Zwolak_CYCLE#1_GROUP NAME

KUUMBA Academy Charter School

4th grade. 8:30-9:00 (Lamb/Pratts)

Six Week Instructional Plan for Teacher-Led

RtI Instruction

Student Names & Data

Data Wall 2023-2024

Student Name	Overall EL Benchmark Phase	MAP %/score Fall	Overall EL Benchmark Phase Winter	MAP % Winter	Map - 1 growth by EOY	Map - 1.25 growth by EOY		
					Percentile Points	Percentile Points	Winter Target	Spring Target
4th grade. 8:30-9:00								
Julian Philips	early consolidated	44%, 194			9	11	200	205
Zephaniah Nelson-Wallace	Late Full Alphabetic	13%, 178			11	14	185	192
Elizabeth Rodriguez	Late Consolidated	30%, 188			9	11	194	206
Donte Collins	Middle Consolidated Alphabetic	19%, 182			10	13	188	195
Dalea Matboly	Early Consolidated Alphabetic	35%, 190			9	11	196	201
Laniya Tiller (Holley/Pratts)	Early Consolidated	26%, 186			10	13	192	199
4th grade. 2:30-3:00								

Dallas Collins	Independent	32%, 189			9	11	195	200
Nasir Watson-Ryan	Independent	24%, 185			10	13	191	198
Zah'Kir Malloy-Reed	Independent	26%, 186			10	13	192	199
Riyan Ali-Rawlins	Independent	39%, 192			9	11	198	203
Zyonna Burhannon	Late Consolidated	23%, 184			10	13	190	197
Taylor White	late consolidated	21%, 183			10	13	189	196

Behavior Targets

- I can show Ujima through 'equity of voice.' I value my thoughts and the thoughts and voices of others in our learning community.
- I will show Imani through 'honoring myself and others in our community.'
- I can show Kujichagulia through 'perspective taking'. I notice and honor my feelings while doing the best I can to achieve in the moment.
- I will show Kuumba by using 'active listening'. I need all of my creativity to listen actively.
- I will show Umoja and Nia as I work to 'support the group in achieving high rates of literacy.'

Long Term Learning Targets for Cycle 1→

1. I can hear, say, and spell the smallest word parts in multisyllabic words.
2. I can decode multisyllabic words with prefixes and suffixes.
3. I can decode multisyllabic words with open, closed syllables, ~~and vowel team syllables.~~
4. I can read grade level text with accuracy, appropriate speed, phrasing and expression to increase my fluency and comprehension.

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The synthesized learning of all 6 weeks learning targets.	5. I can identify important details of a nonfiction text and summarize them into a theme verbally and in writing. 6. I can increase vocabulary and morphological awareness. ~~7. I can identify text structures in order to support self-monitoring and comprehension.~~

WEEK 1= 10/10-10/14	WEEK 2= 10/17-10/21	WEEK 3= 10/24-10/28
Learning Targets	**Learning Targets**	**Learning Targets**
I will practice, set goals, and reflect on our five norms across each day. I will write and describe my 'reading identity.' I will share my 'reading identity.'	MKS LT's I can identify the vowel sounds and syllables in multisyllabic words using the **closed syllable type**. I can fluently read with proper phrasing and expression. I can examine the spelling of vowel sounds in a printed word and determine the **Closed syllable type.** Character LT's I will quiet my inner voice so that I can receive new ideas and free space to evolve my thinking; Kuumba.	MKS LT's I can identify the vowel sounds and syllables in multisyllabic words using the **open syllable type**. I can fluently read with proper phrasing and expression. I can examine the spelling of vowel sounds in a printed word and determine the **open syllable type.** I can monitor comprehension using **text structure.** Character LT's I will quiet my inner voice so that I can receive new ideas and free space to evolve my thinking; Kuumba.
Materials Needed	**Materials Needed**	**Materials Needed**
Nguzo Saba Reflection Journal And MORE Reading Identity Document Class Norms (6).pdf paper, pencil, markers, etc for name tags, folders	Goal Setter, Personalized Zwolak DATA Tracker Template 2023-2024 Data Setting - Key Words Student Data Fall 2023 2024 Closed Syllable WS Resource Room Word List Samples: multisyllable words with closed syllables paper, pencil, markers, etc for name tags, folders	Open Syllable WS & PM TIER 2 and TIER 3 VOCABULARY TERMS – COMMON CORE STATE STANDARDS ADD TO: ARRANGE: COLLABORATE: COMPARE/CONTRAST:
Weekly Lesson Plan	**Weekly Lesson Plan**	**Weekly Lesson Plan**

