



## **ACTIVITIES WITH FRIENDS**

# Introduction

## Series Description

**The Decodables** series contains books following a systematic, cumulative phonics scope and sequence aligned with the science of reading. Each book allows its reader to apply their phonics knowledge in engaging and relatable texts. The words within each text have been carefully selected to ensure that readers can rely on their decoding skills as they encounter new or unfamiliar words. They also include high-frequency words appropriate for the target skill level of the reader.

The lesson plans in this guide follow the scope and sequence of **The Decodables** and can be used as a supplement to any core phonics program. The lessons are designed using a phonics lesson plan template that requires explicit instruction. Following similar routines in each lesson allows the student to focus their energy on learning new phonic decoding skills. The lessons are systematic and cumulative, building new skills on skills that have been previously taught. They allow for a gradual release of responsibility (I do, We do, You do). The lessons provide opportunities to build spelling skills and increase vocabulary. The lessons are aligned with standards addressing foundational language and literacy skills. By following these lesson plans, teachers can ensure their students have the skills necessary to accurately, automatically, and fluently read the texts in **The Decodables** series.

## Set Descriptions

**Search for Sounds** — In this set of lessons and texts, students will be introduced to all consonants and vowels that make up our alphabet. They will engage with the text by listening to the story read aloud, listening for words with target sounds in them and identifying the picture of the word that makes the target sound. Teachers and/or caregivers will support students in identifying the letter that makes the target sound. Afterwards, Reading Activities are provided to build vocabulary knowledge, work on comprehension skills and build early reader response skills.

**Friends and Family Fun** — In this set of lessons and decodable texts, students will be introduced to all five short vowel sounds. They will begin reading consonant-vowel-consonant (CVC) words and move towards reading CVC words containing consonant digraphs and suffix -s. Following an explicit phonics lesson plan, students will engage their phonological processor through a phonemic awareness warm-up. From there, they will practice decoding and encoding at the word level before moving to the sentence and story level. Students will apply their phonic knowledge as they fluently read **The Decodables**.

**Things We Like to Do** — In this set of lessons and decodable texts, students will be introduced to consonant blends as well the suffixes -ing and -ed. They will read words containing two and three letter blends found at both the beginning and ending of words. Students will continue to build their phonemic awareness skills through segmenting, blending and manipulating phonemes. They will decode and encode individual words before reading and spelling in sentences and stories. Students will apply their cumulative phonic knowledge as they read **The Decodables**.

**Activities with Friends** — In this set of lessons and decodable texts, students will be introduced to long vowel sounds spelled using a vowel-consonant-e (VCe) spelling pattern. Students will increase their phonemic awareness skills, focusing mostly on the advanced phonemic awareness skill: phoneme manipulation. Students will strengthen their reading and spelling skills at the word, sentence and story level. Students will build automaticity and fluency as they apply their knowledge while reading **The Decodables**.

**Discover Plants and Animals** — In this set of lessons and decodable texts, students will be introduced to the many vowel teams of the English language as well as the suffix -y. Students will strengthen their advanced phonemic awareness skills through phoneme manipulation tasks, but will remove all scaffolds. Students will continue to strengthen their reading and spelling skills in multi-syllabic words containing vowel teams, suffix -y and all previously taught phonics skills. Students will continue to apply their cumulative phonics skills as they read **The Decodables**.

**Fables and Folktales** — In the final set of lessons and decodable texts, students will learn about r-controlled vowels, diphthongs and complicated vowel teams. Students will continue to strengthen their phonemic awareness skills through blending, segmenting and manipulating phonemes within words without the use of scaffolds. Students will apply their increased phonic knowledge as they decode and encode multi-syllabic words, sentences and stories containing r-controlled vowels, diphthongs, complicated vowel teams and all previously taught skills. They will apply their skills in connected text while reading **The Decodables**.

To view the entire  
Decodable guide go to:



## Lesson Components and Resources

This section provides an explanation of the instructional routines found in each component of the lesson plans. Lesson components are color coded for ease in use.

