

Swim with a Croc (Short Vowel Advanced Review 1 (CCVC, CVCC))

DAY 1	DAY 2												
1) High-Frequency Words	1) High-Frequency Word Review												
Students use the Map-It mat to map these words. <i>*heart word; irregular part(s) underlined</i>	Students practice building the high-frequency words introduced in Day 1 on the High-Frequency Word Forming mat (reusable if in sheet protector).												
<table><tr><td>a</td><td>*f/r/<u>o</u>/m</td><td>*s/<u>ai</u>/d</td></tr><tr><td>*th/<u>e</u></td><td>*t/<u>o</u></td><td>*w/<u>a</u>/s</td></tr></table>	a	*f/r/ <u>o</u> /m	*s/ <u>ai</u> /d	*th/ <u>e</u>	*t/ <u>o</u>	*w/ <u>a</u> /s	<table><tr><td>a</td><td>from</td><td>said</td></tr><tr><td>the</td><td>to</td><td>was</td></tr></table>	a	from	said	the	to	was
a	*f/r/ <u>o</u> /m	*s/ <u>ai</u> /d											
*th/ <u>e</u>	*t/ <u>o</u>	*w/ <u>a</u> /s											
a	from	said											
the	to	was											
2) Phonemic Awareness	2) Skill Review												
Students orally blend and segment words containing the focus phonics skill.	As needed, review and warm-up by repeating the Day 1 Skill Introduction exercises.												
Blending Phonemes EX: Say /g/ /r/ /ă/ /n/ /d/. What is the word? (grand)	3) Word Chaining												
 /f/ /ă/ /s/ /t/ (fast) /j/ /ũ/ /m/ /p/ (jump)	Students use the Make-It mat and paper letters (or magnetic letter tiles) to build each word in the word chain below.												
Segmenting Phonemes EX: Say the sounds you hear in flap. (/f/ /l/ /ă/ /p/)	<table><tr><td>1) flop</td><td>2) flip</td><td>3) flap</td></tr><tr><td>4) flat</td><td>5) slat</td><td>6) slit</td></tr></table>	1) flop	2) flip	3) flap	4) flat	5) slat	6) slit						
1) flop	2) flip	3) flap											
4) flat	5) slat	6) slit											
 snap (/s/ /n/ /ă/ /p/) croc (/k/ /r/ /ô/ /k/)	4) Decoding												
3) Skill Introduction	Before reading, take note of the Language and Reading Comprehension discussion cards. Some items need to be addressed before reading.												
Display the “a,” “i,” “o,” “e,” and “u” cards. Explain that we are focusing on the sounds /ă/, /ĩ/, /ô/, /ě/, and /ũ/. Practice saying /ă/, /ĩ/, /ô/, /ě/, and /ũ/. Repeat 2-3 times.	Decoding Students choral, partner, or whisper read the book <i>Swim with a Croc</i> . Students use a pencil or finger to underline the words as they read aloud.												
Multisensory Practice On desks or a tactile surface (i.e., sand or on fabric), each student writes “a,” “i,” “o,” “e,” and “u” with a finger while saying /ă/, /ĩ/, /ô/, /ě/, and /ũ/ aloud. Repeat 2-3 times.	5) Language and Reading Comprehension												
Sky Writing Each student straightens the arm of their dominant hand and writes the letter(s), saying the letter name(s) aloud as they write it (them). Repeat 2-3 times. Then, drag a finger under the space(s) where the letter(s) was (were) sky written and read it (them).	Complete the remaining tasks from the Language and Reading Comprehension discussion cards. Students can complete the Reading Comprehension half sheet after the discussion.												
4) Word Mapping	6) Progress Monitoring												
Students use the Map-It mat to map these words.	Comprehension Use the online book quiz to assess general comprehension.												
<table><tr><td>f/l/a/p</td><td>g/r/a/b</td><td>s/w/i/m</td></tr><tr><td>c/r/o/c</td><td>n/e/x/t</td><td>s/n/a/p</td></tr></table>	f/l/a/p	g/r/a/b	s/w/i/m	c/r/o/c	n/e/x/t	s/n/a/p	Decoding Students read the high-frequency words, skill words, nonsense words and sentences on the Progress Monitoring sheet.						
f/l/a/p	g/r/a/b	s/w/i/m											
c/r/o/c	n/e/x/t	s/n/a/p											
5) Decoding and Encoding	Encoding Students write the dictated sentence below on lined paper.												
Decoding Students choral, partner, or whisper read the words, phrases, and sentences on the Focus Skill Practice half sheet. Students use a pencil or finger to underline the words as they read aloud.	His pal Flit sat next to him.												
Encoding Students write the dictated sentence below on lined paper. Check for proper spelling, sentence formation, and handwriting.	One Progress Monitoring data sheet is included. The student page can be laminated and reused to assess multiple students. One Progress Monitoring class data sheet is included to record student data.												
Frog did hop to the bog.													

MAP-IT

Echo-It



Tap-It



Make-It



Write-It



Read-It



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abcdefghijklmnopqrstuvwxyz

Laminate for reuse.

