

Virtual Teaching Resources for Summer School 2021

Rising Grade 1, Using Sound Power to Read








Co-Taught by Brittany Nocito









Prior to launching the unit, we encourage you to view the *Introduction for Teachers*. This teacher-facing video will provide an overview of the content of the unit, the materials you will need, and tips for supporting students throughout the unit. You will also want to be sure you share the *Introduction for Families* with students' caregivers. This video will provide caregivers with an overview of the unit and how they can support their child's learning at home. For information regarding assessments, view the *Brief Guide to Primary Assessments*. You can access [writing on-demands](#), [running records](#), and [foundational skills assessments](#) on the TCRWP website.










If you are using the resource *Reading Partners: Guiding Readers Up Levels*, we suggest that students view the coaching videos and read the accompanying texts during their daily independent and partner reading time, which will be about 30 minutes each day.








Teacher Guide








SESSION	TODAY YOU WILL...	TODAY STUDENTS WILL...	TEACHER MATERIALS...
Bend I			
Read Aloud	Today you will conduct an interactive read aloud of the beautiful, own-voice text, <i>Saturday</i> by Oge Mora. The goal of this read aloud is to affirm students' identities and help students build strong reading lives. We hope you are able to use this read aloud as an exemplar and repeat many of the teaching and culturally affirming moves modeled throughout the video during daily read alouds with your students.	Today students will listen to <i>Saturday</i> by Oge Mora being read aloud. Throughout the read aloud students will be invited to pause and think and talk. It will be helpful for students to have a reading partner nearby that they can share their thinking with.	<ul style="list-style-type: none">● <i>Saturday</i> by Oge Mora
Introduction for Students	Today you will introduce the unit to students and drum up excitement for the learning journey you are about to embark on together. You might also	Today students will learn a bit about the unit they are about to dive into. They will also learn a bit about you, their teacher, and hopefully spend	







	choose to facilitate some community building, inviting students to bring all of themselves into the reading workshop. This would also be a great time to establish reading partners.	some time getting to know their classmates as well, working to build a welcoming and fun summer learning community.	
1 Powering Up Letters and Sounds	Today you will teach students that readers power up their letters and sounds by labeling the pictures in their books. Readers can do this by stretching the word and catching each sound in the word. Today will primarily focus on hearing and labeling the first sound in each word. You will model this work in a familiar text such as <i>Saturday</i> by Oge Mora.	Today students will stretch out words to hear each sound, particularly the beginning sound. They will say each word slowly, stretching out each sound and then catch the first sound they hear. Then, students will use the Alphabet Chart to find the letter that matches that sound and write the letter(s) on a whiteboard. After doing this alongside you in the minilesson, students can do this in their own independent reading.	<ul style="list-style-type: none"> ● Alphabet Chart  ● Playing with Letters and Sounds Chart  ● <i>Saturday</i> by Oge Mora ● Sticky notes ● Students will need a whiteboard (or another place to write)
2 Writing More Sounds in Words	Today you will teach students that readers can read, and write, more sounds in words when they stretch the word and count the number of sounds they hear. You will demonstrate stretching words and counting the number of sounds in each word. It can be helpful to say the word a few times, working to hear each sound, and writing down each sound you hear. Today you will emphasize hearing the middle sound in words. You will again model this work using a familiar text such as <i>Saturday</i> .	Today students will continue the work of stretching out words and hearing each sound. Today, they will pay close attention to hearing the middle sound in each word and matching that sound to a letter using their Alphabet Chart. After hearing more sounds, students will add more letters to their picture labels. Just as in the previous session, students will continue this work during their independent reading time.	<ul style="list-style-type: none"> ● Alphabet Chart  ● Playing with Letters and Sounds Chart  ● Vowel Letter and Picture Cards  ● <i>Saturday</i> by Oge Mora ● Sticky notes
3 Hearing and Writing the End Sound in Words	Today you will teach students that it's important to stretch the word all the way to the end sound and then write the end sound that they hear. You will demonstrate stretching out words and catching the last sound, then use the alphabet chart to find the letter that matches that sound on labels within the mentor text <i>Saturday</i> by Oge Mora, or another book students are familiar with.	Today students will work to hear the end sound as they stretch out each word. Students will watch you model this in a familiar mentor text and then try this in their own independent reading, by going back and rereading familiar texts or reading new texts, using their Alphabet Chart and sticky notes to hear and write all sounds in words.	<ul style="list-style-type: none"> ● Alphabet Chart  ● Playing with Letters and Sounds Chart  ● <i>Saturday</i> by Oge Mora ● Sticky notes