Zwolak_CYCLE#1_GROUP NAME

Indicate how long each lesson will be on each day & include general instruction strategies for each day.	*Indicate how long each lesson will be on each day & include general instruction strategies for each day.*	*Indicate how long each lesson will be on each day & include general instruction strategies for each day.*
Day 1: name tags, norm #1 - Kuumba **Day 2**: name tags, norm #2 - Ujima **Day 3:** Reading Identity, norm #3 - Imani **Day 4:** Reading Identity and share, norm #4 - Kujichagulia **Day 5:** Goal set, norm #5 - Nia, Umoja	**Day 1:** Goal set **Day 2**: Goal set **Day 3:** Phonics Closed Syllables	**Day 1:** Spelling, closed syllables, PM review

Day 3: Phonics Closed Syllables

Lesson Component:	Instruction:
Introduction	- Explain to students that every syllable in a word has only one vowel sound. Let students know that for the next several weeks they will be studying and learning how to read and spell words with more than one syllable, also known as multisyllabic words. - Introduce students to the Syllable Types Anchor Chart*. Explain that this chart will be filled in as each syllable type is introduced. - Show students the Syllabication Anchor Chart*. Explain that this chart will provide the steps that will be used in learning to read multisyllabic words. 1. "Today's lesson is on closed syllables. A closed syllable ends in one or more consonants. For example, in the word *cat*, the *a* is followed by the consonant *t*. The word *cat* is a closed syllable. The vowel sound is short and spelled with one vowel letter." - Add this information to Syllable Types Anchor Chart beside Closed Syllables.
Multisyllabic Word Reading	I Do: - Show students the word **napkin**. Follow the syllabication steps on the anchor chart to model how to read the word. 1. "The first step says to label the first two vowels. The first two vowels I see are *a* and *i*. I will underline them and label them with a v which stands for vowel." 2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the *a* and *i* to make my bridge." 3. "The third step says to label the consonants on the bridge. In between the vowels I see the letters *p* and *k*. I will put the letter c under these letters which stands for consonant." 4. "The fourth step is to divide using the pattern. We have four different syllable divisions we will use throughout our syllable lessons. They are vowel-consonant-consonant-vowel (VCCV), vowel-consonant-vowel (VCV) which will have two different divisions and vowel-vowel (VV). Our division charts* show us where to divide each of these patterns. Looking at the word we are working with, I see the VCCV pattern. The chart tells me to divide in between the two consonants. I will draw a line in between the *p* and *k*." 5. "The fifth step says to identify the syllable types. Today our focus is on closed syllables. We said closed syllables end in one or more consonants and are spelled with one vowel letter. The first vowel is *a* and ends with consonant *p*. The first syllable is a closed syllable. Above the spelling *nap-*, I will write a cl to represent a closed syllable. The second vowel is an *i* and ends with a consonant *n*. The second syllable is a closed syllable. Above the spelling *-kin*, I will write a cl because it's a closed syllable."

Day 1: Spelling, closed syllables, PM review

SYLLABLES *OPEN*

Focus: Every syllable in a word has only **one vowel sound**. The focus in this lesson is on open syllables. An open syllable ends in a vowel. The vowel sound is long and spelled with one vowel letter.

