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)

3 Things: Write three 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 three things that happened.

Closing

(1 minute)

Say: Today we practiced **digraph th**. 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 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 **Teacher Resources** for strategies to address common decoding challenges.

Home Connections

If your school purchased **Take-Everywhere Literacy 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 students to have fun reading at home.

Set
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The Commute

Long u with Silent e and Long e with Silent e

Lesson Plan

Learning Objectives

Students will identify and read words with **long u with silent e** and **long e with silent e**.

Key Skills

Final e: When **e** is at the end of a word, the vowel before it is typically long and the **e** is silent.

Materials and Preparation

- Copy of *The Commute* for each student
- Elkonin boxes
- Dry-erase markers
- Picture cards
- Paper and pencil
- Reading Observation Form
- Prompting Guide



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Phonics Review

Long u with Silent e and Long e with Silent e

(5 minutes)

1. Introduction

Say: Today, we will practice reading words with **long u with silent e**. Remember, when **e** is at the end of a word, the vowel before it is typically long and the **e** is silent.

2. Use Elkonin boxes to write tube (Option: Use chips instead of writing letters)

Hold up a picture of the word **tube**.

Say: This is **tube**. There are **3** sounds in this word. Let's stretch the sounds and write the letter for each sound. We will use **3** boxes. What is the first sound in **tube**? What letter makes that sound? I will write **t** in the first box. (Continue with each sound in the word.)

Say: There are **4** letters in the word **tube**. There are **3** sounds. There are **3** boxes because **the e at the end does not make a sound**.

3. Model again with the word mule

Say: Now it's your turn to write a word. We will segment the word **mule**. Write the letters in the correct box. (Read the word.)

4. Continue using Elkonin boxes to write words

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

Possible words:

tune, huge, fuse, cute

5. Teacher led HFW Review

Say: We will read the words on the list together. (Choral read list.)

Say: Now, read the list with a partner. (Partner read list.)

Say: Now read on your own. Mark yes or not yet as you go.

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: The title of this book is *The Commute*. It is about Bruce using his imagination as he commutes with his mom to work.

3. Model text reading: Page 1

Say: There is a word with **long u** on this page. Put your finger on it. The word is Bruce.

Say: Say the word with me...
/b/ /r/ /ū/ /s/ Bruce.

Say: Read the sentence with me!

Read: Bruce will go with his mom to her job today.

Student Feedback

Encouraging Self-Correction

Say: That was close! Look at the ___ letter. What sound does that letter make? Now try it again.

Reinforcing Success

Say: Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!

Independent Reading

(5 minutes)

Students read independently (either whisper or aloud).

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

Say: Will you reread that part and think about the sounds the letters make together?

Reading Review

(5 minutes)

1. Group discussion

What were some of the ways Bruce imagined he could change his commute?

2. Find words in the book that have the long u 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)

Answer a Question: Write the following prompt for students.

How would you change your commute to school? Write your answer in **3-5** sentences.

Closing

(1 minute)

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

Differentiation

Scan the QR code 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 **Teacher Resources** for strategies to address common decoding challenges.

Home Connections

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Set
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I Love My Hair

Vowel Teams -ie, -igh

Lesson Plan

Learning Objectives

Students will identify and read words with **vowel teams -ie, -igh**.

Key Skills

Vowel teams are when two or more letters come together to make a new vowel sound.

Materials and Preparation

- Copy of *I Love My Hair* for each student
- Word list
- Elkonin boxes
- Chips
- Picture cards
- Paper and pencil
- Reading Observation Form
- Prompting Guide



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Phonics Review

Vowel Teams -ie and -igh

(5 minutes)

1. Introduction

Say: Today, we will practice reading words with **vowel teams -ie, -igh**. Remember, when two or more letters make a vowel sound, it is called a **vowel team**.

2. Use Elkonin boxes to write right (Option: Use chips instead of writing letters)

Hold up a picture of the word **right**.

Say: This is **right**. There are **3** sounds in this word. Let's stretch the sounds and write the letter for each sound. We will use **3** boxes. What is the first sound in **right**? What letter makes that sound? I will write **r** in the first box. (Continue with each sound in the word.)

Say: There are **5** letters in the word **right**. There are **3** sounds. There are **3** boxes because **the vowel team only makes 1 sound and will share a box**.

3. Model again with the word slight

Say: Now it's your turn to write a word. We will segment the word **slight**. Write the letters in the correct box. (Read the word.)

4. Continue using Elkonin boxes to write words

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

Possible words:

tie, high, delight, twilight highlight

5. Teacher led HFW Review

Say: We will read the words on the list together. (Choral read list.)

Say: Now, read the list with a partner. (Partner read list.)

Say: Now read on your own. (Independently read list.)

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: The title of this book is *I Love My Hair*. It is about different people who all love their hair even though their hair is different!

3. Model text reading: Page 13

Say: There is a word with **vowel team -igh** on this page. Put your finger on it. The word is right.

Say: Say the word with me...
/r/ /ī/ /t/ right.

Say: Read the sentence with me!

Read: Do what's right for you!

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.

Say: Will you reread that part and think about the sounds the letters make together?

Reading Review

(5 minutes)

1. Group discussion

Pick one page and describe the girl's hair in your own way.

What do you like about your hair?

2. Find words in the book that have the vowel teams -ie, -igh sounds

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.

Student Feedback

Encouraging Self-Correction

Say: That was close! Look at the ___ letter. What sound does that letter make? Now try it again.

Reinforcing Success

Say: Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!



Writing Application

(5 minutes)

3 Things: Write three 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 three things that happened.

Closing

(1 minute)

Say: Today we practiced **vowel teams -ie, -igh**. This will help you read and write even more words! Remember, when we read, reread, and keep reading, we become strong and confident readers.

Differentiation

Scan the QR code 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 **Teacher Resources** for strategies to address common decoding challenges.