4 Going on a Sound Hunt	Today you will teach students that readers can play games together after they read books. One game partners can play together is Going on a Sound Hunt. To play this, one partner can name the starting sound of something they see in the pictures and then the other partner finds the picture that starts with that sound.	Today students will learn a game they can play with their reading partner: Going on a Sound Hunt. One partner can name the starting sound of something they see in the pictures and then the other partner finds the picture that starts with that sound. Today, after independent reading, students might choose to play Sound Hunt with a partner or continue adding labels to their independent texts.	<ul style="list-style-type: none"> Playing with Letters and Sounds Chart  Saturday by Oge Mora
5 Going on a Word Hunt	Today you will teach students that another game reading partners can play together is Word Hunt. To play, one partner can name a word and the other partner can find and point to the word. Then partners check the letters and sounds to make sure they match. Students can also play this game on their own. This game is most powerful when students play with texts that are filled with snap words they know.	Today students will learn another game they can play with their reading partner: Going on a Word Hunt. To play, one partner can name a word and the other partner can find and point to the word. Then partners check the letters and sounds to make sure they match. Or students might choose to play on their own. After independent reading today, students might continue to add more labels to their texts or play Sound Hunt or Word Hunt.	<ul style="list-style-type: none"> Snap Words The Cat Decodable Text  Playing with Letters and Sounds Chart 
6 A Celebration! Readers Use Letters and Sounds to Build Words	Today you will celebrate your students' letter and sound knowledge by making lots of words. Readers will use their ear, letter, and sound muscles to make lots of words and then say lots of silly sentences with those words. You will want to be sure you prepare additional snap word cards and letter cards for students to use after the minilesson.	Today students will celebrate all they have learned about letters and sounds by making lots of words. Students will first make words using their ear, letter, and sound power and then they will create silly sentences with those words. Students will continue doing this after the minilesson with a reading partner or on their own, for about 10 minutes. Then, students will spend time reading books independently.	<ul style="list-style-type: none"> Alphabet Chart  Word-part and Consonant Letter Cards  Playing with Letters and Sounds Chart 
Bend II			
7 Leveling Up Sound Power	Today you will teach students that readers use Sound Power to read words. Readers do this by running their finger under the word slowly, saying each sound, and then blending those	Today students will use their Sound Power to read more words by pointing to each word, saying each sound, and then blending the sounds together. Students will first do this with snap	<ul style="list-style-type: none"> CVC Word Cards  The Pop Decodable Text 

	sounds together to read the word. You will demonstrate this first with snap word cards and then in the decodable text The Pop. You will want to be sure students have plenty of Snap Word cards and decodable texts for students to practice this during independent reading time today.	words in isolation and then transfer this skill to a decodable text. Students will spend the first 10 minutes of independent reading time reading CVC word cards. Then, students will transition into reading their independent texts.	
8 Readers Practice Sound Power in Many Ways	Today you will teach students that the more readers practice Sound Power, the stronger it becomes. They can do this by reading, writing, and labeling words. You will guide students in putting all these strategies together in the decodable texts about Mabel's pets.	Today students will warm up by writing CVC words on a whiteboard. Then, students will continue to strengthen their Sound Power by reading, writing, and labeling a decodable text alongside you. Students will spend the first 10 minutes of reading time labeling new books with sticky notes. Then, students will read on their own or with a partner.	<ul style="list-style-type: none"> ● CVC Word Cards to Use as Labels  ● Mabel's Pet Bug, Mabel's Pet Yak, and Mabel's Pet Cat Decodable Texts  ● Students will need a whiteboard (or another place to write) and sticky notes
9 Readers Make Important Decisions	Today you will teach students that as readers are reading their books, they make important decisions about when to use Sound Power and when to use Snap Word Power. Readers use Sound Power when they <i>don't</i> know the word they are reading in their book. Readers use Snap Word Power when they <i>do</i> know the word and can read it in a snap. You will demonstrate making these decisions in the decodable text Mabel's Leg.	Today students will decide when to use Sound Power and when to use Snap Word Power in their reading. Readers use Sound Power when they <i>don't</i> know the word they are reading and they use Snap Word Power when they <i>do</i> know the word and can read it in a snap. After the minilesson, students will jump right into independent reading, applying their decision-making skills of when to use Sound Power and Snap Word Power.	<ul style="list-style-type: none"> ● CVC and Snap Word cards  ● Leveling Up Our Super Powers Chart  ● Mabel's Leg Decodable Text 
10 Readers Check the Ends of Words	Today you will teach students that readers use their Sound Power all the way through words and really check the middle and ends of the words. You will compare the endings of two snap words to demonstrate this point. Then, you will demonstrate reading through the ends of words in the decodable text The Pop.	Today students will practice reading all the way through words, paying close attention to the middle and end of words to make sure they read words just right. Students will practice reading to the end of words, as well as all their other phonics skills, to read their books independently.	<ul style="list-style-type: none"> ● CVC Word Cards  ● Leveling Up Our Super Powers Chart  ● The Pop Decodable Text 
11	Today you will teach students that readers	Today students will learn that making mistakes is	<ul style="list-style-type: none"> ● Leveling Up Our Super Powers Chart 