Lesson Component:	Instruction:
Introduction	- Remind students that every syllable in a word has only one vowel sound. 1. "Today's lesson is on open syllables. An open syllable ends in a vowel. The vowel sound is long and spelled with one vowel letter." - Add this information to the Syllable Types Anchor Chart* beside Open Syllables.
Multisyllabic Word Reading	I DO: - Show students the word **music**. Work through the syllabication steps on the anchor chart to model how to read the word. 1. "The first step says to label the first two vowels. The first two vowels I see are *u* and *i*. I will underline them and label them with a v." 2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the *u* and *i* to make my bridge." 3. "The third step says to label the consonants on the bridge. In between the vowels I see the letter *s*. I will put the letter c under this letter." 4. "The fourth step is to divide using the pattern. We have four different syllable divisions we use when determining where to divide. Looking at the word we are working with, I see the VCV pattern. There are two charts that have a VCV pattern. The charts have a number 1 and 2 on them. This lets us know which syllable division we should try first. According to the charts, we need to try dividing after the first vowel first. I will draw a line in between the *u* and *s*." 5. "The fifth step says to identify the syllable types. Today our focus is on open syllables. We said open syllables end in a vowel and spelled with one vowel letter. The first vowel is *u* and it is the last letter. The first syllable is an open syllable. Above the spelling *m-u*, I will write an op to represent an open syllable. The second vowel is an *i* and ends with a consonant *c*. The second syllable is a closed syllable. Above the spelling *s-i-c*, I will write a cl because it's a closed syllable." 6. "The sixth and final step says to read each syllable and read the word. Our anchor chart says that open syllables have a long vowel sound. The first syllable is spelled *m-u*. I read *mu-*. The second syllable is a closed syllable. We know closed syllables have a short vowel sound. The second syllable is spelled *s-i-c*. I read *-sic*. When I read the whole word, I get **music**." - "I will add this word to our Syllable Types Anchor Chart* as an example of a word with an open syllable." - Repeat the same procedure for the word **cupid.** We Do: - Work through the syllabication steps with students for words **pilot, talent,** and nonsense word **yabof.**

	6. "The sixth and final step says to read each syllable and read the word. Our anchor chart says that closed syllables have a short vowel sound. The first syllable is spelled *n-a-p*. I read *nap-*. The second syllable is spelled *k-i-n*. I read *-kin*. When I read the whole word, I get **napkin**." - "I will add this word to our Syllable Types Anchor Chart as an example of a word with a closed syllable." - Repeat the same procedure for the word **dishpan***. * Note: Blends and digraphs are combined and considered one consonant. Dishpan has a VCCV pattern. 1. "The first step says to label the first two vowels. The first two vowels I see are *i* and *a*. I will underline them and label them with a v which stands for vowel." 2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the *i* and *a* to make my bridge." 3. "The third step says to label the consonants on the bridge. In between the vowels I see the letters *s*, *h*, and *p*. I know *sh* is a digraph. I want to keep blends and digraphs together in words so I will group the *s* and *h* together to consider them as one consonant. I will put a small curved line under the *s* and *h* to remind me they are grouped and considered one consonant. I will put the letter c under these letters which standards for consonant." - Continue with steps 4-6 of the syllabication steps. We Do: - Work through the syllabication steps with students for word **suspect** and nonsense words **lignin** and **poplin**. * Provide scaffolding supports as needed by individual students.
Multisyllabic Word Work	I Do: - Work through the set of words to guide students in learning how to encode multisyllabic words. 1. "The word is **figment**. I hear two syllables in this word *fig-* and *-ment*. I will draw two lines to represent the two syllables I hear." 2. "The first syllable is *fig*. I hear short vowel */ĭ/*, so it is a closed syllable. I spell that *f-i-g*. I will write this on the first line." 3. The second syllable is *-ment*. I hear short vowel */ĕ/*, so it is a closed syllable. I spell that *m-e-n-t*. I will write this on the second line." 4. "I will write the word together and I see the word **figment**." - Repeat the same procedure for the word **gossip**. We Do: - Work through encoding with students for words **pollen** and **pastel** and nonsense word **lepton.** * Provide scaffolding supports as needed by individual students.
Dictation	- Dictate the words below to students and have them write them. Immediately following each word, show students the word spelled correctly to check for understanding. • problem • rabbit • magnet * Provide scaffolding supports as needed by individual students.

* Syllables Type Anchor Chart, Syllabication Anchor Chart, and Division Charts can be found in the Appendices.

