

Emergent Reader Series Foundational Skills Guide

Emergent Reader 18:

Jen's Best Gift Ever

Companion



Day 1

Deliver all Day 1 activities to help students read the words they will encounter in the book *Jen's Best Gift Ever (Companion)*. Before guiding students through the activities with the words provided, become familiar with the model lessons in the Day 1 Model Lesson section of this guide. Since students vary widely in their word reading skills, these activities and their pacing can be adjusted to provide the right amount of practice for each student.

Say-It-and-Move-It or Fingers for Sounds

Four-Phoneme Words: best, gift, glad, just, plan

Five-Phoneme Words: hands, jumps, lifts

Introduce Target Letter-Sound Correspondence

Consonant /j/ Sound Spelled j TT

Have a card for the letter *j*, picture cards of jump and a jacket, and student writing materials on hand. Show students the letter card *j* to remind them of the letter shape. Explain that the consonant letter *j* stands for the /j/ sound, which is the first sound in the words *jump* and *jacket* (show picture cards). Emphasize the /j/ sounds in the words as you say them. Say: *To make the /j/ sound, we put our teeth together and pucker our lips. The tip of our tongue goes up to touch the roof of our mouth right behind our top teeth, then we push the air out through our lips. Making the /j/ sound is almost like making the /d/ sound, but when we make the /j/ sound, right after we stop the air we quickly push the air out through our puckered lips. You can feel a vibration if you put your hand on your throat and say the /j/ sound. Place your hand on your throat and say: Watch me: /j/. Put your hand on your throat where your voice box is and let's try it together: /j/. Feel the vibration on your hand as you make the sound: /j/. Give feedback as necessary to be sure students feel the correct sound production. Explore the sound as a stop sound. Say: The /j/ sound is a sound we can't stretch. If we want to listen to this sound closely, we have to bounce it —/j/-/j/-/j/—because when your tongue is behind your top teeth, it stops the air from coming out. Each time you bounce the /j/ sound you can feel a vibration if you put your hand on your throat. If you put your hand in front of your mouth, you can feel a puff of air. Let's try it: /j/, /j/, /j/. Say: To make the /j/ sound, we put our tongue behind our top teeth to stop the air and then quickly push the air out again: /j/. To further reinforce the sound-symbol relationship, provide a brief opportunity for students to write the letter as they say the sound the letter makes. Ask: What letter did you write? (j). What sound does the letter stand for? (/j/).*

Continuous Blending

Words: Jen, gift, just, gets

Puzzle Word Introduction TT

New High-Frequency Puzzle Word: from

Review High-Frequency Puzzle Words: he, her, little, she, the, then, to, what

Story Puzzle Words: birthday, ribbon

Compound Words

Consonant /j/ sound spelled j

Spectrum of Literacy

Flyleaf's Spectrum of Literacy is a comprehensive and systematic phonics scope & sequence that progresses from basic decoding to fluent independent reading.

TEACHER TIP

When making the /j/ sound, be careful to avoid adding a vowel sound, which would make a sound like /juh/. This sound isolation is tricky for teachers and students alike and requires careful attention.

TEACHER TIPS

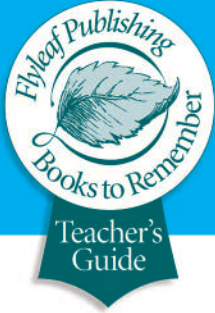
Focus instruction on the words students do not yet read automatically.

Connect to knowledge for partial decodability: from (ability to read the *fr* blend; consonant /m/ sound spelled *m*; flexible decoding strategies)

Note: Typically, when students sound out *from* they will change their pronunciation to match spoken language if they know the meaning of the word *from*.

ribbon (flexible decoding strategies to read closed syllables: *rib/bon*) **Note:** Typically, when students sound out *rib/bon* they will change their pronunciation to match spoken language if they know the meaning of the word *ribbon*.

birthday (many students will already know this word by sight)



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Day 1, *continued*

Word Chains

Letter Cards: s, m, a, t, p, g, i, l, f, e, u, b, j

Word Chain to Emphasize Blends:

gift → lift → list → mist → must → just → bust → best → jest → pest → past → last → fast

Letter Cards: a, n, t, p, o, d, i, l, e, u, b, j, g, B, J

CVC Word Chain to Emphasize Medial Vowel Changes:

got → get → jet → let → led → Jed → bed → bud → bun → Ben →

Jen → Jan → tan → ten → tin → tip → top → tap

Teaching Point

Review

- Model how to decode the multisyllabic word *ribbon* by dividing between consonants to create two closed syllables: *rib/bon*. Have students read each syllable separately and then blend the two syllables together. Follow the same process for the word *cannot*.
- /k/ sound spelled *ck* following a short vowel at the end of a word or syllable (*black, picks*).
- Inflectional ending *-s* as a tense marker (*gets, jumps, lifts, runs, picks*).
- Final blends (*best, gift, just, last, jumps, lifts, hands*). Make sure students practice segmenting and blending back the sounds orally with these four- and five-phoneme words. Call attention to each sound in the final blend (or consonant cluster). The /f/, /n/, and /s/ sounds in the final blends are continuant sounds and can be stretched for emphasis. For example: /g/ /i/ /fff/ /t/.

