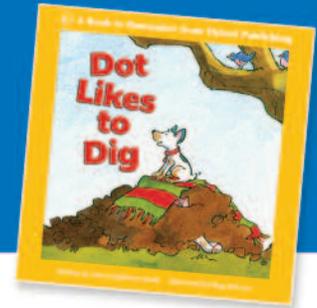


Emergent Reader Series Foundational Skills Guide

Emergent Reader 10: *Dot Likes to Dig*



Day 1

Deliver all Day 1 activities to help students read the words they will encounter in the book *Dot Likes to Dig*. 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

Three-Phoneme Words: pig, mat, dig, sit, tip, top, tap TT

Four-Phoneme Words: naps, pigs, sits

Introduce Target Letter-Sound Correspondence

Short /i/ Sound Spelled i TT

Have a card for the letter *i*, picture cards of *itch* and *dig*, and student writing materials on hand. Show students the letter card *i* to remind them of the letter shape (show picture cards). Explain that today they are going to learn about the letter *i*, which is a vowel, and how it can stand for the short /i/ sound, which is the first sound in the word *itch* and the middle sound in the word *dig*. Emphasize the short /i/ sound in both words as you say them. Say: *To make the short /i/ sound, we need to smile wide. Watch me: /i/. Call attention to the shape your mouth makes when you say the sound. Say: Let's try it together: /i/. Observe students and offer support as necessary, then ask: Do you feel your mouth open and smiling wide? Say: Watch me as I put my hand under my chin and say the short vowels we have practiced so far: /i/, /a/, /o/. Now put your hand under your chin with your palm facing down and say the short vowel sounds with me: /i/, /a/, /o/. Ask: What happens to your jaw and mouth when you say /i/, /a/, /o/? (Your jaw drops. Your mouth goes from a smile position to a half open position to an open position.) If possible let students look in a mirror or at each other as they make the three sounds in a row. Draw a staircase with three stairs on the board and place the vowels in descending order with the *i* next to the top step, followed by *a* and *o*. Refer to the Vowel Staircase found in the Blackline Master section of this guide. Say: Take turns with your partner making the three short vowel sounds /i/, /a/, /o/ in a row. Put your hand under your chin. Feel how your mouth changes when you say the sounds down the staircase. See how your partner's mouth changes when they say the sounds. It will help us to read and spell if we can see, feel, and hear how the vowel sounds are different. Give feedback as necessary to be sure students feel the correct sound productions and feel their jaw dropping as they say the sounds down the staircase. Explore the duration property of a vowel sound. Say: The short /i/ sound can be stretched because the air that carries the sound comes out of our open mouth. That means we can say it for a long time. Let's try it together: (/i/). Hold the short /i/ sound, as in *itch*, continuously for as long as you have breath. Say: When we make the short /i/ sound we need to smile wide: /i/. 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? (*i*). What sound does the letter stand for? (short /i/).*

Sound-by-Sound Blending

Words: dig, pig, sits

Puzzle Word Introduction

New High-Frequency Puzzle Words: her, oh

Review High-Frequency Puzzle Words: like, likes, my, see, she, the, to, yes

CCVCC Words

Short /i/ sound spelled i

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

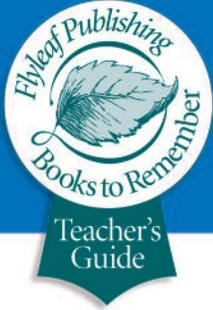
Explain to students why vowels are so important by showing that every word we say or read has to have a vowel sound. Illustrate by showing students a picture for the word *dig* and having them try to say the word without the vowel sound: (/d//g/). Point out that we can hardly hear the word and it doesn't even sound like a word anymore.

TEACHER TIP

The short vowel sounds of the letters *a* and *i* are difficult for some students to distinguish. The reason for this is that these sounds' articulators (lips, tongue) are in almost the same place in the mouth. If you have students put the back of their hand under their chin and say the short /i/ sound followed immediately by the short /a/ sound, they can feel their jaw drop slightly when they say the short /a/ sound. This process gives students kinesthetic feedback for how to produce and distinguish between the vowel sounds. Remember, an important part of letter-sound instruction is to help students distinguish between vowel sounds by using multisensory cues, such as jaw position, related to how the sounds feel when they are produced.

