

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	Lil Dreams of Music
Group	
Date	
Materials	Whiteboards, whiteboard markers, Diphthong Letter Cards (oi, oy, ow, ou)
Phonics Patterns	Diphthongs (oi, oy)

Before Reading

Choose 2-3 Phonemic Awareness activities:

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

Final Sound Isolation: **boy, toy, enjoy** Medial Sound Isolation: **noise, foil, choice, join**

Choose 1-2 Pre-Reading activities

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

Before the small group lesson, review the diphthongs with students for the sounds: oi, oy, ow, ou

IDO: We know that the sound /oi/ can be spelled more than one way. Remember, when spelling a word with the /oi/ sound we need to listen to where the sound is located. If the sound /oi/ is in the middle of a word or syllable we use the spelling oi. Listen to this word: point. Watch me tap the sounds, /p/-/oi/-/n/-/t/. I hear 4 sounds. Teacher draws a line on the whiteboard as they say each sound again. /p/-/oi/-/n/-/t/. /p/ is the first sound, we use the letter 'p'. /oi/ is the next sound. Where do I hear /oi/ in the word? In the middle, so I use the letters 'oi'. The next sound is /n/, I use the letter 'n'. /t/ is the last sound, I use the letter 't'.

WE DO: Let's try one together. Listen to this word: boy. Let's tap the sounds we hear: /b-/oi/. How many sounds did we hear? 2 sounds! Let's say those sounds again and draw a line for each sound we hear: /b/-oi/. Teachers and students draw lines on their white boards. /b/ is the first sound, what letter stands for the /b/ sound? Letter b. Let's write the letter b. /oi/ is the next sound we hear. We know there is more than one way to spell the sound /oi/. Remember, we need to listen for where we hear the /oi/ sound to help us spell it correctly. We hear /oi/ at the end of the word. We use the spelling oy. Teacher and students write 'oy'. Let's touch each sound and read the word. /b/-oi/, boy.

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 have the /oi/ sound. Remember to listen for where you hear the /oi/ sound. /oi/ in the middle is usually spelled 'oi' and /oi/ at the end of a word or syllable is usually spelled 'oy'. Word Bank: toy, coin, spoil, joy, boil

Teacher provides error correction and feedback.

Red Word Mapping:

We just practiced spelling words with the sound /oi/. 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 **could**. Listen to me use the word **could** in a sentence: We **could** go to the park after school. How many sounds do you hear in the word **could**? Have students tap the sounds: /c/ /oo/ /d/ three sounds. Yes, the word **could** has three sounds. Let's match letters to the sounds we hear in the word **could**. (Teacher uses white board to match the sounds to letters.) /k/, letter c; /oo/, this is a sound we have to stop and think about. We hear one sound, but three letters represent this sound, /oo/- oul, complex vowel, ou and one silent letter, l, stands for the sound /oo/. What is the last sound? /d/, we use the letter d to represent the sound /d/. What is this word? (could). Turn to a partner and use the word **could** in a sentence. Teacher may choose to transfer this learning to the word would which is also found in the story.

Vocabulary/Story Words: Define, Example, Connection

In the story Lil plays a pump organ. The word organ can have more than one meaning. In this story, the word organ is an instrument that you play with your fingers and your feet. A pump organ is a type of organ. An organ looks a lot like a piano, but plays a different sound. (Teacher shows a picture of an organ and writes the word 'organ' for students to read. If possible, the teacher plays an audio clip of the sound of an organ).

Preview the Story: Brief overview, predictions/wonderings

In this story, the character Lil loved to play the pump organ. It was her dream to play in a jazz band. Let's read to find out if Lil was able to achieve her dream.

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: Have students complete the writing prompt in the back of the book and answer the question: What kind of job would you like to have when you grow up? Encourage students to answer, using the sentence "I would like to be...because... Check for students' spelling of the word *would* and any other phonics patterns that have been explicitly taught.