

**Letter / Spelling Pattern of the Day: B**  
**Day 1**

Pacing Guide			
Day 1		Day 2	
Activity	Time	Activity	Time
Phonemic Awareness	15 minutes	Phonemic Awareness	10 minutes
Phonics Writing	10 minutes	Shared Reading	10 minutes
Within Lesson Transitions	5 minutes	Mastery Assessment	5 minutes
		Within Lesson Transitions	5 minutes

**Phonemic Awareness (“In the Dark” practice) - 15 minutes**

**Warm Up Phonemic Awareness**

**(5 min) Phonemic Awareness Activities**

<b>Rhyming</b> The teacher says the word pair and the students repeat the word pair.	<b>Breaking Words Into (Compound)</b> The teacher says the compound word and then segments it into two words. The students repeat the compound word and then say the separate words.	<b>Beginning sounds</b> The teacher says the word and then isolates the onset. The students repeat the word and the onset.	<b>Final Sounds</b> The teacher says the word and the isolates the final sound. The students repeat the word and the final sound.	<b>Manipulating sounds</b> Teacher says the word and the students repeat. The teacher then says, “Add /*/ at the end and the word is?”
again, ten then, hen great, date all, tall sat, bat	follow /fōl-lō/ punish /pŭn - ŷsh/ shadow /shăd - ō/ empty /ĕmp - tē/ after /ăf - ter/	sat /s/ bat /b/ mat /m/ hat /h/ cat /c/	all // sat /t/ wall // again /n/ put /t/	wind-/ō/= window fell-/ō/= fellow pill-/ō/= pillow jell-/ō/= jello yell-/ō/= yellow

**Teacher Modeling of the Letter**

**(7 min) Introduce**

- Introduce the letter with a Jolly story.

“Come on,” said Inky, “let’s play with the bat and ball.” She got them out of the bag. Bee hit the ball. “b, b, b, bat!” she shouted. Inky ran after it and caught it as it bounced. “Well done,” hissed Snake. They stayed at the beach until tea time. “I supposed we had better go back home now,” said Inky. Bee and Snake helped Inky pack away the things, and they started from home.” That was a lovely day,” said Bee. “Yes,” agreed Snake. “Well, apart from my fish!” he added.

- Read all words with the target sound on the Jolly Story Poster. Isolate the target sound.
- Have students pay attention to the shape of the mouths / location of the tongue when you’re making the sound.

- Tell students the new sound is /b/. (Try to say a clipped /b/ and not /buuu/.)
- Have students say the /b/ sound several times.
- Ask students if /b/ is a consonant sound or a vowel sound. (It is a consonant sound, made by pressing the lips together and opening them with a popping sound.)

- Reveal OCR card (with a post-it over the letters). Model the sound with its hand motion. Say that the name of the object on OCR card also makes the target sound.
  - Have students practice making the sounds 3-5 times (come up with fun ways to practice)

### (3 min) Segment and Recognize (Phonemic Awareness)

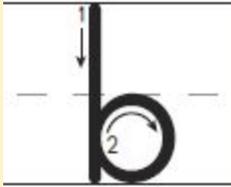
- Say a word. Model segmenting.
- Model recognizing the sound at the beginning/end of the word.
- Point out which words do not have the sound. (Do not need to use all the words below.)

pig - /p/ /i/ /g/, ball - /b/ /o/ /l/,	bell - /b/ /e/ /l/, sob - /s/ /o/ /b/,	lab - /l/ /a/ /b/, lap - /l/ /a/ /p/,	bot - /b/ /o/ /t/, bug - /b/ /u/ /g/
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### Phonics - 10 minutes

#### Write the Letter

- Pull words that start with the target sound from the Jolly story and write this down on Teacher white board.
- Reveal the letter on the OCR card (take off the post-it)
- Show the students how to write the **lowercase letter** (hand motion) with numbered steps.
  - Have students practice writing in the air, on the carpet, on their palm. (come up with fun ways to practice writing the letter 3-5 times)
- Show the students how to write the **uppercase letter** (hand motion) with numbered steps.
  - Have students practice writing in the air, on the carpet, on their palm. (come up with fun ways to practice writing the letter 3-5 times)
- Say the name of the letter. Have students repeat the name of the letter 3-5 times.
  - Help students distinguish the sound and name of the letter by asking
    - “What’s the sound?” & “What’s the name?”