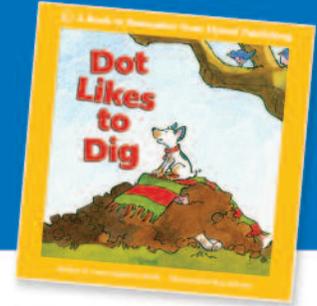
REMINDER

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



Emergent Reader Series Foundational Skills Guide

Emergent Reader 10: *Dot Likes to Dig*



Day 1, *continued*

Word Chains

Letter Cards: s, a, n, k, t, p, o, g, d, i

Word Chain:

naps → nap → tap → top → tip → sip → sit → kit → pit → pig → pigs → digs → dig

Teaching Point

Review

In this book there are several words (*naps*, *pigs*, *socks*) with four phonemes. Make sure to segment each word into sounds and then blend these sounds back into a word. For example, segment the word *naps* into four sounds (phonemes) and then blend the sounds back into the word: /n/ /a/ /p/ /s/ → naps. This guide will introduce the first person singular inflectional verb ending –s that is added to a verb to show who is doing the action. For example, we say “I nap” but we say “Dot naps.”

Monitor students’ reading of the word *can’t* and provide support as necessary if confusion remains.

Monitor students’ understanding of the plural inflectional –s marker by asking “Which letter in the word *socks* lets us know there is more than one sock?” (s)

Close Reading Instruction and Individual Reading

Complete the Day 1 activities in the *Dot Likes to Dig* 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 *Dot Likes to Dig*. 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.

Connecting Spelling to Meaning R TT

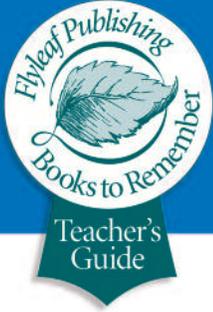
Inflectional Ending –s as a Tense Marker			
Example from the book	Base verb	Word sum	Pronunciation of ending
Dot naps on the mat.	nap	nap +s → naps	/s/
Dot sits on top.	sit	sit +s → sits	/s/
Dot likes to dig and dig! Dot likes socks. Dot likes pigs. She likes the mat.	like	like+s → likes	/s/

REMINDER

Follow the style of the chart on this page when writing on the board, and refer to the illustrations in the book to support meaning when appropriate.

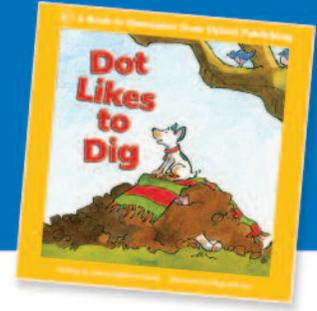
TEACHER TIP

It is important for students who are English Language Learners, or any students who do not use inflectional endings in their speech, to practice the pronunciation and usage of the third person singular form of the verb. Writing out a word sum equation helps students to see this spelling to meaning connection. Students should practice using words with inflectional endings in sentences. Connect the practice to the sentences by connecting meaning back to the book.



Emergent Reader Series Foundational Skills Guide

Emergent Reader 10: *Dot Likes to Dig*



Day 2, continued

Phoneme-Grapheme Mapping R

and: Tap three sound boxes in the grid. Direct students to feel the nasal vibration for the /n/ sound and extend the production of the sound to distinguish it from the other sounds in the word.

pigs: Tap four sound boxes on the grid. Ask students what letter at the end of the word spells the plural, or tells us there is more than one pig. (s). Direct students to write the s.

a	n	d		and
t	a	p		tap
t	o	p		top
t	i	p		tip
d	i	g		dig
p	i	g	s	pigs

REMINDERS

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.

Auditory Picture Card Sort by Medial Vowel Sound TT

Picture Cards: Pictures that represent CVC words with the following medial sounds:

short /a/ sound spelled a,

short /o/ sound spelled o,

short /i/ sound spelled i.

See model lesson for picture card ideas.

