



# **Foundational Skills Lesson Slides & Guide**

Grade 1 Sample

Bring Foundational Skills Lessons to Life with

# Daily Lesson Slides



Meet the Foundational Friends!

*The same memorable characters are found in the Lesson Slides and in HMH Into Reading's Decodable Readers.*

**Confidently teach using a consistent framework that guides educators through each skill with key supports and explicitly stepped-out routines.**

**Discover *HMH Into Reading*<sup>®</sup>'s Science of Reading-aligned foundational skill lessons featuring student-centered instruction for clarity, efficiency, and fun!**

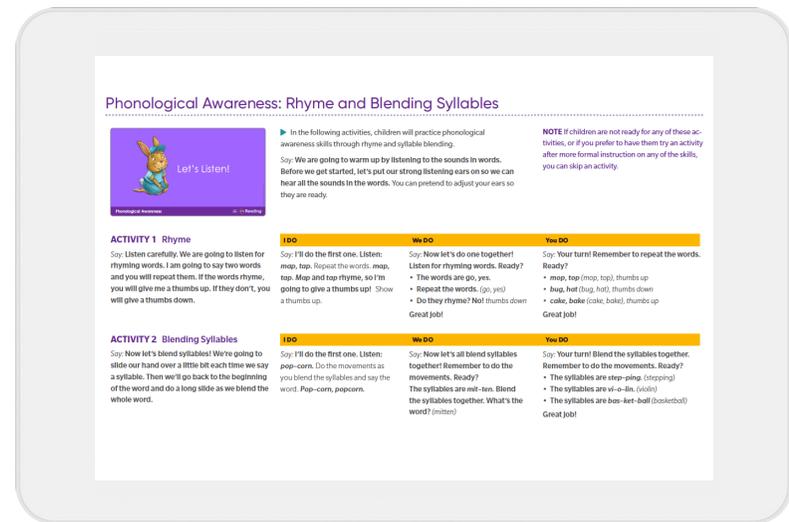
- Clarity of instruction through an explicit, systematic, and sequential structured literacy format that follows the gradual release model.
- Efficiency of lesson delivery using careful pacing and multisensory activities that support young learners and grow their excitement in learning to read.
- Fun characters and activities to ensure students are engaged and feel successful as they learn critical foundational skills.



## Lesson Slides Deliver:

- Phonological Awareness activities with an emphasis on sound
- Visual and auditory review drills
- Skills introduction with visual supports and opportunities to practice in isolation and in reading text
- Encoding directly applied after decoding, with dedicated emphasis on handwriting
- Decodable passages with emphasis on application of lesson skill
- HFW instruction with a focus on decoding using the heart words method
- Multisensory activities to make learning sticky (sound tapping and grapheme tiles)

*Actual product may differ slightly.*



## Lesson Slides Guide Delivers:

- Scripted, ready-to-teach lesson notes
- Clear explanation of concepts and routines
- Scaffolding notes provide options for differentiation

**Enhance and extend the Teacher's Guide foundational skill lessons with Daily Lesson Slides, available for back-to-school 2023.**

**Read on to see a Grade 1 sample Guide.**

Foundational Skills • Module 1 • Week 1 • Lesson 1

# Getting Started

## Module 1 • Week 1 • Lesson 1

### In this lesson:

- Phonological Awareness: Rhyme and Blending Syllables
- Visual Drill: Consonants *m, s, t, b*
- New Phonics Skill: Short *a*
- Blending: Words with Short *a*
- Decoding: Words with Short *a*
- Handwriting: Lowercase *m, s, t, b, a*
- Spelling: Words with Short *a*
- Dictation: Words with Short *a*
- High-Frequency and Heart Words: *go, is, like, see, the, this, to, we*
- Decodable Reader: *The Mat*

## Supporting All Learners

You can find additional lesson support at point of use throughout this guide for each of the following:

- Multilingual Learners
- Correct & Redirect
- Articulation
- Instructional Routines

## Related Resources on Ed

  	Articulation Videos
   	Sound/Spelling Cards
 	Blending: Continuous Routine
  	<b>Printables:</b> Decodable Sentences
 	Write and Reveal Routines
  	<b>Printables:</b> Manuscript <i>m, s, t, b, a</i>
  	<b>Printables:</b> Graphemes
 	Word Practice: Word Practice Routines
 	Blending Board
  	<b>Printables:</b> Triple Track
 	High-Frequency Word Routine
 	Heart Word Routine
    	Start Right Readers
   	Choral Reading Routine
   	Echo Reading Routine
   	Partner Reading Routine

### LEGEND

	Assignable on Ed		Print
	Online		Printable
	Audio/Video		Answer Key

## Meet the Foundational Friends!



► **Say:** This week, we will meet foundational friends Fred, Felix, and Faith. They are our phonics friends, and they want to help us learn new skills! Fred, Felix, and Faith are going to join us as we learn how to read and spell new sounds and words!

# Phonological Awareness: Rhyme and Blending Syllables



► In the following activities, children will practice phonological awareness skills through rhyme and syllable blending.

Say: **We are going to warm up by listening to the sounds in words. Before we get started, let's put our strong listening ears on so we can hear all the sounds in the words.** You can pretend to adjust your ears so they are ready.

## ACTIVITY 1 Rhyme

Say: Listen carefully. We are going to listen for rhyming words. I am going to say two words and you will repeat them. If the words rhyme, you will give me a thumbs up. If they don't, you will give a thumbs down.