Home Connections

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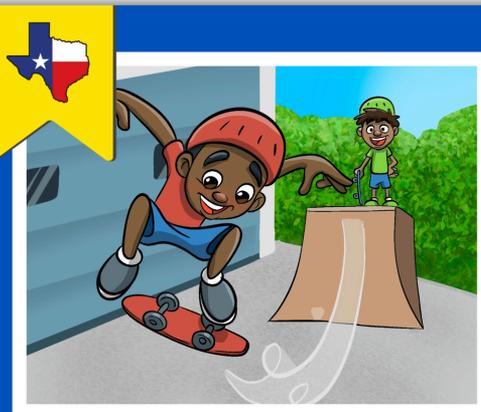
Second Grade



Nighttime Skies



Catch Some Air



Super Skate Crew

Set
39

Nighttime Skies

Vowel Teams -ie, -igh

Lesson Plan

Learning Objectives

Students will identify and read words with **vowel teams -ie, -igh**.

Key Skills

Vowel teams are when two or more letters come together to make a new vowel sound.

Materials and Preparation

- Copy of *Nighttime Skies* for each student
- Word list
- Letter tiles
- Paper and pencil
- Reading Observation Form
- Prompting Guide



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Phonics Review

Vowel Teams -ie and -igh

(5 minutes)

1. Introduction

Say: Today, we will practice reading words with **vowel teams -ie, -igh**. Remember, when two or more letters make a vowel sound, it is called a **vowel team**.

2. Use letter tiles to make the word night

Say: Today, we will use a word we know to build a new word. The first word has **5** letters in it. This word is **night**. Build the word **night**.

Say: Now, we are going to change one letter to make a new word. Change the **first** letter to make the word **bright**. What letter did you change to make the word?

Say: Now, it's your turn. Change one letter to make the word **fright**. What letter did you change to make the word?

3. Continue having the students build words

Possible words:
right > light > flight > fight

4. Teacher led HFW Review

Say: We will read the words on the list together. (Choral read list.)

Say: Now, read the list with a partner. (Partner read list.)

Say: Now read on your own. (Independently read list.)

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: The title of this book is *Nighttime Skies*. It is about Nokomis and Mika enjoying a night of wonders in the skies.

3. Model text reading: Page 1

Say: There is a word with **vowel team -igh** on this page. Put your finger on it. The word is tonight.

Say: Say the word with me...
/t/ /uh/ /n/ /ī/ /t/ tonight.

Say: Read the sentence with me!

Read: Nokomis and Mika plan to look at the stars tonight.

Student Feedback

Encouraging Self-Correction

Say: That was close! Look at the ___ letter. What sound does that letter make? Now try it again.

Reinforcing Success

Say: Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!

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.

Say: Will you reread that part and think about the sounds the letters make together?

Reading Review

(5 minutes)

1. Group discussion

What do Nokomis and Mika want to see in the sky at night?

How do they feel by the end of the night? Why?

2. Find words in the book that have the vowel teams -ie, -igh sounds

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 the following aloud, and guide students to write what you say.

The stars are bright on this night.

The girls tried to see a comet.

They look for any sight of the mighty galaxy.

Closing

(1 minute)

Say: Today we practiced **vowel teams -ie, -igh**. This will help you read and write even more words! Remember, when we read, reread, and keep reading, we become strong and confident readers.

Differentiation

Scan the QR code 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 **Teacher Resources** for strategies to address common decoding challenges.

Home Connections

If your school purchased **Take-Everywhere Literacy 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 students to have fun reading at home.

Set
44

Super Skate Crew

-ew, and Vowel Teams -ue, -ui

Lesson Plan

Learning Objectives

Students will identify and read words with **-ew**, and **vowel teams -ue, -ui**.

Key Skills

Vowel teams are when two or more letters come together to make a new vowel sound.

Materials and Preparation

- Copy of *Super Skate Crew* for each student
- Word list
- Highlighters
- Paper and pencil
- Reading Observation Form
- Prompting Guide



Find all teacher resources here:

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

password: JRRteacher

Phonics Review

-ew, and Vowel Teams -ue, -ui

(5 minutes)

1. Introduction

Say: Today, we will practice reading words with **-ew**, **-ue**, **-ui**. Remember, when two or more letters make a vowel sound, it is called a **vowel team**.

2. On a whiteboard, write threw

Say: Look at the word **threw**. Listen as I stretch the sounds. (Say the word and stretch the sounds.) The **-ew** and **vowel teams -ue, -ui** make the **long u sound**. Read the word with me. I'm going to circle the **-ew**. (Circle the **vowel team -ew**.)

3. Continue reading and highlighting words

Give each student a highlighter and a list of **5-6** words that use **-ew**, and **vowel teams -ue, -ui**. Students highlight the phonics skill.

Possible words:

knew, flew, juice, fruit, true, blue

4. Teacher led HFW Review

Say: We will read the words on the list together. (Choral read list.)

Say: Now, read the list with a partner. (Partner read list.)

Say: Now read on your own. (Independently read list.)

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: The title of this book is *Super Skate Crew*. It is about two boys practicing their skateboard tricks when they hear a neighbor in distress. With quick thinking, the boys are able to skate their way over to help.

3. Model text reading: Page 9

Say: There is a word with **-ew** on this page. Put your finger on it. The word is Andrew.

Say: Say the word with me...
/a/ /n/ /d/ /r/ /ū/ Andrew.

Say: Read the sentence with me!

Read: Andrew knew what to do.

Student Feedback

Encouraging Self-Correction

Say: That was close! Look at the ___ letter. What sound does that letter make? Now try it again.

Reinforcing Success

Say: Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!

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.

Say: Will you reread that part and think about the sounds the letters make together?

Reading Review

(5 minutes)

1. Group discussion

Why was their neighbor upset? What happened?

How did the boys help?

2. Find words in the book that have the **-ew** sound and vowel teams **-ue**, **-ui**

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 **-ew**, and **vowel teams -ue, -ui**.

Write the following words on a whiteboard or index cards: **curfew, blue, fruit**. Say each word, then decode the word together. Have students think of additional skill words.

Closing

(1 minute)

Say: Today we practiced **-ew**, and **vowel teams -ue, -ui**. This will help you read and write even more words! Remember, when we read, reread, and keep reading, we become strong and confident readers.

Differentiation

Scan the QR code 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 **Teacher Resources** for strategies to address common decoding challenges.

Home Connections

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Set
48

Catch Some Air

Vowel controlled r with Long a, Long e

Lesson Plan

Learning Objectives

.Students will identify and read words with **vowel controlled r with long a, long e.**

Key Skills

Vowel controlled r with long a, long e:
When the letter r follows a vowel team, the long vowel sound changes slightly.

