



# Sample Lesson Plan

# Using Our Stories Decodables Lessons

**Phonics Focus and High-Frequency Words** Offer quick reference to words that exemplify the phonics focus and other targets in the text as well as the book's high-frequency words

**Check Readiness of Target Skills** Presents skill-focused word sets that you can have students read aloud to gauge their level of readiness for reading the text and identify possible supports they may need

**Story Words and Challenge Words** Identifies words that are necessary for the text but are not yet decodable, according to the program scope and sequence, so that you may introduce them before reading

**Build Background** Provides background about aspects of the story that may not be familiar to all students



## Book 9: Jayden's Sax

By Simon Moore

Jayden has his heart set on learning how to play the saxophone in time for his class show. Will he be ready?

**Genre: Realistic Fiction** This text presents a story about a boy who sets a goal and devotes himself to hard work and practice.

### Whole- and Small-Group Instruction Options

The following steps offer instruction for guiding students through this text in whole or small groups, in conjunction with direct instruction in the targeted skills.

### Get Ready to Read

**Phonemic Awareness** Let students know that as they read this book, they will use what they've learned about words with long vowels spelled with two letters.

**Play "Make It Long!"** Play a game in which students aurally identify a short-vowel sound in a word and then change one letter to make the vowel sound long. Create a signal students can use to show they are ready to change the word to have a long-vowel sound.

**Model:** Say: *Listen to my word:* men. Show or signal when you are ready to change the short-vowel sound to a long-vowel sound. After students say the word (*mean*), write or have them write the word and underline the two letters that spell the vowel sound.

**Play:** Use these words, and write or have students write the words after each turn: *pal, pail* (and *pale*); *set, seat; lit, light; sock, soak; fell, feel; check, cheek.*

**Check Readiness of Target Skills** You may use the Readiness Check to identify students' readiness for the targeted elements in this text. Remind students that two vowels together can spell a long-vowel sound.

<b>Long and Short Vowels</b> (minimal contrasts)	bet beat • cot coat • sit sight • well wheel • plan plain
<b>Long Vowels</b> (one syllable)	see new right low play tie screech goal dream brief
<b>Vowel Team Syllables</b>	explain teaching pillow upbeat Jayden floating rescue

Use observations to determine needs for additional support and inform grouping.

**Introduce/Review High-Frequency Words** Use these steps to teach or review.

- Display the word. Say it aloud and have students repeat.
- Use the word in a sentence. Discuss the word and its meaning or usage with students.
- Identify known and unknown parts of the word. (See specifics below.)
- Have students spell and/or write the word.

	Use it in a sentence.	Identify known and unknown parts.
are (review)	We <b>are</b> happy.	<ul style="list-style-type: none"> <li>• Say the single sound in <i>are</i>: /ā/.</li> <li>• Point to each letter of the word and have students spell it aloud with you: <i>a-r-e</i>; <i>are</i>.</li> </ul>
they (review)	<b>They</b> will come with us.	<ul style="list-style-type: none"> <li>• Find the 2 sounds in <i>they</i>: /th/ /ā/.</li> <li>• Identify the beginning sound-spelling students know: /th/ <i>th</i>.</li> <li>• Identify an irregular spelling: <i>Letters e-y say /ā/ in this word.</i></li> </ul>
what	<b>What</b> do you want for lunch?	<ul style="list-style-type: none"> <li>• Find the 3 sounds in <i>what</i>: /w/ /u/ /t/.</li> <li>• Identify initial and final sound-spellings students have learned: /w/ <i>wh</i>, /t/ <i>t</i>.</li> <li>• Identify an irregular spelling: <i>Letter a says /u/ in this word.</i></li> </ul>

**Introduce/Review High-Frequency Words** Offers guidance for introducing or reviewing the book's featured high-frequency words

**Phonemic Awareness** Offers quick, playful activities that build phonemic awareness related to the phonics focus

**Read the Text** Recommends steps for previewing the text and routines for a first and second reading.

### Read the Text

#### Preview

Build background knowledge and engagement by previewing the book.

- Display the cover and share the title, author, and illustrator.
- Invite students to share what they notice or wonder about the book based on the cover artwork and title. Provide a sentence frame as needed. Example: *One thing I notice about the character on the cover is \_\_\_\_.*

#### First Reading

- Read the title and have students repeat it.
- Read aloud the text or have students whisper-read it on their own.
- Have students share their reactions to the text.

#### Second Reading

- Ask a volunteer to read the title.
- Have students whisper-read on their own.
- Invite students to take turns reading to a partner. Listen to students read and give help as needed.

