**Day 1: Phonics**

### Phonemic Awareness

**Demonstrate and Coach**

Listen to the rhyme aloud, track the print, and then reread the title. Think aloud when I see the letters /ûr/. Place the /ûr/ sound in the middle. What sound do you hear at the beginning of this word? What sound do you hear at the end of this word? Demonstrate that the /ûr/ sound is spelled with the letters ur. Place the /ûr/ sound under the ur letters in this sentence, and name the word. Ask students to name the warm-up words and the /ûr/ sound. Ask students to complete the blank page during center time.

### Phonemic Knowledge

**Demonstrate**

Listen to these words and repeat them to make the word /ûr/. Repeat with other words with /ûr/. Have students name the /ûr/ sound and write it on the board. Point to the word and have students repeat the word. Then write the word /ûr/ on the board.

**Apply and Assess**

Independent Practice: Use Blackline Master B. Ask students to move the word cards to the board to make the word /ûr/. Have students come up to the board and read the word. Then write the word on the board.

### Phonics Skills

**Demonstrate**

Listen to these words and repeat them to make the word /ûr/. Repeat with other words with /ûr/. Have students name, write, and read the word. Then write the word /ûr/ on the board. Draw lines under the /ûr/ letters in these words: shirt, thorn.

**Apply and Assess**

Independent Practice: Use Blackline Master C. Ask students to move the word cards to the board to make the sound /ûr/. Have students come up to the board and read the word. Then write the word on the board.

### Phonics Strategy: Inference and Mapping

**Demonstrate**

Listen to these words and repeat them to make the word /ûr/. Repeat with other words with /ûr/. Have students name the /ûr/ sound and write it on the board. Point to the word and have students repeat the word. Then write the word /ûr/ on the board. Draw lines under the /ûr/ letters in these words: shirt, thorn.

**Apply and Assess**

Independent Practice: Use Blackline Master D. Ask students to move the word cards to the board to make the sound /ûr/. Have students come up to the board and read the word. Then write the word on the board.

### 3-Initial High-Frequency Words

**Demonstrate**

Listen to these words and repeat them to make the word /ûr/. Repeat with other words with /ûr/. Have students name the /ûr/ sound and write it on the board. Point to the word and have students repeat the word. Then write the word /ûr/ on the board. Draw lines under the /ûr/ letters in these words: shirt, thorn.

**Apply and Assess**

Independent Practice: Use Blackline Master E. Ask students to move the word cards to the board to make the sound /ûr/. Have students come up to the board and read the word. Then write the word on the board.

### Phonics Skill: Read the Decodable Book

**Demonstrate**

Listen to these words and repeat them to make the word /ûr/. Repeat with other words with /ûr/. Have students name the /ûr/ sound and write it on the board. Point to the word and have students repeat the word. Then write the word /ûr/ on the board. Draw lines under the /ûr/ letters in these words: shirt, thorn.

**Apply and Assess**

Independent Practice: Use Blackline Master F. Ask students to move the word cards to the board to make the sound /ûr/. Have students come up to the board and read the word. Then write the word on the board.

### 3-Final High-Frequency Words

**Demonstrate**

Listen to these words and repeat them to make the word /ûr/. Repeat with other words with /ûr/. Have students name the /ûr/ sound and write it on the board. Point to the word and have students repeat the word. Then write the word /ûr/ on the board. Draw lines under the /ûr/ letters in these words: shirt, thorn.

**Apply and Assess**

Independent Practice: Use Blackline Master G. Ask students to move the word cards to the board to make the sound /ûr/. Have students come up to the board and read the word. Then write the word on the board.

### 3-Best By Far

Listen to these words and repeat them to make the word /ûr/. Repeat with other words with /ûr/. Have students name the /ûr/ sound and write it on the board. Point to the word and have students repeat the word. Then write the word /ûr/ on the board.

**Apply and Assess**

Independent Practice: Use Blackline Master H. Ask students to move the word cards to the board to make the sound /ûr/. Have students come up to the board and read the word. Then write the word /ûr/ on the board. Draw lines under the /ûr/ letters in these words: shirt, thorn.

**Apply and Assess**

Independent Practice: Use Blackline Master I. Ask students to move the word cards to the board to make the sound /ûr/. Have students come up to the board and read the word. Then write the word on the board.

### 3-Soft Vowels

Listen to these words and repeat them to make the word /ûr/. Repeat with other words with /ûr/. Have students name the /ûr/ sound and write it on the board. Point to the word and have students repeat the word. Then write the word /ûr/ on the board. Draw lines under the /ûr/ letters in these words: shirt, thorn.

**Apply and Assess**

Independent Practice: Use Blackline Master J. Ask students to move the word cards to the board to make the sound /ûr/. Have students come up to the board and read the word. Then write the word on the board.

### 3-Soft Sounding Consonants

Listen to these words and repeat them to make the word /ûr/. Repeat with other words with /ûr/. Have students name the /ûr/ sound and write it on the board. Point to the word and have students repeat the word. Then write the word /ûr/ on the board. Draw lines under the /ûr/ letters in these words: shirt, thorn.

**Apply and Assess**

Independent Practice: Use Blackline Master K. Ask students to move the word cards to the board to make the sound /ûr/. Have students come up to the board and read the word. Then write the word on the board.

### 3-Soft Vowels

Listen to these words and repeat them to make the word /ûr/. Repeat with other words with /ûr/. Have students name the /ûr/ sound and write it on the board. Point to the word and have students repeat the word. Then write the word /ûr/ on the board. Draw lines under the /ûr/ letters in these words: shirt, thorn.

**Apply and Assess**

Independent Practice: Use Blackline Master L. Ask students to move the word cards to the board to make the sound /ûr/. Have students come up to the board and read the word. Then write the word on the board.

### 3-Sound Blending

Listen to these words and repeat them to make the word /ûr/. Repeat with other words with /ûr/. Have students name the /ûr/ sound and write it on the board. Point to the word and have students repeat the word. Then write the word /ûr/ on the board. Draw lines under the /ûr/ letters in these words: shirt, thorn.

**Apply and Assess**

Independent Practice: Use Blackline Master M. Ask students to move the word cards to the board to make the sound /ûr/. Have students come up to the board and read the word. Then write the word on the board.

### 3-Sound Blending

Listen to these words and repeat them to make the word /ûr/. Repeat with other words with /ûr/. Have students name the /ûr/ sound and write it on the board. Point to the word and have students repeat the word. Then write the word /ûr/ on the board. Draw lines under the /ûr/ letters in these words: shirt, thorn.

**Apply and Assess**

Independent Practice: Use Blackline Master N. Ask students to move the word cards to the board to make the sound /ûr/. Have students come up to the board and read the word. Then write the word on the board.

### 3-Sound Blending

Listen to these words and repeat them to make the word /ûr/. Repeat with other words with /ûr/. Have students name the /ûr/ sound and write it on the board. Point to the word and have students repeat the word. Then write the word /ûr/ on the board. Draw lines under the /ûr/ letters in these words: shirt, thorn.

**Apply and Assess**

Independent Practice: Use Blackline Master O. Ask students to move the word cards to the board to make the sound /ûr/. Have students come up to the board and read the word. Then write the word on the board.