Materials and Preparation

- Copy of *Catch Some Air* for each student
- Word list
- Letter tiles
- Paper and pencil
- Reading Observation Form
- Prompting Guide



Find all teacher
resources here:

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

password: JRRteacher



Visit [JustRightReader.com](https://www.JustRightReader.com) for more information.

Phonics Review

Vowel controlled r with Long a, Long e

(5 minutes)

1. Introduction

Say: Today, we will practice reading words with **vowel controlled r with long a, long e**. Remember, **vowel controlled r with long a, long e** is when the letter r follows a vowel team, the long vowel sound changes slightly.

2. Use letter tiles to make the word hear

Say: Today, we will use a word we know to build a new word. The first word has **4** letters in it. This word is **hear**. Build the word **hear**.

Say: Now, we are going to change one letter to make a new word. Change the **h** to make the word tear. What letter did you change to make the word?

Say: Now, it's your turn. Change two letters to make the word **clear**. What letter did you change to make the word?

3. Continue having the students build words

Possible words:

gear > fear > fair > flair > stair > stare

4. Teacher led HFW Review

Say: We will read the words on the list together. (Choral read list.)

Say: Now, read the list with a partner. (Partner read list.)

Say: Now read on your own. (Independently read list.)

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: The title of this book is *Catch Some Air*. It is about Sheara who loves biking and wants to catch some air. She meets just the person to teach her.

3. Model text reading: Page 11

Say: There is a word with **vowel controlled r with long a** on this page. Put your finger on it. The word is repairs.

Say: Say the word with me...
/r/ /e/ /p/ /ā/ /r/ /s/ repairs.

Say: Read the sentence with me!

Read: Her bike will need some repairs.

Student Feedback

Encouraging Self-Correction

Say: That was close! Look at the ___ letter. What sound does that letter make? Now try it again.

Reinforcing Success

Say: Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!

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.

Say: Will you reread that part and think about the sounds the letters make together?

Reading Review

(5 minutes)

1. Group discussion

Who does Sheara meet that inspires her to catch air on her bike?

How does Sheara feel when she first sees Clair catch air? Why?

2. Find words in the book that have the vowel controlled r with long a, or long e sounds

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)

Beginning, Middle, End: Students write **2** sentences about the beginning, **3** about the middle, and **2** about the end of the book.

Students turn to a partner and take turns telling what happened in the book. Students write about the beginning, middle, and end.

Closing

(1 minute)

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

Differentiation

Scan the QR code 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 **Teacher Resources** for strategies to address common decoding challenges.

Home Connections

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Just Right Reader



Just Right Reader

Sample Lesson Plans



Spanish

Kindergarten



El reto de Reni



Rafa y el sofá



La masa

Set
5

Rafa y el sofá

Palabras con la letra F

Lesson Plan

Learning Objectives

Students will identify and read words with the **letter F**.

Key Skills

Phonics focus: Decoding words with the **letter F**.

Materials and Preparation

- Copy of *Rafa y el sofá* for each student
- Elkonin boxes
- Spanish letter tiles
- Whiteboards and markers
- Index cards
- Reading Observation Form
- Prompting Guide
- Paper and pencils



Find all teacher
resources here:

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

password: JRRteacher



Phonics Review: Palabras con la letra F

(5 minutes)

1. Introduction

Say: Hoy vamos a leer palabras con la **letra F**. Recuerden que la **F** hace el sonido: /f/.

2. Phonological awareness: Hand clapping syllables

Say: Voy a pronunciar la palabra **sofá**. La /s/ y la /o/ forman la sílaba /so/. La /f/ y la /á/ forman la sílaba /fá/. Digo /so/ y aplaudo, digo /fá/ y aplaudo. Ahora, digo /sofá/ y pongo mi puño en la mesa. Practice with more words:

gafas, bufa, final

3. Phonics skills: Elkonin boxes & Spanish letter tiles

Say: Aquí hay un papel con cuadrados, y unas tarjetas con letras. Digo la palabra, **Rafa**. (Place the letter tiles **R**, **A**, **F**, and **A** in the boxes as you say each sound.) ¡Aquí está mi palabra, **Rafa**! Practice with more words:

foco, fino, café

4. Phonics: Choral reading word practice

Write the following words on a whiteboard or index card. Practice decoding each word together:

fin, foco, sofá

5. Teacher led High Frequency Word Review:

Say: Leeremos las palabras de la lista juntos. (Choral read HFW list on pg.15).

Say: Ahora, lean la lista con un compañero. (Partner read HFW list on pg.15).

Say: Ahora léelo por tu cuenta.(Independently read HFW list on pg. 15)

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: Este libro se llama *Rafa y el sofá*. Pongan un dedo en una palabra con el sonido /f/. (Rafa, sofá)

3. Model text reading: Page 1

Say: Hay dos palabras con una **F** en esta página. Pongan un dedo sobre una de las palabras. (Rafa, café)

Say: Lean las palabras conmigo... 'Rafa', 'café'.

Say: ¡Lean las oraciones conmigo! 'Rafa hace jugo. Y su mamá hace café'.

Student Feedback

Encouraging Self-Correction

Say: ¡Eso estuvo cerca! Mira la(s) letra(s). ¿Qué sonido hace(n) esta(s) letra(s)? Ahora inténtalo de nuevo.

Reinforcing Success

Say: ¡Bravo, trabajaste muy bien para descubrir los sonidos correctos! Observaste las letras, las pronunciaste y las combinaste perfectamente. ¡Eso es lo que hacen los buenos lectores!

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.

Say: ¿Puedes volver a leer esa parte y pensar en los sonidos que hacen las letras juntas?

Reading Review

(5 minutes)

1. Group discussion

Say: ¿Qué le pasó a Rafa?

Say: ¿Cuál fue su solución para el problema?

2. Find words in the book that have the /f/ 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 each of the following out loud and guide students to write the word that you say on their whiteboards:

café, gafas, sofá

Closing

(1 minute)

Say: Hoy practicamos leer y escribir palabras con la **letra F**. ¡Esto los ayudará a leer y escribir aún más palabras! Recuerden: cuando nosotros leemos, releemos y seguimos leyendo, nos convertimos en buenos lectores.