Close Reading Instruction and Individual Reading

Complete the Day 1 activities in the *Jen's Best Gift Ever (Companion)* Close Reading Guide.





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Day 2

Deliver all Day 2 activities to help students deepen their knowledge of the words they will encounter in the book *Jen's Best Gift Ever* (*Companion*). Before guiding students through the activities with the words provided, become familiar with the model lessons in the Day 2 Model Lesson section of this guide. Since students vary widely in their word reading skills, these activities and their pacing can be adjusted to provide the right amount of practice for each student.

Phoneme-Grapheme Mapping R

black: Tap four sound boxes in the grid. Model for students how to hear and/or feel all of the sounds in the blend. Then guide students to write the *b* and *l* in separate boxes. Monitor to be sure students are using the correct letter(s) for the /k/ sound, and scaffold as necessary.

glad, hands, jumps, just, last, lifts: Tap four or five sound boxes in the grid. Model for students how to hear and/or feel all of the sounds in the blend. For *hands*, guide them to feel the nasal vibration for the /n/ sound and to extend the production of the sound to distinguish it from the rest of the sounds in the word. Then guide students in writing the consonants in the blends in separate boxes. For *hands*, ask students what letter at the end of the word spells the plural, telling us there is more than one hand. (*s*). Guide students to write the *s*. For *jumps* and *lifts*, guide students in adding the inflectional ending *-s* to form the third person singular.

b	l	a	ck		black
g	l	a	d		glad
h	a	n	d	s	hands
j	u	m	p	s	jumps
j	u	s	t		just
l	a	s	t		last
l	i	f	t	s	lifts

Extension: Phoneme-Grapheme Mapping to Focus on Blends

Words: tick/stick, pod/pond, bet/best, lad/glad, jut/just, lit/lift

Connecting High-Frequency Words to Meaning

Words: little, her, the, then, from, he, what, she

Word Cards: little, her, the, Then, from, He, What, She

Instructions: Write the following sentence frames on sentence strips. Place them in a pocket chart. As students take turns reading, have them choose the best high-frequency word to fill in the blank space. This provides an opportunity for repeated practice in reading high-frequency words in context to reinforce the relationship between spelling, pronunciation, and meaning. TT

Jen got a ____ black cat. (little)

She picked up ____ cat. (her/the)

____ the cat jumps ____ Jen's hands. (Then, from)

____ jumps from Jen's hands. (He)

____ can Jen do? (What)

____ has a plan to get ____ cat back. (She, her/the)

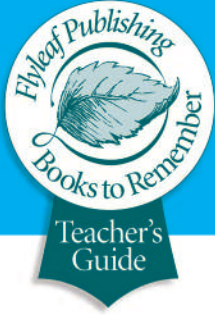
REMINDERS

Be sure to map words exactly as they are mapped on the sample grid.

Once the activity is complete, have students read back all the words they have spelled to reinforce the spelling and reading connection.

*TEACHER TIP

For extra high-frequency word practice, create a Puzzle Word fluency grid. Refer to the Puzzle Word Fluency Instruction Model for ideas.



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Day 2, *continued*

Cut-Up Sentences

Jen jumps from bed.
It has a ribbon on top.
Jen lifts the lid on the gift.
Jen's gift is a little black cat!
She picks the cat up.
Jen cannot get him.
Jen has a plan.
She lifts a ribbon from her gift.
The cat runs to get the ribbon.
A cat is Jen's best birthday gift.

Individual Reading

Complete the Day 2 Individual Reading as noted in the *Jen's Best Gift Ever (Companion)* Close Reading Guide.

Post-Reading

Once you have completed Foundational Skills and Close Reading instruction for this book, monitor skill development with the assessment below. Use a blank sheet of paper to cover everything other than the Progress Monitoring Assessment chart, and then ask students to read the letter and words in each column. Record student responses on individual response sheets found in the Blackline Master section of this guide.

Progress Monitoring Assessment

Target Letter-Sound Correspondence

Nonsense Words

Real Words

New High-Frequency Puzzle Words

j

jod

Jen

from

jast

just

jift

gift

glid

job

jomp

lump