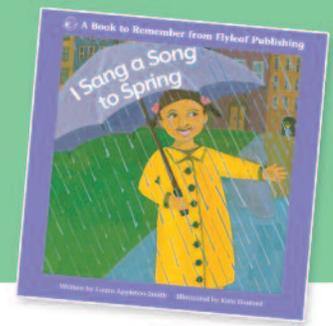


Emergent Reader Series Foundational Skills Guide

Emergent Reader 37: *I Sang a Song to Spring*



Words with Endings

Foundational Skills Consolidation



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.

Day 1

Deliver all Day 1 activities to help students read the words they will encounter in the book *I Sang a Song to Spring*. 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: flip, flop, soft, wind

Introduce Target Letter-Sound Correspondence

Foundational Skills Consolidation

There is no new letter-sound correspondence introduced in this book. However, this guide provides an opportunity to review skills that students may need more practice with. The following activities are designed to consolidate knowledge of English phonics and spelling patterns and build automaticity with CVC, CCVC, CVCC, and CCVCC words, as well as to ensure that more words are recognized by sight. Students should also begin to recognize syllables within multisyllabic words and understand the connection between spelling and meaning for inflectional endings.

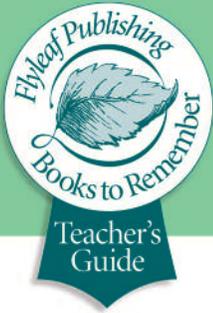
Blending of Multisyllabic Words

Word: trickling **TT**

TEACHER TIP

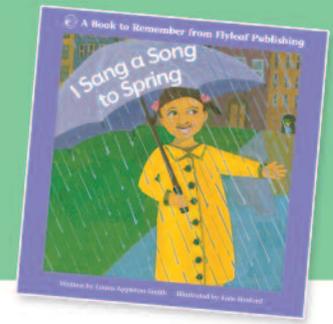
The word *trickling* needs special attention in blending since the *tr* spelling convention has to visually trigger the pronunciation /ch/ +/r/. Call attention to the *tr* blend before approaching the word and ask students what sound the *tr* stands for. Then blend this with the short vowel and final /k/ sound spelled -ck. Pause, and then read the second syllable: *ling* (trick/ling).





Emergent Reader Series Foundational Skills Guide

Emergent Reader 37: *I Sang a Song to Spring*



Day 1, *continued*

Puzzle Word Introduction TT

New High-Frequency Puzzle Word: grow

Review High-Frequency Puzzle Words: by, me, my, of, said, they, to, was

Story Puzzle Words: leaves, snow

Word Chains

Letter Cards: s, a, n, t, p, o, d, i, r, l, f, e, u, b, w, ee TT

Word Chain:

drop → drip → rip → lip → flip → flop → flap → lap → tap → tip → lip → lit → lift →

loft → soft → sift → sit → wit → win → wind → wend → wed → wet → west →

best → bet → but → beet → feet

≡*TEACHER TIPS

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

Connect to knowledge for partial decodability:
grow (ability to read the word *grows*)
leaves (consonant /l/ sound spelled *l*; consonant /v/ sound spelled *v*; consonant /s/ sound spelled *s*)
snow (ability to read *sn*; if you can read *grow*, you can read *snow*)

≡*TEACHER TIP

The vowel digraph *ee* should be printed on one card in red ink.

Teaching Points

Review

- Model syllable division strategy to decode multisyllabic words (*kick/ing, lift/ed, rest/ing, sum/mer, trick/ling, um/brel/la, un/der, win/ter*). Remember that some students can be guided to apply the syllable division strategy by dividing between consonants so each syllable has a vowel, while others will benefit from just blending back the syllables into a whole word after the teacher has performed the division of the syllables.
- Schwa /ə/ sound (*along, umbrella*).

Close Reading Instruction and Individual Reading

Complete the Day 1 activities in the *I Sang a Song to Spring* Close Reading Guide.