Differentiation

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

Set
4

El reto de Reni

Palabras con la letra R (fuerte)

Lesson Plan

Learning Objectives

Students will identify and read words beginning with the **letter R (hard)**.

Key Skills

Phonics focus: Decoding words with the **letter R (hard)**. The **hard R** sound is pronounced /rr/ in Spanish.

Materials and Preparation

- Copy of *El reto de Reni* for each student
- Elkonin boxes
- Spanish letter tiles
- Whiteboards and markers
- Index cards
- Reading Observation Form
- Prompting Guide
- Paper and pencil



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

password: JRRteacher

Phonics Review:

Palabras con la letra R (fuerte)

(5 minutes)

1. Introduction

Say: Hoy vamos a leer palabras con la **letra R fuerte**, que hace el sonido /rr/.

2. Phonological awareness: Stand up, sit down

Students sit in their seats while the teacher says a word with or without the **hard R** sound. To play, students must stand up quickly when they hear the **hard R** sound in a word.

Say: Vamos a practicar cómo identificar el sonido /rr/ en una palabra. Voy a decir tres palabras. Si escuchan el sonido /rr/ en una palabra, ¡párense muy rápido! Mis primeras palabras son 'mopa, sana, **reto**.' Practice with more words:

rata, mamá, Reni | nada, risa, hora | malo, piso, roto

3. Phonics skills: Elkonin boxes & Spanish letter tiles

Say: Aquí hay un papel con cuadrados y unas tarjetas con letras. Digo la palabra, **rudo**. (Place the letter tiles **R**, **U**, **D**, and **O** in the boxes as you say each sound.) ¡Aquí está mi palabra, **rudo**! Practice with more words:

rana, reto, ropa

4. Phonics: Choral reading word practice

Write the following words on a whiteboard or index card. Practice decoding each word together:

rima, rodó, rosa

5. Teacher led High Frequency Word Review:

Say: Leeremos las palabras de la lista juntos. (Choral read HFW list on pg.15).

Say: Ahora, lean la lista con un compañero. (Partner read HFW list on pg.15).

Say: Ahora léelo por tu cuenta. (Independently read HFW list on pg. 15)

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: Este libro se llama *El reto de Reni*. Pongan un dedo sobre una de las palabras con la **R fuerte**. (reto, Reni)

3. Model text reading: Page 5

Say: Hay dos palabras con la **R fuerte** en esta página. Pongan un dedo sobre una de las palabras con la **R fuerte**. (rosa, ramo)

Say: Lean las palabras conmigo... 'rosa,' 'ramo.'

Say: ¡Lean la oración conmigo! 'Este da esa rosa ... ¡o un ramo!'

Student Feedback

Encouraging Self-Correction

Say: ¡Eso estuvo cerca! Mira la(s) letra(s). ¿Qué sonido hace(n) esta(s) letra(s)? Ahora inténtalo de nuevo.

Reinforcing Success

Say: ¡Bravo, trabajaste muy bien para descubrir los sonidos correctos! Observaste las letras, las pronunciaste y las combinaste perfectamente. ¡Eso es lo que hacen los buenos lectores!

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.

Say: ¿Puedes volver a leer esa parte y pensar en los sonidos que hacen las letras juntas?

Reading Review

(5 minutes)

1. Group discussion

Say: ¿Cuál robot en el cuento es tu favorito? ¿Por qué?

Say: Si pudieras hacer un robot, ¿cómo sería?

2. Find words in the book that have the initial /rr/ 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 each of the following out loud and guide students to write the word that you say on their whiteboards:

rima, rodó, reto

Closing

(1 minute)

Say: Hoy practicamos leer y escribir **palabras con letra R fuerte**. ¡Esto los ayudará a leer y escribir aún más palabras! Recuerden: cuando nosotros leemos, releemos y seguimos leyendo, nos convertimos en buenos lectores.

Differentiation

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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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Set
3

La masa

Palabras con la letra A

Lesson Plan

Learning Objectives

Students will identify and read words with the **letter A**.

Key Skills

Phonic focus: Decoding words with the **letter A**.

Materials and Preparation

- Copy of *La masa* for each student
- Elkonin boxes
- Spanish letter tiles
- Whiteboards and markers
- Index cards
- Reading Observation Form
- Prompting Guide
- Paper and pencil



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Phonics Review: Palabras con la letra A

(5 minutes)

1. Introduction

Say: Hoy vamos a leer palabras con la **letra A**. Recuerden que la **letra A** hace este sonido: /a/.

2. Phonological awareness: Hand clapping syllables with /a/

Say: Voy a pronunciar la palabra **masa**. La /m/ y /a/ forman la sílaba /ma/. La /s/ y /a/ forman la sílaba /sa/. Digo /ma/ y aplaudo, digo /sa/ y aplaudo. Ahora, digo /ma/sa/ y pongo mi puño en la mesa. Practice with more words:

Lala, papá, sala

3. Phonics skills: Elkonin boxes & Spanish letter tiles

Say: Aquí hay un papel con cuadrados, y unas tarjetas con letras. Digo la palabra, **sala**. (Place the letter tiles **S**, **A**, **L**, and **A** in the boxes as you say each sound.) ¡Aquí está mi palabra, **sala**! Practice with more words:

masa, papá, salo

4. Phonics: Choral reading word practice

Write the following words on a whiteboard or index card. Practice decoding each word together:

Lala, papá, la

5. Teacher led High Frequency Word Review:

Say: Leeremos las palabras de la lista juntos. (Choral read HFW list on pg.15).

Say: Ahora, lean la lista con un compañero. (Partner read HFW list on pg.15).

Say: Ahora léelo por tu cuenta.(Independently read HFW list on pg. 15)

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: Este libro se llama *La masa*. Pongan un dedo en una de las palabras con el sonido /a/. (La, masa)

3. Model text reading: Page 1

Say: Pongan un dedo sobre la palabra con la letra **A**. (Lala)

Say: Lean la palabra conmigo... 'Lala'.

Say: ¡Lean la frase conmigo! 'Lala. La-la'.

Student Feedback

Encouraging Self-Correction

Say: ¡Eso estuvo cerca! Mira la(s) letra(s). ¿Qué sonido hace(n) esta(s) letra(s)? Ahora inténtalo de nuevo.