### Phonological Awareness Warm-Up:

- **Scaffolds:** Use plastic chips, discs, cubes, etc. as scaffolds to represent the individual phonemes (sounds) in each word. Fingers may also be used to tap the individual sounds. Starting with the pointer finger, use your thumb to tap one sound per finger. To blend the sounds, sweep your thumb across each finger while saying the whole word. When a 5th sound is present, return to the pointer finger to make the final sound before sweeping your thumb to blend the whole word.
- **Syllable Counting:** Teacher says a multisyllabic word. Students repeat the word and count the number of syllables.
- **Syllable/Affix Addition:** Teacher says a base word. Students repeat the base word. Teacher adds a prefix or a suffix and the students blend to make a new word. (Ex: Teacher says “hope”. Students say “hope”. Teacher says “Add -ful to the end, and the word is...” Students say “hopeful”.)
- **Word Blending:** Teacher pushes 1 chip up while saying each sound in the word. Students then blend the sounds to make a word. (Ex: Teacher says “/m/ /a/ /t/” while pushing up a disc for each sound. Students say “mat”.)
- **Word Segmenting:** Teacher says a word. Students repeat that word. Students then push up a disc to represent each sound in the word. (Ex: Teacher says “mat”. Students repeat “mat” then push up a disc while saying “/m/ /a/ /t/”.)
- **Sound Deletion:** Teacher (T) says a word. Students (S) repeat the word. Teacher says “Without /\_/ what’s left is...”
  - Ex:T- Say: play  
S- play  
T- Say: Without /l/ what’s left is...  
S- pay
- **Sound Substitution:** Teacher says a word. Students repeat the word. Teacher says “Change /\_/ to /\_/ and the word is...” Students substitute the initial, medial or final sound as directed by the teacher and state the new word. Use scaffolds to indicate the position of the sound being changed as needed.
  - Ex: T- Say: bug  
S- bug  
T- Say: Change /b/ to /r/ and the word is...  
S- rug
- When no longer needed, remove the scaffolds.

### Introduce New Concept:

- Always model the concept being taught using multiple examples of words that fit the concept.
- Letter tiles are used to show individual sounds. We've included 2 sets of letter tiles: larger tiles for teachers to use and smaller tiles for students. We've also broken the letters up by color: vowels are red and consonants are blue.
- Digraphs are represented with 2 letters on 1 tile to represent 1 sound.

### Guided Practice:

- Teacher and students should complete these activities simultaneously.
  - Teacher models the work while students practice using their own materials.
  - Teacher gives immediate, corrective feedback.
  - Students should correct their work.
  - **Word Building:**
    - Use letter tiles to build words for students to decode.
    - Each sound in the word should be represented with one tile. Each consonant and vowel should have its own tile. Each digraph and vowel team should be represented with its own tile.
  - **Word Chaining:**
    - Use tiles to build words for students to decode.
    - Change only one tile in the word to make a new word.
- Ex: bug-> rug-> rig-> jig-> jog

### Extended Practice:

- Students complete these tasks independently while the teacher circulates and listens to individual students.
- Teachers may consider pulling a small group of students to complete these tasks.
- Immediate, corrective feedback should be provided.
- **Word Cards:**
  - Word cards are created to move students from individual sound segmentation and blending to fluent decoding of words.
  - Students read the cards one at a time.
  - Students should be able to quickly blend the words rather than segment each sound.
  - Word cards can be used for a variety of games.
  - Word cards should not be used to flash for memorization. Their purpose is to present a word in its entirety rather than in segmented sound tiles. If students need to segment and blend the sounds on the cards, they may.

**•Word Lists:**

- Students highlight the target sound within each of the words.
- Students read the words across the page or down the page, as indicated by the worksheet.
- Students should notice the parts of the words that remain the same and those that change.
- Students should reread these lists for additional fluency practice.