#### After Reading

**Build Comprehension** Use the following questions to monitor comprehension and reinforce knowledge and vocabulary.

- *What makes Jayden want to play the saxophone?* **Story Events**
- *What happens when Jayden plays the saxophone for the first time in James's shop?* **Summarize**
- *How do you know the crowd enjoys Jayden's song?* **Character**
- *Jayden did it! He learned to play the sax in time for the school show. Describe how he did this.* **Story Events/Character**

#### Write From Dictation

Have students write this sentence. Students may illustrate the sentence as well. You may want to model the writing.

James teaches Jayden to play the sax.

### Extend and Connect

**Make Connections** Use the following questions to monitor comprehension and reinforce knowledge and vocabulary.

- *Jayden is nervous about performing for a crowd. Have you ever been scared to try something new? What happened?*
- *Jayden's family loves music. What is something your family enjoys together?*
- *Jayden learns to play a new instrument in this story. Can you think of a recent time when you learned something new? Who helped you learn?*

**Respond and Write** Invite students to write about a talent they might like to display in a performance. **Informative/Explanatory**

Then invite them to complete the phonics activity at the bottom of the page. **Distinguish Sounds**

#### Write From Dictation

Provides a dictation sentence made up of decodable words and high-frequency words to guide encoding practice

**Extend and Connect** Provides open-ended questions that guide students to think further about the story and make personal connections

### Language Support

**Vocabulary** Explain that many words in this book are specific to music. For example, point out the word *jazz* on page 4. Explain that jazz is a type of music.

Continue by pointing out other words related to music.

- *upbeat* (p. 10): feel-good music
- *notes* (p. 13): sounds that make up music or the symbols used to write music
- *pitch* (p. 15): how high or low a musical sound is
- *beat* (p. 15): rhythm, or how fast or slow a piece of music moves

**Idioms** Invite students to reread page 15. Help them understand the idiomatic phrase "he feels on edge."

Explain that "on edge" means Jayden feels nervous about his performance. He is not literally on the edge of something. Invite students to act out how someone who's on edge might behave. Then have them compare this to how someone would act if he or she was "on track" (p. 12).

**Language Support** Helps multilingual learners integrate comprehension skills with phonics skills as they practice reading

**After Reading** Presents open-ended questions to monitor and build students' comprehension of the text

**Our Stories**  
DECODABLES  
BOOK 9

**Respond and Write**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Jayden's Sax

Jayden plays the sax on stage. What is something special you might like to do at a show? Write about your talent. Then draw a picture.

Read each word. Circle the pairs of words that have the same vowel sound.

1. beat	sweet	set	4. show	float	lot
2. night	bit	bright	5. low	new	blue
3. play	aim	am			

**DIRECTIONS:** Read aloud the text for students as needed. Invite them to share about something they can perform at a show. Have them explain how they determined which words to circle.

**Respond and Write Resources** Engage students in writing in response to the text and applying phonics skills through decoding and encoding



## Book 13: My Name, My Crown

By Chavi Lassiter

Shante (SHAWN-TAY) finds that having an unusual name can make life complicated. Will she find a way to learn to appreciate her name?

**Genre: Realistic Fiction** This text presents a story about a girl who learns to be proud of her unique name.

### Phonics Focus and Other Targets

- **Diphthongs /oi/ oi, oy and /ou/ ou, ow:** choice, crown, crowns, down, joy, loud, loudly, now, pointed, proud, shouted, toy, without
- **Open Prefixes de-, pre-, re-:** decided, delay, depend, depressed, predict, replied, responded

### High-Frequency Words

both, could, your

### Story Words

love, people, Shante

### Challenge Words

exciting, feathers, peace, special

### Build Background

Explain that in this story, the main character has a name that is uncommon. Discuss how names can be different in every community around the world. A name that is very common in one community might be rare somewhere else. Invite students to share what they like about their names.

### Whole- and Small-Group Instruction Options

The following steps offer instruction for guiding students through this text in whole or small groups, in conjunction with direct instruction in the targeted skills.

### Get Ready to Read

**Phonemic Awareness** Let students know that as they read this book, they will use what they've learned about the sounds of diphthongs oi, oy, ou, and ow.

**Play "Match the Sound"** Play a game in which students identify words with the target vowel sounds.

- **Model:** Say: *I'll say a sound and then two words. Show thumbs-up when you know which of the words has my sound. Our target sound is /ou/ as in cow. Our words are lid and loud. After students show thumbs-up, invite them to chorally say the word. (loud)*
- **Play:** Use these words in mixed order, and write or have students write the words after each turn. /oi/: choice, choose; coin, can; toy, too; join, Jane; pint, point; /ou/: high, how; found, find; brown, brain; shut, shout.