Readers Use Try It Again! Power	sometimes make mistakes and when that happens, they go back and use their Try it Again Power to fix it up. You will model using Try it Again Power for students using the decodable text Mabel and Fox Play Tag.	part of reading. When readers make mistakes, they don't give up or just keep going, they use their Try It Again Power to fix up their mistakes and make their reading better. Students will spend their independent reading time reading on their own or with a partner.	<ul style="list-style-type: none"> Mabel and Fox Play Tag Decodable Text 
12 Readers Think About Their Books	Today you will teach students that readers think about books, their Stop and Think Power, after each page. Readers might say things such as "I'm noticing..." and "I'm wondering..." as they pause and think. You will demonstrate this using the decodable text The Pop.	Today students will practice growing their Stop and Think Power. As they read, they will pause and think, saying things such as "I'm noticing..." and "I'm wondering..." Students will do this work alongside you during the minilesson and then try it in their own texts during independent reading.	<ul style="list-style-type: none"> Leveling Up Our Super Powers Chart  The Pop Decodable Text 
13 Characters Have Feelings	Today you will teach students that readers can notice the way the characters in their books are feeling and reach for precise words to describe those feelings. You will demonstrate thinking and describing character feelings using Mabel's Leg and then invite students to do this in their own books.	Today students will learn another way to use their Stop and Think Power is to notice the way characters are feeling and use precise words to describe those feelings. After the minilesson, students will jump right into independent reading, applying all their Super Powers.	<ul style="list-style-type: none"> Leveling Up Our Super Powers Chart  Mabel's Leg Decodable Text 
14 Characters Talk!	Today you will teach students that readers can imagine what characters are saying in their books. This helps readers get to know the characters even better. You will guide students in imagining what the characters say in the decodable text, Mabel's Leg.	Today students will work to imagine what the characters in their books are saying as a way to get to know their characters even more. Students will do this alongside you during the minilesson and then try on their own during their independent reading.	<ul style="list-style-type: none"> Mabel's Leg Decodable Text 
15 Readers Bring Their Books to Life	Today you will teach students that after they've read their books, they can bring them to life by acting them out based on what the characters are feeling and saying. You will model acting out Mabel's Leg and invite students to join in with you during the minilesson.	Today students will bring their books to life by acting them out. Students will use their Stop and Think Power to consider what the characters are feeling and saying, and then they will act it out. Partners might spend a portion of reading time acting out the books they have read.	<ul style="list-style-type: none"> Mabel's Leg Decodable Text 
16	Today you will celebrate all that students have	Today students will celebrate their learning by	<ul style="list-style-type: none"> Playing with Letters and Sounds