TEACHER TIP

It is useful to do this activity after introduction of a new vowel. This activity can also be a good intervention activity for students who have errors on vowel pronunciation on the progress monitoring assessments at any point in the Emergent Reader Series.

High-Frequency Puzzle Word Fun Chant

Words: can, we, go, she, I, yes

Can We Go?

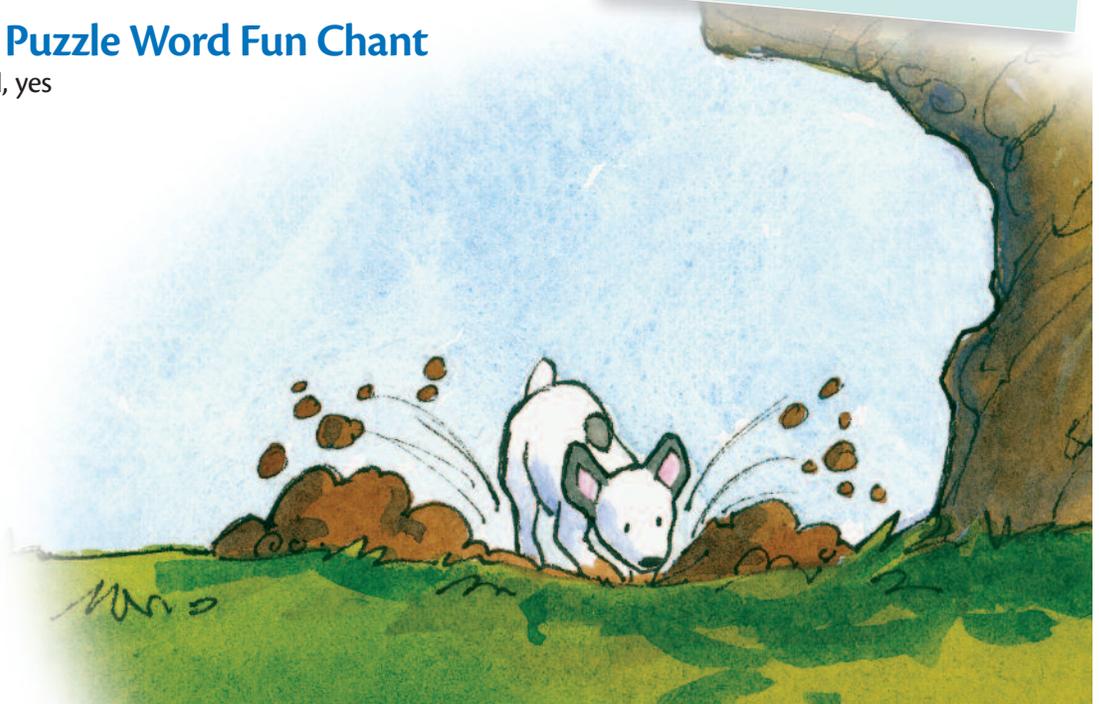
Can I go?

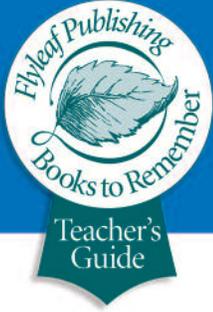
Can she go?

Can we go?

Yes?

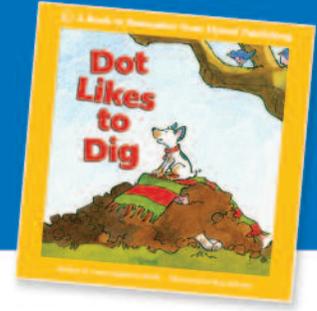
Yes, we can go!





Emergent Reader Series Foundational Skills Guide

Emergent Reader 10: *Dot Likes to Dig*



Day 2, continued

Cut-Up Sentences

Dot naps on the mat.

Dot likes to dig and dig!

Dot likes socks.

Dot likes pigs.

She likes the mat.

I can't see the mat!

Dot sits on top.

Dan is not mad.

Individual Reading

Complete the Day 2 Individual Reading as noted in the *Dot Likes to Dig* 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

i

gip

sits

her

stip

pigs

oh

min

tip

mot

dig

sig

stick