- Teacher models skill, rule, code
- Students write rule, practice code
- Independent practice
- Peer check
- Applied text

Day 4: Phonemic Awareness, Heggerty Wk 4

	• PLEASE NOTE: The word talent, if divided using V/CV pattern, will be the word tālent. Model how to divide this word using the VC/V pattern. • "The word **tālent** does not sound familiar. Have you ever heard that word before? We know that the VCV pattern has two different ways to divide it. Because this word is not familiar to us, let us try dividing this word using the other division pattern for VCV. This means we will go back to step 4 in our syllabication steps." 4. "The fourth step is to divide using the pattern. We tried the first division pattern for VCV words and that word doesn't sound familiar. Let's try the second division pattern for VCV words. According to the second VCV pattern we need to divide after the consonant. I will draw a line in between the *l* and *e*. 5. "The fifth step says to identify the syllable types. The first vowel is an *a* and followed by consonant *l*. The first syllable is a closed syllable. Above the spelling *tal*, I will write a cl for closed syllable above it. The second vowel is an *e* followed by consonant *n*. I will write a cl for closed syllable above it. 6. "The last step says to read each syllable and read the word. Our first syllable is a closed syllable. Our anchor chart says that closed syllables have a short vowel sound. The first syllable is spelled *t-a-l*. I read *tăl-*. The second syllable is also a closed syllable. The second syllable is spelled *e-n-t*. I read *-ĕnt*. When I read the whole word, I get **talent**." • "I know the word **talent**. That is a special ability that allows someone to do something well. Have you ever heard of the word **talent**? We originally thought this word had an open syllable but once we started dividing this word, we realized that it actually has two closed syllables." * Provide scaffolding supports as needed by individual students.
Multisyllabic Word Work	I Do: - Work through the set of words to guide students in learning how to encode multisyllabic words. 1. "The word is **began**." I hear two syllables in this word *be-* and *-gan*. I will draw two lines to represent the two syllables I hear." 2. "The first syllable is *be-*. I hear long vowel */ē/*, so it is an open syllable. I will write this on the first line." 3. "The second syllable is *-gan*. I hear short vowel */ă/*, so it is a closed syllable. I spell that *g-a-n*. I will write this on the second line." 4. "I will write the word together and I see the word **began**." - Repeat the same procedure for the word **lilac**. We Do: - Work through encoding with students for words **pretend** and **hotel** and nonsense word **bunop.** * Provide scaffolding supports as needed by individual students.
Dictation	- Dictate the words below to students and have them write them. Immediately following each word, show students the word spelled correctly to check for understanding. • deduct • basic • frozen * Provide scaffolding supports as needed by individual students.

* Syllables Type Anchor Chart, Syllabication Anchor Chart, and Division Charts can be found in the Appendices.

Day 2: Open Syllable WS & PM

- Teacher models skill, rule, code
- Students write rule, practice code
- Independent practice
- spelling

Day 3: Open syllable, code, decode, spell

	Skill practice - Closed syllable (see WS #2 in the packet link) **Day 5:** PM (see packet link for PM)	- Intro to fluency text Mythical Beasts and Magical Creatures **Day 4:** Fluency and Comp, WS page 6 **Day 5:** PM
Progress Monitor/ Assessment *Include the progress monitor (linked or listed) and the cutoff for mastery (what is the score that must be achieved to show mastery)*	**Progress Monitor/ Assessment** *Include the progress monitor (linked or listed) and the cutoff for mastery (what is the score that must be achieved to show mastery)*	**Progress Monitor/ Assessment** *Include the progress monitor (linked or listed) and the cutoff for mastery (what is the score that must be achieved to show mastery)*
n/a	1. Closed Syllables (2023/24)	2. Open Syllable (2023/24)