A Celebration! Readers Go on Adventures	learned throughout this bend. One way you might choose to celebrate is with students going on a reading adventure using the charts Playing with Letters and Sounds and Leveling Up Our Super Powers.	going on an adventure with their reading partner. Students can use the unit charts Playing with Letters and Sounds and Leveling Up Our Super Powers to go on adventures in their books.	Chart  <ul style="list-style-type: none"> Leveling Up Our Super Powers Chart 
Bend III			
17 Readers Read Words with Digraphs	Today you will teach students that some words contain digraphs, two consonants that come together to make one sound. You will review the three most common digraphs <i>ch</i> , <i>sh</i> , and <i>th</i> . You might also choose to spend time reviewing the digraphs <i>ph</i> and <i>wh</i> that will be briefly introduced in Session 19. Then, you will lead students in playing Spot the Digraph using words that have digraphs in the beginning and the end of words. Last, you will help students transfer this skill to reading a poem filled with words that contain digraphs. You will want to be sure to prepare word cards and poems that contain digraphs for students' independent reading time today.	Today students will learn that some words have digraphs in the beginning or end of the word. A digraph is two consonants that come together to make one sound. During the minilesson, students will play Spot the Digraph first with words in isolation, and then within a poem. During reading time, students will play Spot the Digraph with word cards alone or with a partner. After 10 minutes, students will return to their independent books and poems. You will find additional poems students can read in the online resources.	<ul style="list-style-type: none"> CCVC Digraph Word Cards  A Busy Day for Cat poem  Students will need word cards and poems that contain words with digraphs.
18 Readers Read Words with Blends	Today you will teach students that sometimes words have two consonants at the beginning that say both consonant sounds, these are called blends. You will demonstrate this with words cards and poems that contain blends by playing Spot the Blend. You will want to be sure to prepare word cards and poems that contain blends for students' independent reading time today.	Today students will learn that some words have blends. A blend is when two consonants are at the beginning of a word, and they make both consonant sounds. Students will practice this using word cards and poems that contain words with blends for the first 10 minutes of reading time. Then, students will transition to independent reading. You will find additional poems students can read in the online resources.	<ul style="list-style-type: none"> Elkonin Boxes CCVC Blend Word Cards  The Drum poem  Students will need word cards and poems that contain words with blends
19 Readers Use Sound	Today you will begin by reviewing digraphs and blends. Some of these were introduced in previous sessions, such as <i>th</i> , <i>sh</i> , and <i>ch</i> . You will	Today students will work to tackle words with more letters and sounds by using their Sound Power as they slide their finger under the word,	<ul style="list-style-type: none"> Blends and Digraphs Chart  Mabel and Fox Have Lunch Decodable

Power to Carefully Read Longer Words	briefly introduce <i>wh</i> and <i>ph</i> and can choose to spend more time on these digraphs as needed. Then you will teach students that when readers read words with blends and digraphs, they have to be sure to use their Sound Power to slide their finger under the word, making sure to capture all the sounds in the word. As readers read longer books, they will need to tackle words with more letters and sounds.	capturing all the sounds in the word. Readers will need to pay close attention to words with blends and digraphs. Students will practice this in a shared reading of Mabel and Fox Have Lunch and then in their own independent texts.	Text 
20 Readers Reread for Fluency	Today you will teach students that after readers read to decode the tricky words in their book, they go back and reread with expression, working to make their reading sound smooth and to match their voice with the mood and expression of the characters. You will demonstrate this work by rereading the same decodable text as the previous session, Mabel and Fox Have Lunch.	Today students will warm up by writing words using their Sound Power. Then, students will work to strengthen their fluency by rereading familiar texts and working to make their reading sound smooth and to match their voice with the mood and expression of the characters. Students can practice their fluent reading with their independent texts or silly poems from Sessions 17 and 18.	<ul style="list-style-type: none"> ● CVC & CCVC Word Cards  ● Students will need a whiteboard (or another place to write) ● Mabel and Fox Have Lunch Decodable Text 
21 Making Plans for School	Today you will teach students that when they know something well, they can pass that knowledge along to others. Students will spend time deciding and planning what they will teach to their classmates or perhaps their stuffed animals. Students might choose to teach their 'students' to read word cards, read a favorite book, or use a favorite chart.	Today students will begin to prepare for the unit celebration. Students will make a plan for what they want to teach their classmates or stuffed animals, maybe they will choose to teach others to read word cards, read a favorite book, or use a favorite chart. Students will spend reading workshop preparing for tomorrow's teaching celebration.	<ul style="list-style-type: none"> ● CCVC Word cards  ● Blends and Digraphs Chart  ● Mabel and Fox Have Lunch Decodable Text 
22 Celebration!	This session is left open for teachers. There is a brief teacher-facing video offering suggestions for how the culmination of this unit might go. The work of today will be to help readers to reflect on their learning and to think about ways to carry this learning forward in a way that feels celebratory.		