

# Spot's Sprint (Short Vowel Advanced Review 2 (CCVCC, CCCVC))

DAY 1	DAY 2												
<b>1) High-Frequency Words</b>	<b>1) High-Frequency Word Review</b>												
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>*d/o</td><td>h/e</td></tr><tr><td>s/ee</td><td>*th/e</td><td>*t/o</td></tr></table>	a	*d/o	h/e	s/ee	*th/e	*t/o	<table><tr><td>a</td><td>do</td><td>he</td></tr><tr><td>see</td><td>the</td><td>to</td></tr></table>	a	do	he	see	the	to
a	*d/o	h/e											
s/ee	*th/e	*t/o											
a	do	he											
see	the	to											
<b>2) Phonemic Awareness</b>	<b>2) Skill Review</b>												
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.												
<b>Blending Phonemes</b> EX: Say /s/ /p/ /l/ /i/ /n/ /t/. What is the word? (splint)	<b>3) Word Chaining</b>												
 /s/ /t/ /r/ /ü/ /t/ (strut) /s/ /p/ /l/ /i/ /t/ (split)	Students use the Make-It mat and paper letters (or magnetic letter tiles) to build each word in the word chain below.												
<b>Segmenting Phonemes</b> EX: Say the sounds you hear in <u>spring</u> . (/s/ /p/ /r/ /i/ /ŋ/)	<table><tr><td>1) dump</td><td>2) damp</td><td>3) camp</td></tr><tr><td>4) ramp</td><td>5) cramp</td><td>6) cramps</td></tr></table>	1) dump	2) damp	3) camp	4) ramp	5) cramp	6) cramps						
1) dump	2) damp	3) camp											
4) ramp	5) cramp	6) cramps											
 splat (/s/ /p/ /l/ /ä/ /t/) cramp (/k/ /r/ /ä/ /m/ /p/)	<b>4) Decoding</b>												
<b>3) Skill Introduction</b>	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 /ä/, /i/, /ö/, /ë/, and /ü/. Practice saying /ä/, /i/, /ö/, /ë/, and /ü/. Repeat 2-3 times.	<b>Decoding</b> Students choral, partner, or whisper read the book <i>Spot’s Sprint</i> . Students use a pencil or finger to underline the words as they read aloud.												
<b>Multisensory Practice</b> 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 /ä/, /i/, /ö/, /ë/, and /ü/ aloud. Repeat 2-3 times.	<b>5) Language and Reading Comprehension</b>												
<b>Sky Writing</b> 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.												
<b>4) Word Mapping</b>	<b>6) Progress Monitoring</b>												
Students use the Map-It mat to map these words.	<b>Comprehension</b> Use the online book quiz to assess general comprehension.												
<table><tr><td>s/p/l/i/t</td><td>s/p/l/a/t</td><td>s/p/l/i/n/t</td></tr><tr><td>s/t/r/u/t</td><td>c/r/a/m/p</td><td>s/p/r/i/n/t</td></tr></table>	s/p/l/i/t	s/p/l/a/t	s/p/l/i/n/t	s/t/r/u/t	c/r/a/m/p	s/p/r/i/n/t	<b>Decoding</b> Students read the high-frequency words, skill words, nonsense words and sentences on the Progress Monitoring sheet.						
s/p/l/i/t	s/p/l/a/t	s/p/l/i/n/t											
s/t/r/u/t	c/r/a/m/p	s/p/r/i/n/t											
<b>5) Decoding and Encoding</b>	<b>Encoding</b> Students write the dictated sentence below on lined paper.												
<b>Decoding</b> 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.	<b>Spot grins as he sprints.</b>												
<b>Encoding</b> 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.												
<b>Spot gets a cramp.</b>													

# MAP-IT

Echo-It



Tap-It



Make-It



Write-It



Read-It



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abcdefghijklmnopqrstuvwxyz

Laminate for reuse.

## Map-It Activity Steps

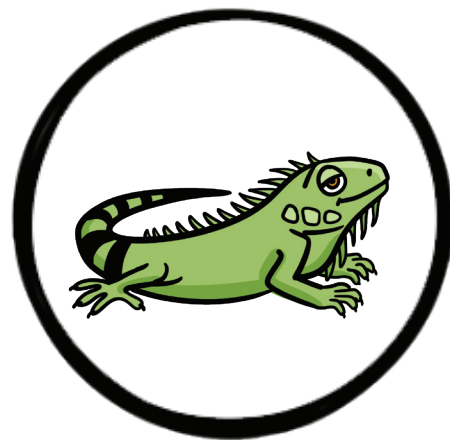
- Echo-It:** Read the word aloud. Students repeat the word.
- Tap-It:** Students tap each sound they hear in the word with their fingers. Using their free hand, students count the phonemes by putting up a finger for each sound they hear. Students place that number of chips/counters in the Tap-It squares.
  - 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	do	he	cramp	splat	splint	(none)
	see	the	to	spring	sprint	strut	
Phrases	as he sprints			see spring buds			splat in the mud
	gets a cramp			splint on his leg			is in his hand
Sentences	1. A string is in his hand.						
	2. Spot can see spring buds.						



# Reading Comprehension

Describe clues that help you know this story is **fantasy**.

Clue #1	Clue #2
Clue #3	Clue #4



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.

[illegible]



# 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.

d

u

m

p

a

c

r

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. Have you ever been in a race before? Tell us about it. (Answers will vary.)
2. What does it mean to sprint? (to run or go at top speed, especially for a short distance)
3. A character comes to another character's aid when they get hurt. What does it mean come to someone's **aid**? (the act of helping someone)

## (A) Language Structures

Look back through the book. What does Spot see as he sprints? (He sees spring buds, mud, insects, butterflies, and his friends.) How could you put these things into categories? (Possible categories are living and not living or moving and not moving.) Why would you pick these categories? (Answers will vary.)

## (B) Literacy Knowledge

1. Identify the first sentence in the story. Guide your finger to show the way in which we read the sentence. (Students should move their finger from left to right.)
2. Identify the first word and the period on the page. The period indicates the end of a sentence. How many words are in the first sentence? (There are five words in the first sentence.)

## (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 does Spot hurt his leg? (He gets a cramp and falls in the mud. He probably twists it when he falls in the mud hole.)
2. Do you think Spot will enter another race? Why or why not? (Answers will vary.)

## (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 **aid**. How does it tie into our reading? (Pip comes to Spot's aid when he gets hurt in the race and puts a splint on his leg.)
2. Spot gets a cramp when he is running. What is a **cramp**? (a sudden, painful involuntary tightening of muscle)

## (A) Reading Skills & Strategies

Let's practice **identifying genre**. (Students draw or write their responses on the Focus Skill Reading Practice sheet.)

This story is **fiction**; specifically, it is **fantasy**. Stories that are considered fantasy generally have animals with human characteristics or elements of magic. What clues help you to know that this is fantasy? (The animals can speak. The animals have emotions. The animals are participating in a race. The pictures show the animals making human gestures.)





Irregular High-Frequency Words	a	Skill Words	cramp	Nonsense Words	cremp
	do		splat		spand
	he		splint		splef
	see		split		stras
	the		spring		sprump
	to		sprint		struf
Sentences	1. He can splat in the mud.				
	2. He can get a splint on his leg.				

[illegible]