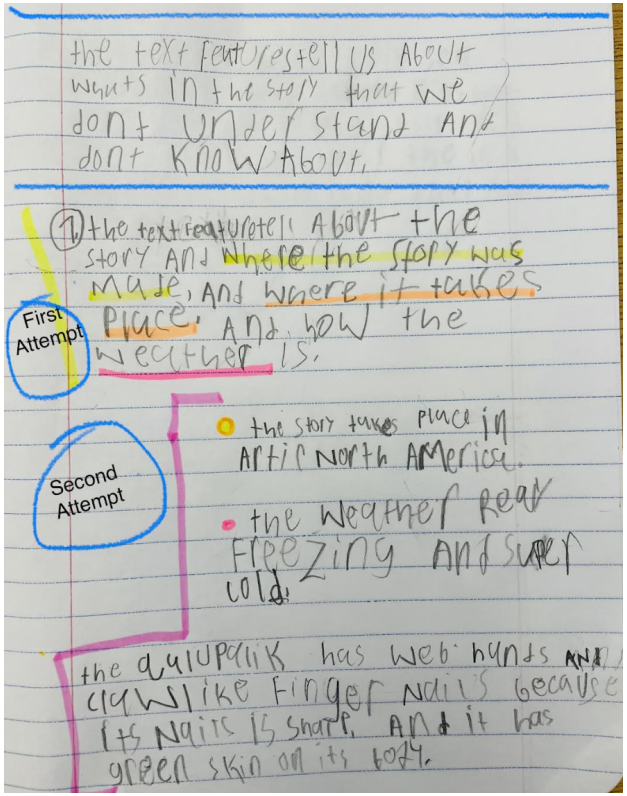
WEEK 4= 10/31-11/03	WEEK 5= 11/07-11/9	WEEK 6= 11/14-11/18
Learning Targets	**Learning Targets**	**Learning Targets**
MKS LT's I can identify the vowel sounds and syllables in multisyllabic words using the **open and closed syllables.** I can fluently read with proper phrasing and expression. I can extend comprehension through using **text features.** Character LT's I will quiet my inner voice so that I can receive new ideas and free space to evolve my thinking; Kuumba.	MKS LT's I can identify the vowel sounds and syllables in multisyllabic words using the **open and closed syllables.** I can fluently read with proper phrasing and expression. I can extend comprehension through using **text features.** Character LT's I will quiet my inner voice so that I can receive new ideas and free space to evolve my thinking; Kuumba.	- no KACS, school closure
Materials Needed	**Materials Needed**	**Materials Needed**
Open Syllable WS & PM Open:Closed Syllable WSs.pdf	Open:Closed Syllable WSs.pdf	
Weekly Lesson Plan *Indicate how long each lesson will be on each day & include general instruction strategies for each day.*	**Weekly Lesson Plan** *Indicate how long each lesson will be on each day & include general instruction strategies for each day.*	**Weekly Lesson Plan** *Indicate how long each lesson will be on each day & include general instruction strategies for each day.*
Day 1 - No RTI Day 2 - Review PM, Spelling, Open/Closed Sort (page 4) Day 3 - text features. Teacher explains, and shows examples from another text. Students find a text feature on the passage, read and analyze what helpful information it gives. Provide written reflection.	Day 1 - Coding practice (above packet). Summary. Paragraph 3 Day 2 - Summary. Model/practice. Students rewrite or add to the original. Students cut paragraph summaries out, one at a time, and paste on a new page. Day 3 - Coding practice. Model/Practice gathering details and generalizing them. Background game: Name things in the same category (colors, desserts, undersea animals). Show students that we take these smaller	no KACS - - - - - **Prior Knowledge:** Hold up 2-3 examples of text [book, story, etc], ask, "As I look at the cover and look through the text, I am getting ideas about what sort of information I will get from this text. What sort of information might you get from this text? [Affirm. "I'm hearing you say…]

Day 4 - Code practice/open syllables. Text features. Identify what and why. Summarize. Model, students write, paragraph 1

Day 5 - Code practice/open syllables. Text features. Identify what and why. Summarize. Model, students write, paragraph 2

things and chunk them into a category. We want to do this when we read too. We gather the details, think about how they relate, and chunk them into the main idea/topic/theme.

Use paragraph 1 to model how to do this. Paragraph one includes geographical details and physical features of the Qalupalik. Ask students to reread their original paragraph 1 and rewrite this using the details and generalizations we modeled.



