

SAI /Foundations Day A (Emerging)

Group _____

Date _____

Foundations Day A (15) Materials & Routines	Day A Foundations Unit _____
1. Large cards for challenging letters/sounds and Standard cards for review T: t – top - /t/ S: t – top - /t/ 2. Vowel Extension Poster a- /ăăă....pple/ - /ă/ 3. Later: Vowel Poster, R-Controlled Vowels Poster, Welded Sounds Poster 4. HFW flashcards 5. Decodable flashcards	Drill Sounds Warm-Up (3 min.) Review letters (including all vowels): Review HFW words: Review decodable words:
	Notes:
Large cards T: What's this picture? Top, /t/,/t/,/t/,top T: t - top - /t/ S: t - top - /t/ Standard cards T: What's the name of this letter? The word to help us learn the sound? The sound? T: t - top - /t/ S: t - top - /t/	Introduce a New Concept (5 min.) (From Unit Concept List)
	Notes:
Standard cards (1 focus word + 2-3 more) T: Make word with cards T: Elbows up to tap T&S: /m/a/d/, mad	Word of the Day (5 min.) New decodable words:
	Notes:
Word Cards (2-3 words) T: Show Word Card T: Elbows up to tap S: /s/ /a/ /t/ T: Point to /t/, What says /t/? S: t	Word Talk (5 min.) New & review letters:
	Notes:
Whiteboards T: Show a sentence with trick words. Read to students using phrasing. T: Ask students to use the appropriate sentence frames to match the sentence (cap. letter & punctuation.) T: Provide feedback. Read the sentence again writing words in the frames. Discuss cap letter & punctuation. Then circle trick words.	Read Trick Words (5 min.) New & review trick words on flashcards. Sentence frames
	Notes:

T: Slowly reread sentence pointing to trick word. Ask students to tell you the trick word.
 S: say the word together.
 T Show students the corresponding trick word flashcard. Explain the tricky part of the word.
 T: Have them read the trick word together and put it in the trick word pile.

Listening Comprehension (10)

→ Using Flyleaf Publishing materials, Storyline Online, Great Leaps reader, or LLI books, take time to develop your students' listening comprehension by reading to them (or playing a story) and ask questions regarding:

- ☐ Characters
- ☐ Setting
- ☐ Beginning, Middle, End

Jot down progress each day.

Student:

Student:

Student:

Student:

Absent:

SAI Lesson/Foundations Day B (Emerging)

Group _____

Date _____

Foundations Day B (15) Materials & Routines	Day B Foundations Unit _____
1. Large cards for challenging letters/sounds and Standard cards for review T: <i>t – top - /t/</i> S: <i>t – top - /t/</i> 2. Vowel Extension Poster <i>a- /ăăă....pplē/ - /ă/</i> 3. Later: Vowel Poster, R-Controlled Vowels Poster, Welded Sounds Poster 4. HFW flashcards 5. Decodable flashcards	Drill Sounds Warm-Up (5 min.) Review letters (including all vowels): Review HFW words: Review decodable words:
	Notes:
Whiteboards/ Jamboard T: /t/ S: /t/ T: <i>Write the letter that says /t/</i> T: <i>What says /t/?</i>	Dictation Sounds (2 min.) New & review sounds:
	Notes:
Whiteboards/ Jamboard T: <i>Say “mad”</i> S: <i>mad</i> T: <i>Elbows up to tap “mad”</i> T: <i>Say it while you write it</i> T: <i>Run your finger under it while reading it</i> T: <i>Spell it to check</i> - - - - -	Dictation Words (6 min.) New & review decodable words : - - - - -
Whiteboards/ Jamboard T: <i>Write Trick word in large letters on board. REad the word.</i> S: <i>Echo the word.</i> T: <i>Explain the tricky part of the word.</i> T: <i>Demonstrate how to spell the word with your arm out straight, saying each letter of the word while writing it in the air. Have students do the same.</i> S: <i>Stand up and spell the trick word 3x</i> T: <i>Tell students to write again with their hand as straight as a pencil & with eyes closed</i> S: <i>Write again with eyes closed.</i> T: <i>Write again with fingers on the table.</i>	Spell Trick Words (6 min.) New & review decodable words : - - - - - New & review HFW words :

<i>S: Students practice on the table: L -R</i> <i>T: Instruct them to add new trick word to their notebook.</i>	
Make sure to remind students to use their notebooks as a reference.	Notes:
New Book (15)	
Book Introduction <i>Meaning Statement:</i> <i>Support:</i> <input type="checkbox"/> Text Structures <input type="checkbox"/> Language to highlight <input type="checkbox"/> Vocabulary <input type="checkbox"/> Point & Locate <i>Launching Statement:</i> Discussing & Revisiting the Text <i>(Within, Beyond and About the Text)</i> Teaching Point(s)	<div>Student:</div> <div>Student:</div> <div>Student:</div> <div>Student:</div>
Absent:	