

The Heggerty Decodable Library provides opportunities for children to practice and apply the foundational skills outlined in the Bridge to Reading Scope and Sequence. You will find these books located at the end of Units 3–6 in your Teacher’s Manual, however, you can use these texts at any point in the year to provide explicit opportunities for skill transfer and to encourage application of newly learned skills. Reading and spelling significantly improve when children have opportunities to engage with controlled text.

A recommended time frame is shared for small group instruction. You may adjust the number of minutes for each part of the lesson depending on the amount of time you have for small group instruction. During reading allows for application of skills, and should be the lengthiest part of your lesson.

Lesson Plan Structure:

Before Reading: *(5–7 minutes)*

- Review the phonics pattern and red words outlined for the decodable text. Remind children they will use what they have learned to read and write about the story.
 - Blending Lines, encoding/spelling, red words
- Teach vocabulary and identify story words
- Preview the book, sharing the topic and asking students to make predictions or share wonderings about the topic/title.

During Reading: *(12–15 minutes)*

Children will engage with decodable text reading. Teachers have the autonomy to choose the type of reading children will engage in each day. Use **this resource** to decide which type of reading to engage in.

- Choral reading: reading aloud in unison with a whole class or group of students
- Echo reading: teacher reads a sentence and students repeat.
- Partner reading: two students working together and taking turns to read an assigned text

- Independent reading: student reading story to self

*During this time, teachers should use an **observation checklist** to check in with children as they read.*

After Reading: (5-7 minutes)

Children will answer questions about the text and engage in writing activities to explicitly make connections to the phonics skills and what they read. Additional practice of phonics skills, red words and vocabulary can be reviewed during this time.

Book Title	Sunrise to Sunset
Group	
Date	
Materials	Syllable Boards, dry erase marker, blending lines
Phonics Patterns	Compound Words

Before Reading

Choose 2-3 Phonemic Awareness activities:

- | | | |
|--|--|--|
| <input type="checkbox"/> Phoneme Isolation
(initial, final, medial) | <input type="checkbox"/> Blending | <input type="checkbox"/> Segmenting |
| <input checked="" type="checkbox"/> Adding | <input checked="" type="checkbox"/> Deleting | <input checked="" type="checkbox"/> Substituting |

Adding: Say sun. Add shine to the end and the word is: sunshine. Repeat with: sidewalk, lightbulb

Deleting: Say snowman. Without man what's left is: snow. Repeat with: goldfish, football, rainbow

Substituting: Say raincoat. Change coat to drop and the word is: raindrop. Repeat with: meatball/baseball, moonlight/sunlight

Choose 1-2 Pre-Reading activities

- | | | |
|--|-----------------------------------|---|
| <input checked="" type="checkbox"/> Blending lines | <input type="checkbox"/> Encoding | <input type="checkbox"/> Red word mapping |
|--|-----------------------------------|---|

We are going to read the poem "Sunrise to Sunset". This poem has many compound words. Compound words will always have more than one syllable, because they are made of more than one word. Remember, a compound word is two separate words that are joined together to make a longer word with a different meaning.

IDO: (teacher takes out 2 Syllable Boards) *Let's think about the title of our poem. Sun* (teacher writes 'sun' on one board) *Rise* (teacher writes 'rise' on 2nd board), *sunrise. Our*

first word is sun, (teacher shows words sun) the next word is rise (teacher shows rise). When we put the two words together (teacher puts sun and rise boards together), the word is sunrise. What do you think sunrise means? (students respond - teacher confirms or explains that sunrise means the sun is rising or coming up.) Now, I can change one word to make a new compound word. Let's try it together.

WE DO: (students have 2 syllable board each) Write the word sun (teacher & students write 'sun' on a syllable board). Now, let's change the 2nd word to set. (teacher & students write 'set' on a syllable board). Let's put the two words together to make one word. (teacher & students put the two boards together and read) sun-set, sunset. What do you think sunset means? (teacher confirms or explains that sunset means the sun is setting or going down). Is this word different from the first word we read? The first word is the same, but changing the second word changed the meaning. It is important to remember that when we put two separate words together to make a compound word, the meaning changes.

YOU DO: Now it is your turn to read words. Some of these words will be just one word and others will be compound words. Remember to read the compound words as one word, not as two separate words. For example, we read sunset. We did not read sun...set. Share the blending lines with students (see page 5).

dog	wood	hard	house	butter	fly
dogwood	hardwood	housefly	buttercup	butterfly	doghouse
A dogwood is another type of tree.					
Where do you see the butterfly?					

Vocabulary/Story Words: Define, Example, Connection

There will be some words in this poem that we have not learned the patterns for yet. You will see the word **laugh**. (Teacher shows the word **laugh**). Can you all laugh? What is something that makes you laugh? Have students share something that makes them laugh. Laugh is a tricky word to read and spell because the way we say laugh has changed over the years, but the spelling has stayed the same. When you see this word, it

is laugh, with a /f/ at the end.

Preview the Story: Brief overview, predictions/wonderings

In this poem, Sunrise to Sunset, we read about two friends and what they do from sunrise to sunset. Sunrise to sunset is a full day! The sunrise happens in the morning and sunset happens in the evening at night. What are some things you think the friends might do in the morning...afternoon...night/evening? Let's preview the poem and see if our ideas are on the right track. As students preview the poem, call out the bold words. Do you notice some of the words are bold? What do you notice about these words? (They are compound words). Let's read the poem to see what happens from Sunrise to Sunset!

During Reading

Choose a way for children to read the story. Listen in as students read and write down your observations below:

- Choral read Echo read Partner read Independent read

To model fluently reading the poem, the teacher reads page 4, then the group chorally reads page 4 with the same expression and rate. Follow the pattern of teacher modeling and chorally reading for pages 5 and 6. As you reach page 7, begin to choral read without the teacher as a model.

After Reading

Choose 1-2 activities

- Dictation
- Words
 - Sentences
- Comprehension Check: Use the *Thinking about your reading* questions to check for understanding. Teacher can call on individual students or have them respond in pairs.
- Written Summary
- Other

Dictation: Have students take out two syllable boards. Explain that we will use the syllable for words rather than syllables. Remind students a compound word is two words joined together to make a longer word with a different meaning. Some compound words have two syllables, and others have three or more.

Use the bold words from the poem to have students spell and create a compound word ladder.

T: Take out two syllable boards and spell the compound word sunrise. (Students write sun on one board and rise on the other)

T: Change 'rise' to 'flower', what is the new word? (sunflower)

T: We have sunflower. Now change only one word to make the word flowerpot.

T: We have flowerpot. Now change one word to make the word teapot. We changed only one word and made a new word with a new meaning. Let's try it again. Change pot to cup. What is the new word? (teacup)

T: Change 'tea' to 'butter'. What is the new word? (buttercup). In the story we read about a type of flower called buttercups. Change cup to fly. What is the new word? (butterfly).

T: Change butter to house, what is the word? (housefly). Are a housefly and butterfly the same thing? (No) Right. They are both a type of fly, but when we change one word, we describe different types of flies.

Student Reproducibles:

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Where do you see the butterfly?					

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