Day 2

Deliver all Day 2 activities to help students deepen their knowledge of the words they will encounter in the book *I Sang a Song to Spring*. 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.

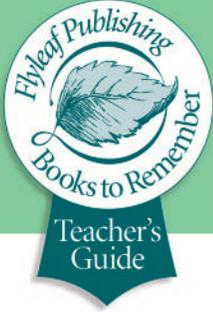
Word Sums

kick + ing → kicking

rest + ing → resting

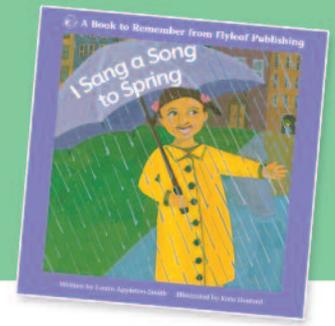
trickle + ing → trickling (Say: Trickle, drop the e, plus ing, is rewritten as trickling.)

lift + ed → lifted



Emergent Reader Series Foundational Skills Guide

Emergent Reader 37: *I Sang a Song to Spring*



Day 2, continued

Phoneme-Grapheme Mapping R

drips, drops: Tap five sound boxes in the grid. Monitor that students are using the letter *d* to spell the first sound in the consonant cluster sound /jr/. Monitor to be sure students are adding the plural -s.

puff: Tap three sound boxes in the grid. Monitor to be sure students are applying the FLOSS rule correctly.

sang, sung: Tap three sound boxes in the grid. Guide students in using the digraph *ng* to spell the /ng/ sound. Say: *Remember, we have to write the digraphs in just one box because they make only one sound.*

b	a	ck				back
d	r	i	p	s		drips
d	r	o	p	s		drops
p	u	ff				puff
s	a	ng				sang
s	u	ng				sung

Extension: Phoneme-Grapheme Mapping to Focus on Blends

Words: lit/list, hit/hint, net/nest, hut/hunt

Connecting High-Frequency Words to Meaning TT

Words: a, grow, in, the, I, will, and, like, to, be, little, my, said, have, go, what, was, it, that, she

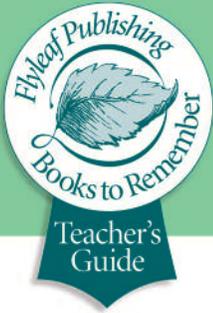
Instructions: Write the following sentences on sentence strips. Place them in a pocket chart for students to take turns reading. This provides an opportunity for repeated practice in reading high-frequency words in context to reinforce the relationship between spelling, pronunciation, and meaning.

- Can a seed grow in the snow?
- I will grow big and tall.
- I like to be little.
- My dad said I have to go.
- What was it that she said?
- Leaves grow on trees.

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

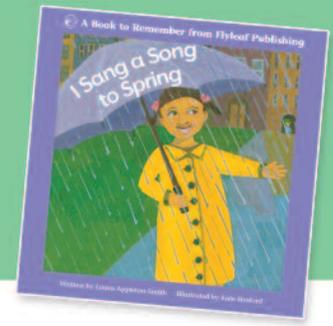
REMINERS
If you need to remember how to map a word with no instruction noted here, refer to the model lesson. Be sure to map words exactly as they are mapped on the sample grid. Once the activity is complete, have students read back all the words they have spelled to reinforce the spelling and reading connection.





Emergent Reader Series Foundational Skills Guide

Emergent Reader 37: *I Sang a Song to Spring*



Day 2, continued

Cut-Up Sentences

I sang a song to spring.

Spring sang a song to me.

My flip-flops sang a song to summer.

A winter wind sang a strong song.

It lifted my hat up!

Winter was resting under a blanket of snow.

Individual Reading

Complete the Day 2 Individual Reading as noted in the *I Sang a Song to Spring* 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

tung

song

grow

ting

spring

bung

sang

trang

sung

dring

rung