Day 4 - PM

Cue Words to Help Identify Text Structures	
Cause and Effect	*as a result, because, therefore, caused by, led to*
Problem and Solution	*the issue, need to prevent, answer, response, to solve the problem*
Comparison and Contrast	*in contrast, instead, in comparison, the same as, difference, compared to*
Questions and Answers	A question is usually noted, and an answer follows.
Description	*for example, specifically, characteristics are, a description of*
Sequencing	*next, finally, afterward, following, before, after, to start with*

Introduction: Text is written in various structures. This makes it easier for readers to understand what they're reading. Today I am going to model for you how to determine what type of text structure you're reading. Post a chart with the six most common text structures: cause and effect, problem and solution, questions and answers, comparison and contrast, description, and chronological order, as well as some cue words for each of the text structures. These are the six most common text structures and the cue words that will help you determine the type of text structure you're reading. As I read the texts today, I'm going to think aloud about what type of structure the text might have.

Student Practice: Give a group six short pieces of text and six index cards. Each index card should include a list of cue words that matches a text structure. Have students work together, reading each piece of text and determining its

<table>
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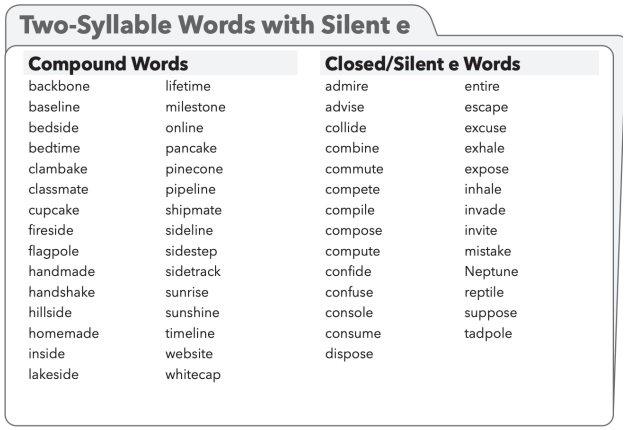
<td></td>
<td>Day 5 - No School
 
</td>
<td>structure by using the cue-word cards as a guide. Then ask students to complete the Structures of Text graphic organizer on their own.</td>
</tr>
<tr>
<td>Progress Monitor/ Assessment
Include the progress monitor (linked or listed) and the cutoff for mastery (what is the score that must be achieved to show mastery)</td>
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Include the progress monitor (linked or listed) and the cutoff for mastery (what is the score that must be achieved to show mastery)</td>
<td>Progress Monitor/ Assessment
Include the progress monitor (linked or listed) and the cutoff for mastery (what is the score that must be achieved to show mastery)</td>
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<tr>
<td>Modified instructional week, no PM.</td>
<td>2.B Open Syllables (23/24)</td>
<td>Decoding 6/6:
Encoding: 6/6:
Fluency P.E.A.R:</td>
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Zwolak_CYCLE#1_GROUP NAME

Closed Syllable Words

Two-Syllable Words (VCCV)

absent	conduct	expand	picnic	sunset
basket	contact	expect	piglet	until
cactus	content	insect	pigpen	velvet
canyon	contest	insult	plastic	
catfish	discuss	invent	pretzel	
catnap	disgust	magnet	problem	
catnip	disrupt	napkin	public	

Three-Syllable Words

accomplish	basketball	establish	investment
Atlantic	consistent	fantastic	snapdragon

Two-Syllable Words – Open Syllables

Open Syllable/Closed Syllable

bacon	legal	protest
basic	local	pupil
bison	minus	raven
direct	moment	robot
even	motel	rodent
final	music	silent
focus	open	siren
frequent	pilot	student
hotel	prefix	total
human	pretend	tulip
humid	pretest	unit
item	prevent	Venus
label	protect	yodel

Open Syllable/Silent e Syllable

beside	provide
Chinese	refuse
donate	remote
female	revise
humane	rival
locate	rotate
ozone	unite
polite	vacate
profile	

Two-Syllable Words – Open Syllables

Open Syllable/Vowel Combination Syllable

belief	domain	remain
cocoa	ideal	repeat
decoy	pronoun	reveal
delay	rebound	
detail	relay	

Open Syllable/Vowel-r Syllable

acorn	paper	return
humor	polar	solar
major	prefer	spider
minor	radar	super
motor	refer	tiger
over	report	