	Start at the top line. 1. Long line down 2. Circle to the right
	Start on the top line. 1. Long line down (lift) 2. Half a circle to the right 3. Half a circle to the right

### Letter / Spelling Pattern of the Day: B Day 2

#### Phonemic Awareness (“In the Dark” practice) - 10 minutes

#### Warm Up Phonemic Awareness

#### (5 min) Phonemic Awareness Activities

<b>Rhyming</b> The teacher says the word	<b>Breaking Words Into (Compound)</b>	<b>Beginning sounds</b>	<b>Final Sounds</b> The teacher says the word	<b>Manipulating sounds</b>
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pair and the students repeat the word pair.	The teacher says the compound word and then segments it into two words. The students repeat the compound word and then say the separate words.	The teacher says the word and then isolates the onset. The students repeat the word and the onset.	and the isolates the final sound. The students repeat the word and the final sound.	Teacher says the word and the students repeat. The teacher then says, "Add /*/ at the end and the word is?"
great, state had, sad wall, mall sat, mat then, men	again /ŭ-gĕn/ horses /hor-sĕz/ after /ăf - ter/ kindly /kĭnd - lĕ/ market /mar-kĕt/	great /g/ date /d/ late /l/ state /s/ skate /s/	men /n/ put /t/ fall /l/ could /d/ great /t/	clean-/est/= cleanest dark-/est/=darkest high-/est/=highest fat-/est/= fattest great-/est/= greatest

**(2 min) Review the Letter Sound**

Review OCR card (with a post-it over the letters). Model the sound with its hand motion. Say that the name of the object on OCR card also makes the target sound.

- Have students practice making the sounds 3-5 times (come up with fun ways to practice)

**(3 min) Segment and Recognize (Phonemic Awareness)**

- Say a word. Model segmenting.
- Model recognizing the sound at the beginning/end of the word.
- Point out which words do not have the sound. (Do not need to use all the words below.)

pig - /p/ /i/ /g/, ball - /b/ /o/ /l/,	bell - /b/ /e/ /l/, sob - /s/ /o/ /b/,	lab - /l/ /a/ /b/, lap - /l/ /a/ /p/,	bot - /b/ /o/ /t/, bug - /b/ /u/ /g/
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**Shared Reading - 10 minutes**

Beautiful Belle blew a balloon  
A big balloon **that was** blue  
**For** her baby brother's birthday  
Her brother **was** turning two

- Teachers preview 1-2 sight words and 1 vocabulary (optional) that students will see in the text.
  - Sight word: **that, was, for**
  - Vocabulary: N/A
- Teachers preview blending the words with today's spelling pattern. Use teacher whiteboard to model blending.

**Must model blending these words before reading the book:** big

**Teacher Reading Strategy**  
Echo-Reading

**Decoding Strategy**  
Sound-by-Sound

**Assess Mastery - 5 minutes**

TEACHER NOTE: Even if this is the first time students are writing the letter and have not learned all consonants, please encourage students to spell all sounds they hear. They should definitely be able to get

the beginning /s/ sound correct. For the students who receive 3 out of all 3 beginning sounds, release these students to practice independently. Students MUST practice the routines and systems of working Independently on Day 1!

**(5 min) Letter Writing Practice**

- **This is the very first time that students are attempting to write a letter.**
- **Please use the lined side of the white board for this practice.**
- **Recognizing and encoding the /s/ at the beginning is the utmost importance. For any students who got all three short a sounds correct are ready to be released for independent reading.**
- All students use individual lined whiteboards and write these words (or letters in the BOY)

<u>nab</u>	<u>big</u>	Non-sense word: <u>bub</u>
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- Students who got 3/3 (**beginning sound only for the first 10 lessons**) here will be released to independent reading.
- Students who got 1/3 or 2/3 will stay on the carpet to review blending.

**Review Words for Blending**

big, nab, rib, bad, beg, hub, but, bun, bin, nib