SAI /Fundations Day A (Emerging)

Group _____ Date _____

Fundations Day A (15) Materials & Routines	Day A Fundations 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- /ăă....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/Fundations Day B (Emerging)

Group _____ Date _____

Fundations Day B (15) **Materials & Routines**	**Day B** Fundations 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** (5 min.) Review letters (including all vowels): Review HFW words: Review decodable words:
	Notes:
Whiteboards/ Jamboard T: */t/* S: */t/* T: *Write the letter that says /t/* T: *What says /t/?*	**Dictation Sounds** (2 min.) New & review sounds:
	Notes:
Whiteboards/ Jamboard T: *Say "mad"* S: *mad* T: *Elbows up to tap "mad"* T: *Say it while you write it* T: *Run your finger under it while reading it* T: *Spell it to check* - - - - - - - - - -	**Dictation Words** (6 min.) New & review **decodable words**: - - - - - - - - - -
Whiteboards/ Jamboard T: *Write Trick word in large letters on board. REad the word.* *S: Echo the word.* T: *Explain the tricky part of the word.* T: *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.* S: *Stand up and spell the trick word 3x* T: *Tell students to write again with their hand as straight as a pencil & with eyes closed* *S: Write again with eyes closed.* T: *Write again with fingers on the table.*	**Spell Trick Words** (6 min.) New & review **decodable words**: - - - - - - - - - - New & review **HFW words**:

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