Three-Syllable Words – Open Syllables

Three-Syllable Words

abdomen	refreshment
commuter	remember
demolish	republic
domestic	romantic
electric	utensil
equipment	

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Two-Syllable Words with Silent e

Compound Words

backbone
baseline
bedside
bedtime
clambake
classmate
cupcake
fireside
flagpole
handmade
handshake
hillside
homemade
inside
lakeside
lifetime
milestone
online
pancake
pinecone
pipeline
shipmate
sideline
sidestep
sidetrack
sunrise
sunshine
timeline
website
whitecap

Closed/Silent e Words

admire
advise
collide
combine
commute
compete
compile
compose
compute
confide
confuse
console
consume
dispose
entire
escape
excuse
exhale
expose
inhale
invade
invite
mistake
Neptune
reptile
suppose
tadpole

Three-Syllable Words with Silent e

Three-Syllable Words

compensate
contribute
demonstrate
distribute
incomplete
lemonade
postponement
valentine

Word Chains

Consonant Blends

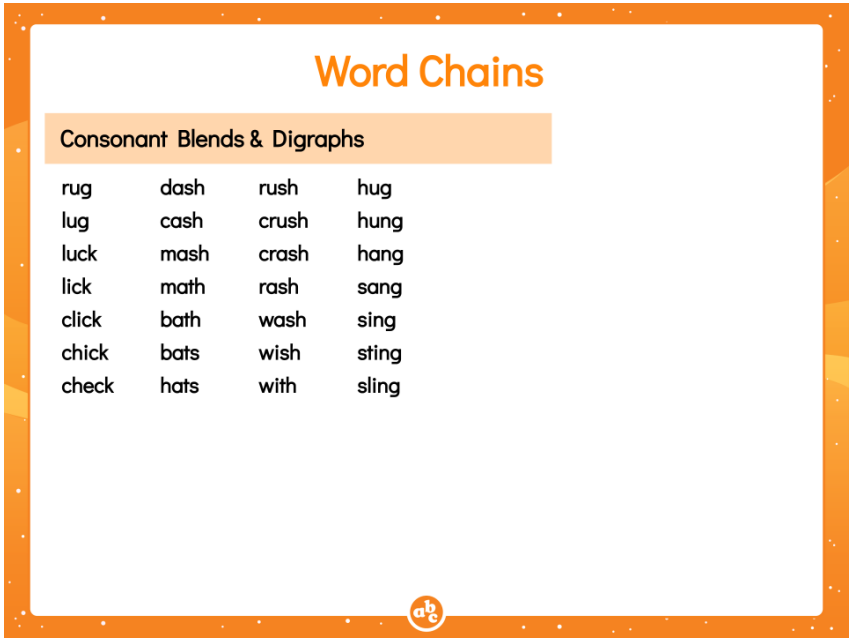
lip	tap	spot	cat	test
slip	trap	pot	cast	west
sip	rap	plot	last	wet
sit	rip	lot	list	went
fit	trip	lit	lint	wept
fist	grip	lift	flint	swept

Word Chains

Long Vowels

rip	tap	back	spoke
ripe	tape	bake	spike
rope	take	lake	spine
cope	tale	lane	spin
cape	tile	line	pin
cane	mile	lone	pine

Zwolak_CYCLE#1_GROUP NAME



word chain w/digraph, blends final
picture - notice wonder
sound review, r-controlled

How do I use a Word Chain?

Encoding (spelling) practice:

- Change *sat* to *hat.*
- What letter do you need to change *sat* to *hat*?
- What would you have to do to change *cat* into *cast*?

Decoding (reading) practice:

- Change the *s* in *sat* to an *h*. What word do you have?
- Change the /s/ in *sat* to a /h/. Read your new word.
- If I put an *s* right here in *cat*, what word does that spell?

What makes a good Word Chain?