**Check Readiness of Target Skills** You may use the Readiness Check to identify students' readiness for the targeted elements in this text. Remind them that /oi/ and /ou/ vowel sounds are not short or long. Instead, they are gliding sounds. When we read them, our mouths move from one position to another.

<b>Diphthongs (oi, oy)</b>	choice Joy toy point spoil join boy coin soil enjoy
<b>Diphthongs (ou, ow)</b>	crown loud now down without shout proud how wow out mouth found

Use observations to determine needs for additional support and inform grouping.

**Introduce/Review High-Frequency Words** Use these steps to teach or review.

- Display the word. Say it aloud and have students repeat.
- Use the word in a sentence. Discuss the word and its meaning or usage with students.
- Identify known and unknown parts of the word. (See specifics below.)
- Have students spell and/or write the word.

	Use it in a sentence.	Identify known and unknown parts.
both	Tomas read <b>both</b> of the books.	<ul style="list-style-type: none"> <li>• Find the 3 sounds in <i>both</i>: /b/ /ō/ /th/.</li> <li>• Review the beginning and ending sound-spellings: /b/ b, /th/ th.</li> <li>• Point out that the letter o makes its long sound in this word.</li> </ul>
could	I <b>could</b> try to reach the top shelf.	<ul style="list-style-type: none"> <li>• Find the 3 sounds in <i>could</i>: /k/ /ō/ /d/.</li> <li>• Review the beginning and ending sound-spellings: /k/ k, /d/ d.</li> <li>• Identify that <i>-ould</i> is an irregular spelling including /ō/ and that students also see this spelling in the words <i>should</i> and <i>would</i>.</li> </ul>
your	<b>Your</b> backpack looks heavy!	<ul style="list-style-type: none"> <li>• Find the 3 sounds in <i>your</i>: /y/ /ō/ /r/.</li> <li>• Review the beginning and ending sound-spellings: /y/ y, /r/ r.</li> <li>• Identify the irregular sound-spelling: <i>Letters o-u stand for /ō/ in this word.</i></li> </ul>

## Read the Text

### Preview

Build background knowledge and engagement by previewing the book.

- Display the cover and share the title, author, and illustrator.
- Invite students to share what they notice or wonder about the book based on the cover artwork and title. Provide a sentence frame as needed. Example: *The title makes me wonder about \_\_\_\_.*

### First Reading

- Read the title and have students repeat it.
- Read aloud the text or have students whisper-read it on their own.
- Have students share their reactions to the text.

### Second Reading

- Ask a volunteer to read the title.
- Have students whisper-read on their own.
- Invite students to take turns reading to a partner. Listen to students read and give help as needed.

### After Reading

**Build Comprehension** Use the following questions to monitor comprehension and reinforce knowledge and vocabulary.

- *Why does Shante feel sad at the beginning of the story?* **Make Inferences**
- *How did Shante get her unique name?* **Retell**
- *Shante does not like that her name is uncommon. How do her friends and family help?* **Problem and Solution**
- *What happens at Shante's class birthday party?* **Summarize**

### Write From Dictation

Have students write this sentence. Students may illustrate the sentence as well. You may want to model the writing.

She walked proudly in her crown.

## Extend and Connect

**Make Connections** Use the following questions to monitor comprehension and reinforce knowledge and vocabulary.

- *Shante has a unique name that not a lot of people have. What is something unique about you?*
- *Shante was given her name because it is a combination of both of her parents' names. What do you know about how you got your name?*
- *Shante's name is similar to her parents' names. What is something you have in common with a parent?*

**Respond and Write** Invite students to draw their own crowns and write about how details in their drawings reflect what is special about them. **Informative/Explanatory**

Then invite them to complete the phonics activity at the bottom of the page. **Complete Sentences**

### Language Support

**Proper Names** Point to the words *SHAWN-TAY* and *Shante* on page 3. Explain that both indicate the same name, but the former shows the pronunciation and the latter the spelling. Point out how SHAWN-TAY uses a dash to separate the syllables.

**Vocabulary** Explain that authors can carefully choose verbs to help express characters' emotions. Point out the word *sighed* on page 3 and explain how it shows frustration about something. Point out other words that help show emotions, such as *groaned* (p. 7) and *muttered* (p. 7). Invite students to act out each word.

**Figurative Language** Explain that some phrases in this book aren't literal. Invite students to reread page 4. Discuss that *down* in this context means "sad." Invite students to find clues on the page that show this meaning of *down*. Point out other examples of figurative language. Remind students to use context to help them understand the meaning.

- give it a shot (p. 5): to try something
- shine bright (p. 13): to stand out