**Dictation Practice:**

- Teacher dictates the word or sentence and students repeat the word or sentence back.
- Students write the word or sentence on a piece of paper or a dry erase board.
- Immediate, corrective feedback is given to the students.

**Connection to Word Meaning:**

- A student- friendly definition of identified words should be given.
- Use visuals to deepen students' understanding of word meaning whenever possible.
  - Students should make appropriate personal connections to the word whenever possible.

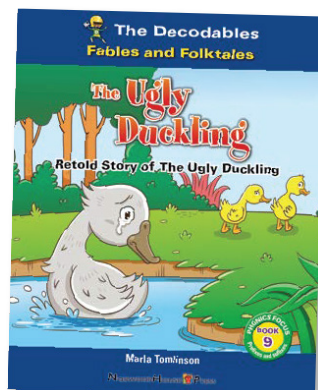
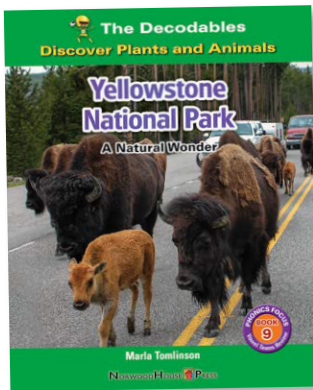
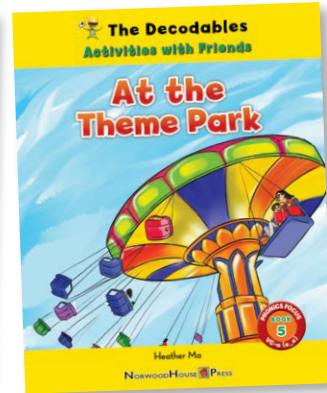
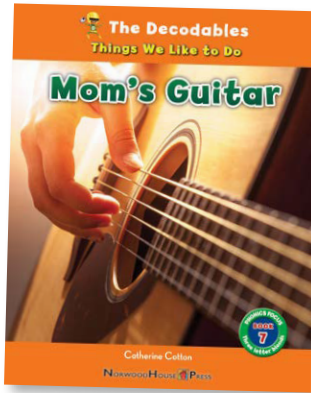
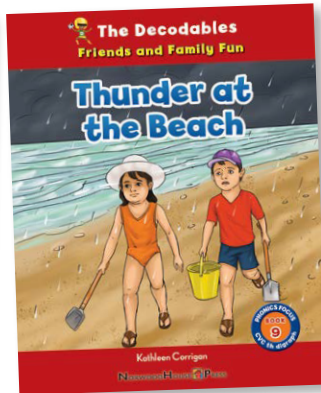
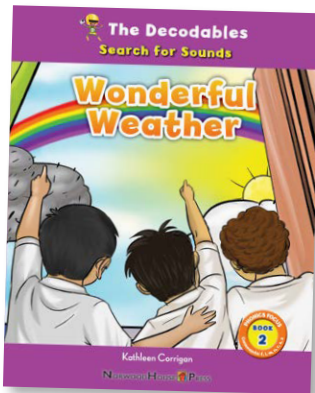
**Connected Text:**

- Students practice applying the skills that have been taught throughout the lesson in connected text.
- Students should be encouraged to reread the text multiple times to build fluency.
- Comprehension questions may be asked at the end of reading, however, students should have ample practice decoding prior to being asked comprehension questions.

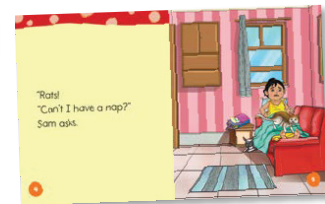
## The Decodables — Series Overview

The **Decodables** series contains books following a systematic, cumulative phonics scope and sequence aligned with the science of reading. Each book allows its reader to apply their phonics knowledge in engaging and relatable texts. The words within each text have been carefully selected to ensure that readers can rely on their decoding skills as they encounter new or unfamiliar words. They also include high-frequency words appropriate for the target skill level of the reader.