CVC Words
Letters needed: a, b, c, f, g, h, n, o, p, r, t, u

Let's begin with the word	fun
Now, change it to	run
Change the u to o, what word did you get?	ron
Now, change it to	rot
Change the r to h, what word did you get?	hot
Now, change it to	hat
Change the a to u, what word did you get?	hut
Now, change it to	nut
Change the n to c, what word did you get?	cut
Now, change it to	cup
Change the u to a, what word did you get?	cap
Now, change it to	tap
Change the p to g, what word did you get?	tag
Now, change it to	hag
Change the a to u, what word did you get?	hug
Now, change it to	rug
Change the r to b, what word did you get?	bug
Now, change it to	bun
Change the h to n, what word did you get?	run

Vowel Digraph words
Letters needed: a, b, c, e, g, i, m, o, s, t, w, y

Let's begin with the word	team
Now, change it to	beam
Change the M to T, what word did you get?	beat
Now, change it to	beast
Change EA to OA, what word did you get?	boast
Now, change it to	coast
Take out the S, what word did you get?	coat
Now, change it to	goat
Change the G to B, what word did you get?	boat
Now, change it to	oat
Change OA back to EA, what word is that?	eat
Now, change it to	east
Add Y at the beginning, what word is it?	yeast
Now, change it to	feast
Take out the S, what word did you get?	feat
Now, change it to	beat
Change EA to AI, what word did you get?	bait
Now, change it to	wait
Add S before the T, what word did you get?	waist

What makes a good Word Chain?

Let's begin with the word	team	
Now, change it to	beam	encoding
Change the M to T, what word did you get?	beat	decoding
Now, change it to	beast	encoding
Change EA to OA, what word did you get?	boast	decoding
Now, change it to	coast	encoding
Take out the S, what word did you get?	coat	decoding

Zwolak_CYCLE#1_GROUP NAME

är Words

Single Syllable är Words

arm	far	scarf
art	farm	shark
bar	hard	sharp
bark	harm	smart
barn	harsh	snarl
car	jar	spark
card	march	star
cart	mark	starch
charm	mart	start
chart	park	tar
dark	part	yard
dart	scar	yarn

Two-Syllable är Words

armrest	parsnip
artist	sandbar
barnyard	sharkskin
carpet	starfish
carton	starship
darkness	target
darling	
farmyard	
garden	
garlic	
harvest	
market	

ôr Words

Single Syllable ôr Words

born	porch
cord	pork
corn	port
for	short
fork	snort
form	sort
fort	sport
horn	storm
morn	thorn
nor	torch
north	torn
or	worn

Two-Syllable ôr Words

correct
forget
hornet
morning
orbit
organ
passport
pitchfork
popcorn
shortcut
shortstop
windstorm

ûr Words

Single Syllable ûr Words (er, ir & ur)

birch	first	skirt
bird	fur	slurp
birth	girl	stir
burn	her	surf
burst	herd	swirl
chirp	hurt	term
church	jerk	third
clerk	perch	thirst
curb	perm	turn
curl	purr	twirl
dirt	shirt	verb
fir	sir	whirl

Two-Syllable Words (er, ir & ur)

birdcage	perfume
blackbird	perhaps
burro	person
disturb	stirrup
expert	sunburn
lantern	surprise
modern	thermos
percent	turnip
perfect	

Words with Vowel-r Syllables

Vowel-r and Closed Syllables

blister	garden	pattern
carpet	lobster	perfect
chapter	market	popcorn
forget	number	target

Vowel-r and Open Syllables

baker	later	spider
clover	paper	super
fever	return	tiger

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Day 1: Unpack LT (1 min); HFW (3 min); Chaining Practice: (2min); Decoding Practice: (5 min); Encoding Practice: (5min); Whisper Read (10 min), Partner Read (4 min) and Choral Read (1 min);	Day 3: Unpack LT (1 min); HFW (3 min); Chaining Practice: (2min); Decoding Practice: (5 min); Encoding Practice: (5min); Whisper Read (10 min), Partner Read (4 min) and Choral Read (1 min);	**Day 4:** Unpack LT (1 min); Whisper Read (10 min), Partner Read (4 min) and Choral Read (1 min); HFW (3 min); Chaining Practice: (2min); Decoding Practice: (5 min); Encoding Practice: (5min);
		Day 5: Review Book first (15 min), PM (10 min), Goal Setting.(5 min)

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