

Emergent Reader Series Foundational Skills Guide

Emergent Reader 30: *Stink Bug*



Words with Endings

/ng/ sound spelled **n[k]**

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 *Stink Bug*. 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 Word: think

Five-Phoneme Word: stink

Introduce Target Letter-Sound Correspondence

/ng/ Sound Spelled n[k]

Have a picture card of ink and student writing materials on hand. Write the letters *nk* on the board. Tell students that the spelling *nk* forms a final blend, or consonant cluster, as in the word *ink* (show picture card). This means it has two distinctive sounds: /n/ and /k/. Because of the way the two sounds are made, the /k/ sound affects the /n/ sound, making it sound like /ng/. When directing students to produce this sound, explain that the /n/ sound in the *nk* blend is made with the tip of the tongue on the bottom of the mouth rather than on the top of the mouth, as is the case when *n* is pronounced without a *k* after it. The /n/ sound alone is produced with the tip of the tongue on the roof of the mouth behind the top teeth. This is an interesting distinction. Invite students to say the word *sink* and have them feel where the tip of their tongue is (be sure they hold on to the /n/ sound before they say the /k/ sound). Write the phonogram *ink* on the board. Place your finger on the side of your nose and exaggerate the /n/ sound as you slowly say the word *ink*. Then say it fast: *ink*. Say: *Put your finger on the side of your nose and try it with me: ink. Now let's say it fast: ink. Say: We want to recognize ink as a unit so we can read other words that have the ink spelling. Let's try it. If you can read ink, then you can read these words.* Write the following words on the board and have students read them as you write them: *sink, stink, think, mink, rink*. Then read the whole list of words with the consonant cluster *ink*. To further reinforce the sound-symbol relationship, provide a brief opportunity for students to write some words with the *ink* phonogram: *ink, sink, mink, rink*. Have students read the words after they write them.

Continuous Blending

Words: think, stink, drink TT

Puzzle Word Introduction TT

New High-Frequency Puzzle Word: grows

Review High-Frequency Puzzle Words: are, do, for, have, into, like, look, of, their, what, you

Story Puzzle Word: nymph

TEACHER TIPS

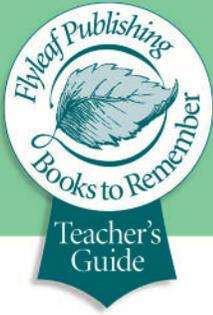
Identify the phonogram *ink* before blending sounds in the words *think, stink, drink*.

The word *drink* needs special attention, since the *dr* spelling convention has to visually trigger the pronunciation /j/ + /r/. Draw a loop under the *dr* blend before approaching the word and ask students what the *dr* stands for. Then blend it together with the consonant cluster *ink* since students should begin to recognize *ink* as a unit.

TEACHER TIPS

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

Connect to knowledge for partial decodability:
grows (ability to read *gr*; consonant /s/ sound spelled *s*)
nymph (because this is a complicated word to decode, associate it with the meaning of the word based on the information in the book)



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Day 1, *continued*

Word Chains

Letter Cards: s, a, n, k, t, p, i, r, u, b, j, th

Word Chain:

rink → ink → sink → stink → sink → think → pink →

punk → junk → bunk → bank → tank → sank → thank

Letter Cards: s, n, t, p, g, i, e, y, w, z, v

Word Chain:

yes → yet → set → pet → pen → pin → win → wig →

wit → nit → net → vet → vest → zest

Letter Cards: m, a, k, t, p, o, g, d, i, r, f, e, u, j, th, ee, x, M TT

Word Chain:

free → feet → fit → fix → mix → Max → mat → meet → met → Meg →

mug → jug → thug → dug → dog → dig → dip → deep → keep

*TEACHER TIP

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

Teaching Point

Complex Syllable Division

Syllable division for the multisyllabic words *adult* and *liquid* are complicated for this stage of reading development. Focus on modeling how to read word parts: *a/dult*, *li/iquid*. Help students be flexible in their reading of the word *adult*, which contains the schwa /ə/ sound. Some students will automatically self-correct in their reading and others will need support to successfully decode the word.

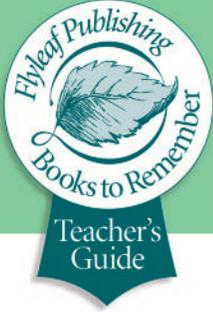
Review

- Model how to read multisyllabic words with closed syllables: (*ros/trum*, *ros/trums*, *hid/den*); *sucking* should be divided before the inflectional ending: /suck/ /ing/ → sucking.
- FLOSS Rule: double final consonants *ll* and *ss* (*smell*, *sniff*).
- Inflectional ending *-ing* (*sucking*).

Close Reading Instruction and Individual Reading

Complete the Day 1 activities in the *Stink Bug* 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 *Stink Bug*. 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

drink, stink: Tap five sound boxes in the grid. Monitor to be sure students are spelling the consonant blends correctly and putting the letters in separate boxes. Direct students to feel the nasal vibration and their tongue drop in their mouth when they make the /ng/ sound in *drink* and *stink*, and have them extend the sound to distinguish it from the /k/ sound.

think, three: Tap three and four sound boxes in the grid. Direct students to use the digraph *th* to spell the quiet /th/ sound for both words. For *think*, direct them to feel the nasal vibration and their tongue drop in their mouth when they make the /ng/ sound, and have them extend the sound to distinguish it from the /k/ sound. For *three*, direct them to write the letter *r* in a separate box for the /r/ sound in the *thr* blend, and to use the digraph *ee* to spell the long /ē/ sound. Say: *We have to write these digraphs in just one box because they make only one sound.*

sniff, smell: Tap four sound boxes in the grid. Monitor to be sure students are spelling the consonant blends correctly and putting the letters in separate boxes. Support students in the application of the FLOSS Rule. Ask: *Why do the double f and double l use only one box?* (They make only one sound.)

wings: Tap four sound boxes in the grid. Direct students to use the digraph *ng* to spell the /ng/ sound. Say: *We have to write it in just one box because a digraph makes only one sound.* Monitor to be sure students are adding the plural -s. Scaffold as necessary.

d	r	i	n	k		drink
s	t	i	n	k		stink
th	i	n	k			think
th	r	ee				three
s	n	i	ff			sniff
s	m	e	ll			smell
w	i	ng	s			wings

REMINERS

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.

Connecting High-Frequency Words to Meaning

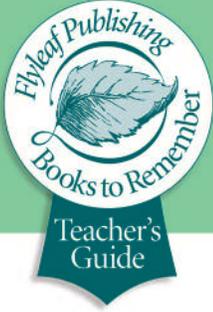
Words: A, grows, into

Picture Cards: Things that grow (puppy to a dog, caterpillar to a butterfly, lamb to a sheep, etc.)

Instructions: Write the following sentence frame on a sentence strip. Place it in a pocket chart for students to take turns reading while you insert picture cards in the blank spaces. This provides an opportunity for repeated practice in reading high-frequency words in context to reinforce the relationship between spelling, pronunciation, and meaning.

A ____ grows into a ____ .





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Day 2, continued

Cut-Up Sentences

This is a stink bug.

A stink bug grows in three steps.

Stink bug wings have net-like tips.

Can you see a hidden stink bug?

Can you see its wings?

Do you think stink bugs stink?

A stink bug can let off a bad smell.

What do you think of that?

Individual Reading

Complete the Day 2 Individual Reading as noted in the *Stink Bug* 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

ink

plenk

drink

grows

bink

stink

thub

think

blug

wink

trag

sink