Reinforcing Success

Say: ¡Bravo, trabajaste muy bien para descubrir los sonidos correctos! Observaste las letras, las pronunciaste y las combinaste perfectamente. ¡Eso es lo que hacen los buenos lectores!

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.

Say: ¿Puedes volver a leer esa parte y pensar en los sonidos que hacen las letras juntas?

Reading Review

(5 minutes)

1. Group discussion

Say: ¿Qué hacen Lala y su papá?

2. Find words in the book that have the /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)

Word Play: With students, come up with 3-5 words that use the **letter A**.

Write the following words on a whiteboard or index cards: **Lala, masa, salo**.

Say each word, guide students to write the word, then decode the word together. Ask students to think of more 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: Hoy practicamos leer y escribir palabras que tienen la **letra A**. ¡Esto los ayudará a leer y escribir aún más palabras! Recuerden: cuando nosotros leemos, releemos y seguimos leyendo, nos convertimos en buenos lectores.

Differentiation

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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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First Grade



La casa de
Genaro



Rita conoce
un amigo



Titi, Tona y Tati

Set
12

Rita conoce un amigo

Palabras con las letras R (inicial), D, N, T

Lesson Plan

Learning Objectives

Students will identify and read words with the **letters R (initial), D, N, and T**.

Key Skills

Phonics focus: Decoding words with the **letters R (initial), D, N, and T**.

Materials and Preparation

- Copy of *Rita conoce un amigo* for each student
- Unifix cubes
- Whiteboards and markers
- Index cards
- Reading Observation Form
- Prompting Guide
- Paper and pencil for writing activities



**Find all teacher
resources here:**

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Phonics Review:

Palabras con las letras R (inicial), D, N, T

(5 minutes)

1. Introduction

Say: Hoy vamos a leer palabras con las **letras R (inicial), D, N o T**.

2. Phonological awareness: Phoneme blending with Unifix cubes

Teacher uses a line of Unifix cubes, one cube for each phoneme.

Say: Cada cubo representa un sonido. Voy a tocar un cubo y decir un sonido. Ustedes van a combinarlos para formar la palabra. Say each sound while pointing to one cube: /k/... /a/... /d/... /a/ ¡cada! (Use your finger to sweep under the entire word.) Practice with more words:

rato, den, nunca

3. Phonics skills: Whiteboard encoding

Teacher dictates a word, and students write it on their whiteboard.

Say: Voy a decir una palabra con las **letras R (inicial), D, N o T**. Ustedes van a escribirla en su pizarra blanca. La primera palabra es **Tina**. Practice with more words:

pasaron, notado, semana

4. Phonics: Choral reading word practice

Write the following words on a whiteboard or index card. Practice decoding each word together:

salida, dejado, tímida

5. Teacher led HFW Review

Say: Leeremos las palabras de la lista juntos. (Choral read list)

Say: Ahora, lean la lista con un compañero. (Partner read list.)

Say: Ahora léelo por tu cuenta. (Independently read list.)

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: Este libro se llama *Rita conoce un amigo*. Miren la palabra con el sonido /rr/. Pongan un dedo en la palabra. (Rita)

3. Model text reading: Page 1

Say: En esta página hay una palabra que empieza con la **letra N**. Pongan un dedo en la palabra. (notado)

Say: Lean la palabra conmigo... 'notado'.

Say: ¡Lean la oración conmigo! 'Pero Rita había notado que su hermana era distinta a ella a la hora de conocer amigos'.

Student Feedback

Encouraging Self-Correction

Say: ¡Eso estuvo cerca! Mira la(s) letra(s). ¿Qué sonido hace(n) esta(s) letra(s)? Ahora inténtalo de nuevo.

Reinforcing Success

Say: ¡Bravo, trabajaste muy bien para descubrir los sonidos correctos! Observaste las letras, las pronunciaste y las combinaste perfectamente. ¡Eso es lo que hacen los buenos lectores!

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 note.

Say: ¿Puedes volver a leer esa parte y pensar en los sonidos que hacen las letras juntas?

Reading Review

(5 minutes)

1. Group discussion

Say: ¿En qué se diferencian Rita y Melisa a la hora de conocer amigos en la escuela?

2. Find words in the book that have R (initial), D, N, or T

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 each of the following simple sentences out loud and guide students to write the sentence that you say on their whiteboards:

Tan solo me acerco.

Se había sentido tan sola.

Closing

(1 minute)

Say: Hoy practicamos leer y escribir palabras con las **letras R** (inicial), **D, N** y **T**. ¡Esto los ayudará a leer y escribir aún más palabras! Recuerden: cuando nosotros leemos, releemos y seguimos leyendo, nos convertimos en buenos lectores.

Differentiation

Scan the QR code 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-Everywhere Literacy 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.

Set
14

La casa de Genaro

Palabras con las letras
R (media), Ñ, Q, C (suave), V, J

Lesson Plan

Learning Objectives

Students will identify and read words with the **letters R (medial), Ñ, Q, C (soft), V, or J.**

Key Skills

Phonics focus: Decoding words with the **letters R (medial), Ñ, Q, C (soft), V, or J.**

Materials and Preparation

- Copy of *La casa de Genaro* for each student
- Whiteboards and markers
- Index cards
- Reading Observation Form
- Prompting Guide
- Paper and pencil for writing activities



Find all teacher resources here:

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

password: JRRteacher



Phonics Review:

Palabras con las letras R (media), Ñ, Q, C (suave), V, J

(5 minutes)

1. Introduction

Say: Hoy vamos a leer palabras con sílabas con las **letras R** (en el medio de la palabra), **Ñ, Q, C (suave), V, o J**.

2. Phonological awareness: Index cards for syllable blending

Prepare index cards with syllables **/pe/, /ce/, /ra/, /que/, /ri/, /da/, /ga/, /je/, /ma/, /no/, /jo/**.

Say: Lean la sílaba en la tarjeta. (**/pe/**) Ahora, veamos la siguiente tarjeta. (Repeat the procedure, placing the **/ce/** syllable card, and **/ra/** syllable card next, forming a multisyllabic word.) Combinemos las sílabas en las tarjetas. ¿Qué dice la palabra? (**pecera**). Practice with more words:

querida, garaje, manojó

3. Phonics skills: Whiteboard encoding

Teacher dictates a word, and students write it on their whiteboard.

