

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	The Big Red Hat
Group	
Date	
Materials	Letter Cards (a, e, i, o, u) or Vowel Valley, white board, dry erase marker, Alphabet Chart
Phonics Patterns	CVC words w/ all vowels

Before Reading

Choose 2-3 Phonemic Awareness activities:

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

Medial Sound Isolation: **hat**, **red**, **big**, **wet** Segmenting: has, sit, dig, fun

Choose 1-2 Pre-Reading activities

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

We know the alphabet has letters that are consonants and vowels. We also know that every word needs a vowel: Today we are going to read and spell words that have 3 sounds and follow the consonant-vowel-consonant (CVC) pattern. When words follow this pattern, the vowel sound is usually short. Let's review the short vowel sounds.

(Teacher shows letter cards or Vowel Valley and reviews letter name, sound and articulation.)

IDO: *Watch me spell a CVC word. Listen to this word: hat. I will tap the sounds I hear, /h/-/ă/-/t/. I heard 3 sounds. I will say those sounds again and draw a line for each sound I hear. /h/-/ă/-/t/. (Teacher draws a line and says each sound.) Now I will say the sounds again and use the Alphabet Chart to help me match the sounds to letters. /h/ was the first sound, looking at my chart, I know the letter h stands for the /h/ sound. /ă/ is*

the next sound, it is a short vowel sound. I can find that sound on the Alphabet Chart or the Vowel Valley. The letter a can stand for the sound /ă/. The last sound is /t/. Looking at the Alphabet Chart, I find the letter t which stands for the sound /t/. I will touch and say each sound /h/-/ă/-/t/, I spelled the word hat! Let's look at the pattern. h is a consonant (teacher labels C under the letter h), a is a vowel (label V under the letter a), t is a consonant (label C under the letter t). Hat follows the CVC pattern - the vowel a is making the short vowel sound, /ă/.

WE DO: Now we will practice spelling a CVC word together. Listen to this word: red. Let's tap the sounds we hear: /r/-/ĕ/-/d/. How many sounds did we hear? 3 sounds! Let's say those sounds again and all draw a line for each sound we hear: /r/-/ĕ/-/d/. (Teachers and students draw lines on their white boards.) Now let's use our Alphabet Chart to help us match the sounds to letters. /r/ is the first sound, what letter stands for the /r/ sound? Letter r; let's write the letter r. /ĕ/ is the next sound we hear. What letter stands for the /ĕ/ sound? The letter e; let's write the letter e. Finally, we hear the sound /d/. What letter stands for the /d/ sound? Letter d; let's write the letter d. Now, let's touch the sounds and read the word together: /r/-/e/-/d/, red. The word red follows the CVC pattern, and the vowel e is making the sound /ĕ/. With the students, label the consonants and vowel in the word.

YOU DO: Now it is your turn. I will say a word, you will tap the sounds. Draw a line for each sound and then match the letters that stand for the sounds you hear. These words will follow the CVC pattern and the vowels will make the short vowel sound.

Students use the previous steps to spell the words: big, fun.

Teacher provides error correction and feedback.

Red Word Mapping:

We just practiced spelling CVC words, which follow a pattern. Not all words follow a pattern when we spell or read. For some words we have to stop to think about how to read or spell them. We will practice reading and spelling the red word **her**. Listen to me use the word **her** in a sentence: **Her** shirt is purple and pink. How many sounds do you hear in the word **her**? Have students tap the sounds: /h/ /er/; two sounds. Yes, the word **her** has two sounds. Let's match letters to the sounds we hear in the word **her**: Teacher uses white board to match the sounds to letters. /h/, letter h; /er/, this is a sound we need to stop and think about. We hear one sound, but two letters represent this sound, e-r. What is this word? (her) Turn to a partner and use the word **her** in a sentence.

Vocabulary/Story Words: Define, Example, Connection

*There will be some words in this story that we have not learned the patterns for yet. You will see the word **head**. (Teacher shows the word **head**). Can you all touch your head? What is something you can wear on your head? In this story, Val wears a hat on her head.*

Preview the Story: Brief overview, predictions/wonderings

*In this story, *The Big Red Hat*, Val is a little girl who is wearing a big red hat on her head. She goes on an adventure to the beach. Let's think about the title and the picture we see on the cover. Turn and tell a partner what you think Val will do on her adventure. After partners share, have them turn to Page 5. On page 5, we see Val playing in the sand. I see our red word **her**. Can you put your finger on the red **her**? Where is Val's hat? It is on her head. Can you put your finger on our story word **head**?*

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

Add notes here...

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

Add notes here...