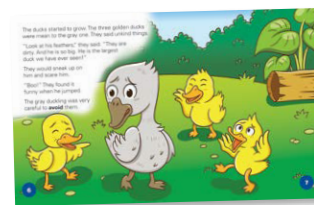
Within the 6 different sub series, readers grow comfortable with a mix of formats; wordless books and fiction and nonfiction with photos or original art illustration. Readers will also learn various components of books such as chapters, tables of contents, and word lists.



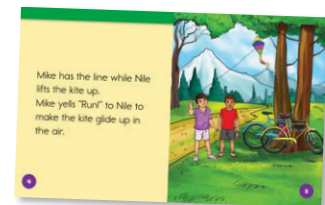
Search for Sounds



Friends and Family Fun



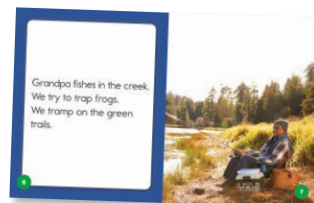
Fables and Folktales



Activities with Friends

### The Decodables — Complete Series

Search for Sounds	Grade K	Set 1 (8 books)
Friends and Family Fun	Grade K-1	Set 2 (12 books)
Things We Like to Do	Grade 1	Set 3 (8 books)
Activities with Friends	Grade 1	Set 4 (6 books)
Discover Plants and Animals	Grade 2	Set 5 (9 books)
Fables and Folktales	Grade 2	Set 6 (9 books)



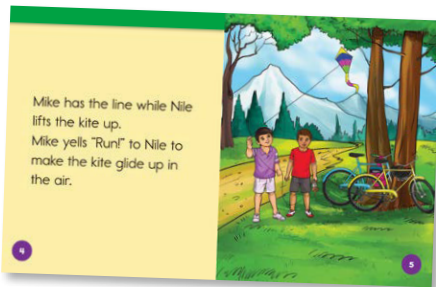
Things We Like to Do



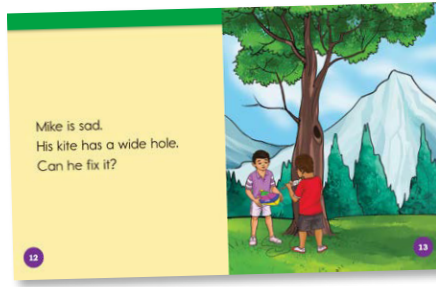
Discover Plants and Animals

## Activities with Friends — Overview

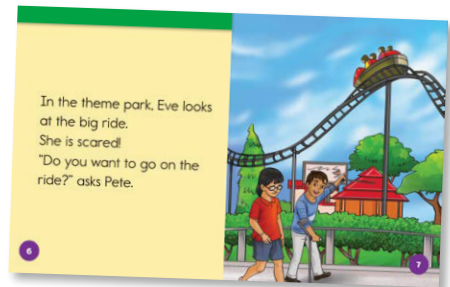
**Activities with Friends** is a set of six delightful decodable books designed to provide young readers with chances to work with long vowels in vowel-consonant-e pattern words. The cumulative stories are peopled with a recurring set of young friends who have lots of fun playing and exploring together. Readers will feel right at home as they discover the friends’ adventures while also discovering their talents as decoders of long vowel words. Each book in the series includes a note to the caregiver and a word list that is organized by Focus words, High-Frequency words and Challenge words.



Mike's New Kite



Mike's New Kite



At the Theme Park

### The Decodables — Activities with Friends (Set 4)

- Nate and Jane Bake a Cake
- Mike's New Kite
- Rose and Hope Help Joe
- June and Luke Play Tunes
- At the Theme Park
- The Friends Go to Camp

### Phonics Focus

- VC-e (a\_e)
- VC-e (i\_e)
- VC-e (o\_e)
- VC-e (u\_e)
- VC-e (e\_e)
- VC-e review