Map-It Activity Steps

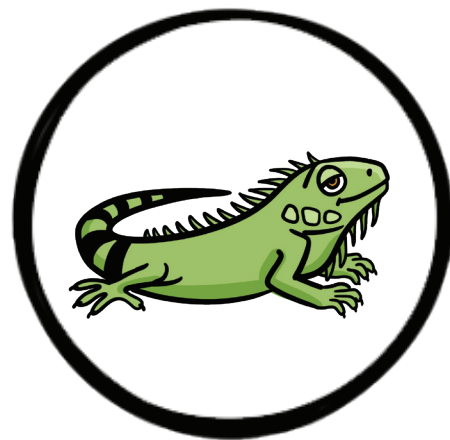
- Echo-It:** Read the word aloud. Students repeat the word.
- Tap-It:** Students tap each sound they hear in the word with their fingers. Using their free hand, students count the phonemes by putting up a finger for each sound they hear. Students place that number of chips/counters in the Tap-It squares.
 - Teacher Model: At this point, write the word where students can see it and say it aloud as you underline the graphemes that represent the individual sounds you are saying. Conceal the word before students go to the next step.
 - Irregular Graphemes: When mapping words with irregular (and temporarily irregular) graphemes, take the time to teach about the tricky part(s) of each word. Whether explaining that the grapheme is one students haven't learned to decode yet, or whether it represents a "rule-breaker" (heart words), make sure students understand which part is tricky.
- Make-It:** Students look at the chips they placed inside the boxes and say the sound that corresponds with each chip. Then, they use letter tiles or magnets to spell the sounds they hear in each box.
- Write-It:** Once the word is built with letter tiles, students write the word on the handwriting lines.
 - Irregular Graphemes: Place a heart around the tricky part(s) of the word.
- Read-It:** Students read the word at least three times as they drag a finger under the written word.

a



a /ă/ apple

i



i /i/ iguana

o



o /ō/ otter

u



u / ʊ / up

e



e / ɛ / edge

Laminate for reuse.



Focus Skill Practice

Words	High-Frequency Words			Skill Words			Preview Words
	a	from	said	croc	flap	grand	(none)
	the	to	was	jump	snap	swim	
Phrases	pal Flit sat			pond is grand			was in the pond
	did tap and twit			bog is fun			swim in the bog
Sentences	1. Croc did not grab him.						
	2. "The pond is grand," said Frog.						



Reading Comprehension

"Let's swim in the **bog**!"

Word:

Definition:



Practice creating each high-frequency word. Put this in a sheet protector and form each word on the lines below using modeling clay, or write the entire word with a dry erase marker. As you write each letter, say the letter name aloud. Once the word is written, trace your finger under the word and say the letter sounds aloud.

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Make-It

1

2

3

4

5

6

Make-It Activity Steps

- Build-It:** Students use the left side work area to build the first word they hear.
- Read-It:** Once the word is built, they read it aloud.
- Write-It:** Students write the word on the first line to the right.
- Change-It & Repeat:** Students listen as a new word (that is similar to the first) is read. Students manipulate the letter tiles in the work area to spell the new word then read it and write it on the second line. The process repeats until all six words have been built.

f

l

o

p

i

a

t

s



Language & Reading Comprehension

Use the cards below to lead discussion before (B), during (D), and after (A) reading. Encourage student discussion and ask follow-up questions that encourage metacognition by requiring students to think critically about their own thought processes.

(B) Activate Schema & Build Background Knowledge

Let's get our minds ready to read by discussing some important things.

1. What do you think lives in or near a pond?
(Answers will vary, but possible answers may be insects, frogs, toads, birds, fish, etc.)
2. In this book, a bird and a frog are good friends. Do you think a bird and a frog would get along in real life? Why or why not? (Answers will vary but may include the insight that some birds eat frogs.)
3. In this book, a character describes a pond as grand. What does **grand** mean? (very good)

(B) Literacy Knowledge

1. Could this story be read from the back to the front? Why not? (Students should say no because that is not how we read books and because the story would not make sense in that order.)
2. What characteristics help you identify this book as fiction? (Answers will vary but should include an observation that it has animals that can talk.)

(A) Vocabulary

Let's discuss some important words that have to do with the story. (You might choose to have students write or draw to depict their responses.)

1. Before reading, we defined the word **grand**. How does this word tie into our reading? (After the scary experience with the crocodile at the bog, the frog said the pond is grand!)
2. Read the first sentence of page 6. (Flip did tap and twit.) What does **twit** mean? (to make fun of as a fault)

(A) Language Structures

Reread the book. What words could you use to compare Croc to Flit and Frog? (slower, bigger, meaner, etc.) Use the word in a sentence. (Croc is slower than Frog, so Frog was able to get away!)

(A) Verbal Reasoning

Use inferring skills to answer these questions. (You might choose to have students write or draw to depict their responses.)

1. How might this story be different if Flit was a fish?
(He would not be able to go from the pond to the bog, and he would not be able to escape from the crocodile so easily.)
2. How do you think Croc felt when he did not catch Flit or Frog? (Answers will vary, but he was probably mad because he was hungry.)

(A) Reading Skills & Strategies

Let's practice using **context clues** to figure out the meaning of new words. (Students draw or write their responses on the Focus Skill Reading Practice sheet.)

Choose an unknown word in the story. How can we figure out what it means? Find the word **bog** in the story. Use context clues to define it. (Definition: a wet, spongy ground.)



Progress Monitoring Student Sheet

Irregular High-Frequency Words			Skill Words			Nonsense Words		
	a			fast			crof	
	from			frog			flad	
	said			grab			grah	
	the			next			vump	
	to			pond			snad	
	was			twit			swib	
Sentences	1. Flit did tap and twit.							
	2. Croc did not get him.							



Progress Monitoring Data Sheet

[illegible]