

## SET YOU UP, SEND YOU OFF DECODABLE LESSON (10 minutes)

*Best for children who need minimal support*

<b>Introduce the text</b> <i>1 min</i>	Introduce the text with a one-sentence connection to prior knowledge.
<b>Set a phonics purpose</b> <i>2 min</i>	<ul style="list-style-type: none"><li>• Connect the text to the day's phonics lesson by having students remember what they learned in phonics.</li><li>• Remind children of your strategy for using phonics while reading words (for example, <i>tapping</i>).</li></ul>
<b>Start the reading</b> <i>1 min</i>	<ul style="list-style-type: none"><li>• Echo read the first page (teacher reads a sentence, children repeat).</li><li>• If applicable, draw students' attention to the target sound-spelling relationship. Model using your strategy for reading the target word.</li></ul>
<b>Listen to reading</b> <i>5 min</i>	<ul style="list-style-type: none"><li>• Have students continue reading the text in a whisper.</li><li>• Listen to students as they read. Prompt students to use the sound-spelling knowledge to decode.</li></ul>
<b>Release to continue reading</b>	<ul style="list-style-type: none"><li>• If children are using phonics skills and strategies to read words, close out your time together by reminding them to continue to use their skills and strategies in the rest of the book:  You can say something like, "I notice something special about the word <i>Chad</i>. It starts with the letters <i>c</i> and <i>h</i>, which we learned about this morning. What sound do <i>c</i> and <i>h</i> generally spell when they're together?"</li><li>• Release students to read independently somewhere else in the room.</li></ul>