Say: Voy a decir una palabra con una de las letras que estamos practicando hoy. Ustedes van a escribirla en su pizarra blanca. La primera palabra es **querida**. Practice with more words:

vecino, cajita, poquito

4. Phonics: Choral reading word practice

Write the following words on a whiteboard or index card. Practice decoding each word together:

bañaba, cobija, pájaro

5. Teacher led HFW Review

Say: Leeremos las palabras de la lista juntos. (Choral read list)

Say: Ahora, lean la lista con un compañero. (Partner read list.)

Say: Ahora léelo por tu cuenta. (Independently read list.)

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: Este libro se llama *La casa de Genaro*. Pongan un dedo sobre una palabra con la **letra R media**. (Genaro)

3. Model text reading: Page 1

Say: Miremos la tercera oración. Hay una palabra con la **letra R media** y la **letra J**. Pongan un dedo sobre la palabra. (garaje)

Say: Lean la palabra conmigo... 'garaje'.

Say: ¡Lean la oración conmigo! 'Su mamá para el carro en el garaje.'

Student Feedback

Encouraging Self-Correction

Say: ¡Eso estuvo cerca! Mira la(s) letra(s). ¿Qué sonido hace(n) esta(s) letra(s)? Ahora inténtalo de nuevo.

Reinforcing Success

Say: ¡Bravo, trabajaste muy bien para descubrir los sonidos correctos! Observaste las letras, las pronunciaste y las combinaste perfectamente. ¡Eso es lo que hacen los buenos lectores!

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.

Say: ¿Puedes volver a leer esa parte y pensar en los sonidos que hacen las letras juntas?

Reading Review

(5 minutes)

1. Group discussion

Say: ¿Cómo se sentía Genaro al principio del libro? ¿Cómo se sentía Genaro al final del libro? ¿Por qué cambió?

2. Find words in the book that contain the letters R (medial), Ñ, Q, C (soft), V, or J

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 as many **CV/CV/CV** words that contain **R (medial)**, **Ñ, Q, C (soft), V, or J**.

Write the following words on a whiteboard or index card: **jirafa, tejado, revisó**. 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 card, guides students to write the word, and decode the word together.

Closing

(1 minute)

Say: Hoy practicamos leer y escribir palabras que tienen las **letras R (en el medio de la palabra)**, **Ñ, Q, C (suave), V, o J**. ¡Esto los ayudará a leer y escribir aún más palabras! Recuerden: cuando nosotros leemos, releemos y seguimos leyendo, nos convertimos en buenos lectores.

Differentiation

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

Set
12

Titi, Tona y Tati

Palabras con las letras R (inicial), D, N, y T

Lesson Plan

Learning Objectives

Students will identify and read words with the **letters R (initial), D, N, and T**.

Key Skills

Phonics focus: Decoding words with the **letters R (initial), D, N, and T**.

Materials and Preparation

- Copy of *Titi, Tona y Tati* for each student
- Unifix cubes
- Elkonin boxes
- Spanish letter tiles
- Whiteboards and markers
- Index cards
- Reading Observation Form
- Prompting Guide
- Paper and pencil



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Phonics Review:

Palabras con las letras R (initial), D, N, T

(5 minutes)

1. Introduction

Say: Hoy vamos a leer palabras con las letras **R (initial), D, N** o **T**.

2. Phonological awareness: Unifix cubes phoneme blending

Teacher uses a line of Unifix cubes, one cube for each phoneme.

Say: Cada cubo representa un sonido. Voy a tocar un cubo y decir un sonido. Ustedes van a combinarlos para formar la palabra. Say each sound while pointing to one cube /t/... /o/... /p/... /o/ **¡topo!** (Use your finger to sweep under the entire word.) Practice with more words:

Tati, rojo, lado

3. Phonics skills: Elkonin boxes & Spanish letter tiles

Say: Aquí hay un papel con cuadrados, y unas tarjetas con letras. Digo la palabra, **Tona**. (Place the letter tiles **T, O, N,** and **A** in the boxes as you say each sound.) ¡Aquí está mi palabra, **Tona!** Practice with more words:

tengo, deja, nogal

4. Phonics: Choral reading word practice

Write the following words on a whiteboard or index card. Practice decoding each word together:

tapiz, dice, encanta

5. Teacher led HFW Review

Say: Leeremos las palabras de la lista juntos. (Choral read list)

Say: Ahora, lean la lista con un compañero. (Partner read list.)

Say: Ahora léelo por tu cuenta. (Independently read list.)

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: Este libro se llama *Titi, Tona y Tati*. Pongan un dedo sobre una palabra con el sonido /t/. (Titi, Tona, Tati)

3. Model Text Reading: Page 5

Say: Pongan el dedo sobre la palabra con la **letra R inicial**. (repasa)

Say: Lean la palabra conmigo... 'repasa'.

Say: ¡Lean la oración conmigo! 'Tona repasa el libro bajo el nogal.'

Student Feedback

Encouraging Self-Correction

Say: ¡Eso estuvo cerca! Mira la(s) letra(s). ¿Qué sonido hace(n) esta(s) letra(s)? Ahora inténtalo de nuevo.

Reinforcing Success

Say: ¡Bravo, trabajaste muy bien para descubrir los sonidos correctos! Observaste las letras, las pronunciaste y las combinaste perfectamente. ¡Eso es lo que hacen los buenos lectores!

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.

Say: ¿Puedes volver a leer esa parte y pensar en los sonidos que hacen las letras juntas?

Reading Review

(5 minutes)

1. Group discussion

Say: Díganme algo que le gusta hacer a alguna de las hermanas.

2. Find words in the book that have R (initial), D, N, or T

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 each of the following simple sentences out loud and guide students to write the sentence that you say on their whiteboards.

Titi, Tona y Tati son hermanas.

Titi deja al topo al un lado.

Closing

(1 minute)

Say: Hoy practicamos leer y escribir palabras que tienen las **letras R (inicial), D, N y T**. ¡Esto los ayudará a leer y escribir aún más palabras! Recuerden: cuando nosotros leemos, releemos y seguimos leyendo, nos convertimos en buenos lectores.

Differentiation

Scan the QR code 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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Second Grade



Visita a la NASA



El baile de quince



Catalina juega al béisbol

Set
35

El baile de quince

Palabras con B vs V /b/

Lesson Plan

Learning Objectives

Students will identify and read words with the **letters B** and **V**, both pronounced /b/.

Key Skills

Phonics focus: Students will practice reading words with a **letter B**, which has the same sound as the **letter V**. To differentiate between the two letters, many people ask, ¿La **V** de vaca? for **letter V**, or, ¿La **B** de burro? for **letter B**. (Some people can pronounce it differently, but we will use the same sound.) The **letter B** will be referred to as '**B alta**', and the **letter V** will be referred to as '**V pequeña**'.

Materials and Preparation

- Copy of *El baile de quince* for each student
- Whiteboards and markers
- Index cards
- Reading Observation Form
- Prompting Guide
- Paper and pencil for writing activities



Find all teacher resources here:

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password: JRRteacher



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Phonics Review:

Palabras con B vs V /b/

(5 minutes)

1. Introduction

Say: Hoy vamos a leer palabras con las **letras B y V**. Recuerden que las dos letras hacen el mismo sonido, /b/. En algunos países las personas pueden hacer un sonido ligeramente diferente, pero nosotros vamos a hacer un solo sonido. La **letra B** se llama '**B alta**' y la **letra V** se llama '**V pequeña**'.

2. Phonological awareness: Syllable blending with Index cards

Prepare index cards with syllables /sa/, /bien/, /do/, /ves/, /ti/, /ver/, /des/, /bai/, /la/, /mos/.

Say: Lean la sílaba en la tarjeta. (/sa/) Ahora, veamos la siguiente tarjeta. (Repeat the procedure, placing the /bien/ and /do/ syllable cards next, forming a multisyllabic word.) Combinemos las sílabas en las tarjetas. ¿Qué dice la palabra? (**sabiendo**) ¿La sílaba /bien/ se escribe con la **V pequeña** o la **B alta**? Practice with more words:

vestido, verdes, bailamos

3. Phonics skills: Whiteboard encoding

Say: Voy a decir una palabra que tiene la **B alta** o la **V pequeña**. Ustedes van a escribirla en su pizarra. La primera palabra es **boca**. ¿La palabra se escribe con la **V pequeña** o la **B alta**? Practice with more words:

botón, encontraba, vista

4. Phonics: Choral reading word practice

Write the following words on a whiteboard or index card. Practice decoding each word together:

habitación, gavetas, Valeria

5. Teacher led HFW Review

Say: Leeremos las palabras de la lista juntos. (Choral read list)

Say: Ahora, lean la lista con un compañero. (Partner read list.)

Say: Ahora léelo por tu cuenta. (Independently read list.)

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: Este libro se llama *El baile de quince*. Pongan un dedo en la palabra con la **letra B** (baile). La palabra **baile** se escribe con la **letra B alta**.

3. Model text reading: Page 9

Say: Hay varias palabras con la **V** de **vaca** en esta página. Pongan un dedo en la que tiene la **V pequeña** en la primera oración. (Valeria)

Say: Lean la palabra conmigo... 'Valeria'.

Say: ¡Lean la oración conmigo! 'Mamá y Valeria estaban listas'.

Student Feedback

Encouraging Self-Correction

Say: ¡Eso estuvo cerca! Mira la(s) letra(s). ¿Qué sonido hace(n) esta(s) letra(s)? Ahora inténtalo de nuevo.

Reinforcing Success

Say: ¡Bravo, trabajaste muy bien para descubrir los sonidos correctos! Observaste las letras, las pronunciaste y las combinaste perfectamente. ¡Eso es lo que hacen los buenos lectores!

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.

Say: ¿Puedes volver a leer esa parte y pensar en los sonidos que hacen las letras juntas?

Reading Review

(5 minutes)

1. Group discussion

Say: ¿Por qué piensan que los ojos de Valeria se iluminaron cuando vio la tiara?

2. Find words in the book that have the letters B or V

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)

Beginning, Middle, End: Students write two sentences about the beginning, three sentences about the middle, and two sentences about the end of the book.

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

Closing

(1 minute)

Say: Hoy practicamos leer y escribir palabras que tienen la **letra B alta** o la **letra V pequeña**, que hacen el mismo sonido, /b/. ¡Esto los ayudará a leer y escribir aún más palabras! Recuerden: cuando nosotros leemos, releemos y seguimos leyendo, nos convertimos en buenos lectores.

Differentiation

Scan the QR code 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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Set
33

Visita a la NASA

Palabras con la letra X: /ks/, /j/, /s/

Lesson Plan

Learning Objectives

Students will identify and read words with the **letter X** with the sounds /ks/, /j/, and /s/.

Key Skills

Phonics focus: Decoding words with the **letter X** with the pronunciations /ks/, /j/, and /s/.

Materials and Preparation

- Copy of *Visita a la NASA* for each student
- Whiteboards and markers
- Highlighters
- Index cards
- Reading Observation Form
- Prompting Guide
- Paper and pencil for writing activities



Find all teacher
resources here:

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

password: JRRteacher



Phonics Review:

Palabras con la letra X: /ks/, /j/, /s/

(5 minutes)

1. Introduction

Say: Hoy vamos a leer palabras con la **letra X**. Recuerden que la **letra X** se pronuncia de tres formas: /ks/, /j/ y /s/. Por ejemplo: examen, México y xilófono.

2. Phonological awareness: Whiteboard decoding

Teacher uses a whiteboard and marker to write and display a word. Teacher guides students to decode the word.

Say: Voy a escribir una palabra en mi pizarra blanca. Todos intenten leerla en voz alta. Aquí está mi primera palabra. (Write **Texas**). Intentemos leerla. ¿Cuál de los sonidos tiene la **letra X** en esta palabra? (/j/) Practice with more words:

galaxia, máximo, existe

3. Phonics skills: Paper, pencil, and highlighter encoding

Teacher dictates a word, and students write it on their paper. Then, they highlight the syllable with the **letter X**.

Say: Voy a decir una palabra. Van a escribirla en su papel. Luego, resaltan la sílaba que se escribe con **X**. Después, deciden si la **X** suena /ks/, /j/ o /s/. La primera palabra es **taxi**. (/ks/) Practice with more words:

auxilio, éxito, oxígeno

4. Phonics: Choral reading word practice

Write the following words on a whiteboard or index card. Practice decoding each word together:

extenuante, extremadamente, asfixiarnos

5. Teacher led HFW Review

Say: Leeremos las palabras de la lista juntos. (Choral read list)

Say: Ahora, lean la lista con un compañero. (Partner read list.)

Say: Ahora léelo por tu cuenta. (Independently read list.)

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: Este libro se llama *Visita a la NASA*. Hay ocho palabras con una **letra X** en la primera página. Pongan un dedo en una de las palabras. (Texas, exclusivo, exactitud, explorando, examinando, existe, exterior, excelente)

3. Model text reading: Page 7

Say: Hay siete palabras con la **letra X** con el sonido **/ks/** en esta página. Pongan un dedo en una de las palabras. (excepcional, explicaron, máximo, exámenes, expertos, experimentar, extraña)

Say: Lean las palabras conmigo... 'excepcional', 'explicaron', 'máximo', 'exámenes', 'expertos', 'experimentar', 'extraña'.

Say: ¡Lean la primera oración conmigo! 'Lo más excepcional fue tomar el tranvía de la NASA'.

Student Feedback

Encouraging Self-Correction

Say: ¡Eso estuvo cerca! Mira la(s) letra(s). ¿Qué sonido hace(n) esta(s) letra(s)? Ahora inténtalo de nuevo.

Reinforcing Success

Say: ¡Bravo, trabajaste muy bien para descubrir los sonidos correctos! Observaste las letras, las pronunciaste y las combinaste perfectamente. ¡Eso es lo que hacen los buenos lectores!

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.

Say: ¿Puedes volver a leer esa parte y pensar en los sonidos que hacen las letras juntas?

Reading Review

(5 minutes)

1. Group discussion

Say: ¿Qué harían si pudieran viajar a la luna?

2. Find words in the book that have the /ks/, /s/, or /j/ sounds with letter X

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 as many words as possible that use the **letter X**.

Write the following words on a whiteboard or index card: **galaxia, oxígeno, Texas**. 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 card, guides students to write the word, and decode the word together.

Closing

(1 minute)

Say: Hoy practicamos leer y escribir palabras que tienen la **letra X** con los sonidos **/ks/**, **/j/** y **/s/**. ¡Esto los ayudará a leer y escribir aún más palabras! Recuerden: cuando nosotros leemos, releemos y seguimos leyendo, nos convertimos en buenos lectores.

Differentiation

Scan the QR code 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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Set
32

Catalina juega al béisbol

Palabras de 4 sílabas

Lesson Plan

Learning Objectives

Students will identify and read words with **four syllables**.

Key Skills

Phonics focus: Decoding words with **four syllables**.

Materials and Preparation

- Copy of *Catalina juega al béisbol* for each student
- Whiteboards and markers
- Index cards
- Reading Observation Form
- Prompting Guide
- Paper and pencil for writing activities



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Phonics Review:

Palabras de 4 sílabas

(5 minutes)

1. Introduction

Say: Hoy vamos a leer **palabras de cuatro sílabas**.

2. Phonological awareness: Clap-clap-blend

Teacher says a word, and students clap out each syllable.

Say: Podemos combinar diferentes sílabas para formar palabras. Miren mientras les muestro este ejemplo. La primera sílaba es /Ca/. (Clap.) La siguiente sílaba es /ta/. (Clap.) /li/. (Clap.) /na/. (Clap.) Ahora combínenlas: /Ca/, /ta/, /li/, /na/. (Hit table with fist.) ¡La palabra es **Catalina!** Practice with more words:

Federico, objetivo, felicidad

3. Phonics skills: Whiteboard encoding

Teacher dictates a word, and students write it on their whiteboard.

Say: Voy a decir una palabra que tiene cuatro sílabas, y ustedes van a escribirla en sus pizarras. La primera palabra es **caminando**. Practice with more words:

vecindario, nuevamente, preguntarles

4. Phonics: Choral reading word practice

Write the following words on a whiteboard or index card. Practice decoding each word together:

golosinas, sorprendente, dibujando

5. Teacher led HFW Review

Say: Leeremos las palabras de la lista juntos. (Choral read list)

Say: Ahora, lean la lista con un compañero. (Partner read list.)

Say: Ahora léelo por tu cuenta. (Independently read list.)

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: Este libro se llama *Catalina juega al béisbol*. Miren la página 1. Pongan un dedo sobre una de las palabras de cuatro sílabas. (tardecita, Catalina, disimulo, Alejandro, felizmente, compañeros)

3. Model text reading: Page 11

Say: Hay cinco palabras de cuatro sílabas en esta página. Pongan un dedo sobre una de las palabras. (liderados, Alejandro, entusiasmo, Catalina, felicidad)

Say: Lean las palabras conmigo... 'liderados, Alejandro, entusiasmo, Catalina, felicidad'.

Say: ¡Lean las oraciones conmigo! 'Los niños, liderados por Alejandro, saltan con entusiasmo junto a Catalina y le hacen palmas y porras. ¡Qué felicidad!'

Student Feedback

Encouraging Self-Correction

Say: ¡Eso estuvo cerca! Mira la(s) letra(s). ¿Qué sonido hace(n) esta(s) letra(s)? Ahora inténtalo de nuevo.

Reinforcing Success

Say: ¡Bravo, trabajaste muy bien para descubrir los sonidos correctos! Observaste las letras, las pronunciaste y las combinaste perfectamente. ¡Eso es lo que hacen los buenos lectores!

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.

Say: ¿Puedes volver a leer esa parte y pensar en los sonidos que hacen las letras juntas?

Reading Review

(5 minutes)

1. Group discussion

Say: ¿Les pasó alguna vez algo parecido a lo que le pasó a Catalina? ¿Se atrevieron a hacerlo?

2. Find words in the book that have four 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)

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

Students work independently to write 3 things that happened and then share with their classmate.

Closing

(1 minute)

Say: Hoy practicamos leer y escribir **palabras de cuatro sílabas**. ¡Esto los ayudará a leer y escribir aún más palabras! Recuerden: cuando nosotros leemos, releemos y seguimos leyendo, nos convertimos en buenos lectores.

Differentiation

Scan the QR code 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-Everywhere Literacy 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.



Just Right Reader