I DO	We DO	You DO
Say: I'll do the first one. Listen: <b>map, tap.</b> Repeat the words. <b>map, tap. Map and tap rhyme, so I'm going to give a thumbs up!</b> Show a thumbs up.	Say: <b>Now let's do one together!</b> Listen for rhyming words. Ready? • The words are <b>go, yes.</b> • Repeat the words. ( <i>go, yes</i> ) • Do they rhyme? <b>No!</b> <i>thumbs down</i> <b>Great job!</b>	Say: <b>Your turn! Remember to repeat the words. Ready?</b> • <b>mop, top</b> ( <i>mop, top</i> ), <i>thumbs up</i> • <b>bug, hat</b> ( <i>bug, hat</i> ), <i>thumbs down</i> • <b>cake, bake</b> ( <i>cake, bake</i> ), <i>thumbs up</i> <b>Great job!</b>

### Correct & Redirect

If children have trouble identifying rhymes, remind them that two words rhyme when the ending sound is the same (*hat, cat*).

## ACTIVITY 2 Blending Syllables

Say: **Now let's blend syllables!** We're going to slide our hand over a little bit each time we say a syllable. Then we'll go back to the beginning of the word and do a long slide as we blend the whole word.

I DO	We DO	You DO
Say: I'll do the first one. Listen: <b>pop-corn.</b> Do the movements as you blend the syllables and say the word. <b>Pop-corn, popcorn.</b>	Say: <b>Now let's all blend syllables together!</b> Remember to do the movements. Ready? The syllables are <b>mit-ten.</b> Blend the syllables together. What's the word? ( <i>mitten</i> )	Say: <b>Your turn! Blend the syllables together. Remember to do the movements. Ready?</b> • The syllables are <b>step-ping.</b> ( <i>stepping</i> ) • The syllables are <b>vi-o-lin.</b> ( <i>violin</i> ) • The syllables are <b>bas-ket-ball</b> ( <i>basketball</i> ) <b>Great job!</b>

### Correct & Redirect

If children have trouble blending syllables, remind them that syllables are word chunks. Guide them in identifying the syllables in a known word (*backpack, back-pack*).

# Visual Drill: Consonants *m, s, t, b*



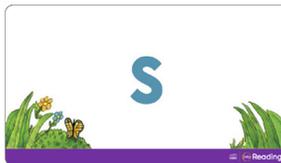
► In this next activity, children will be shown a grapheme on the next several slides. These graphemes are used as a visual drill for children to match sounds to symbols. Graphemes include letters and combinations of letters that represent sounds. Children will look at previously learned graphemes and say the sound they see. (These sounds were covered in kindergarten.)

Use the video links below to show children how to articulate each sound.



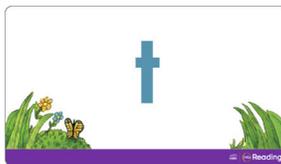
► Say: **Next, we are going to review letters and sounds we have already learned. I am going to show you a letter, and you are going to say the sound.** Show the slide. **Say the sound.** (/m/)

   [Articulation Videos \(m\)](#)



► Repeat the process for *s*. (/s/)

   [Articulation Videos \(s\)](#)



► Repeat the process for *t*. (/t/)

   [Articulation Videos \(t\)](#)



► Repeat the process for *b*. (/b/)

   [Articulation Videos \(b\)](#)

## Correct & Redirect

If a child has difficulty recalling the sound, you can follow these steps, as needed, to provide additional support:

- Have the child name the letter.
- Trace the letter on the table or carpet.
- If they still do not recall the letter sound, ask if they remember the keyword (*m*, *moth*).
- Have the child practice writing the letter while saying the sound to reinforce the concept.
- Move to the next sound card. All sounds will be reviewed throughout the week

If you want to introduce the consonants as new concepts, follow the steps on the next slides.

Keywords are:

- *m*, /m/, *moth*
- *s*, /s/, *seahorse*
- *t*, /t/, *tiger*
- *b*, /b/, *bear*

# New Phonics Skill: Short a



► Say: Now we are going to learn a new sound.

The alphabet includes vowels (a, e, i, o, u) and consonants (all the other letters).

Use the video link below to show children how to articulate the sound.

   [Articulation Videos \(a\)](#)



► Say: **Let's talk about one of the vowels.** Show the Sound/Spelling Card.

This is the letter a. It is a vowel. One of this letter's sounds is the short a sound, /ă/. Say /ă/ with me: /ă/.

Let's practice writing this new letter. Using your finger, write the letter (on the carpet or desk) while we say the sound /ă/.

Now let's take a look at how the mouth is shaped and where the tongue is placed when we make the /ă/ sound. Use the articulation video to show children how to articulate the /ă/ sound.

Direct attention to the Sound/Spelling Card. Say: **Our keyword for the /ă/ sound is apple. Apple begins with /ă/. Say it with me: /ă/, apple, a.**

The word *apple* begins with /ă/. The letter *a* can spell /ă/ at the beginning or in the middle of a word.

**Let's Review!** Show children the grapheme. **What's the sound?** (/ă/) **What's the keyword for the /ă/ sound?** (*apple*) **Where do we usually find the /ă/ sound in a word?** (*at the beginning or middle of a word*) **Great job!**

Let's write it a few more times while we say the sound! First let's air-write the letter as we say the /ă/ sound. (/ă/) Now, let's write it on the carpet three times as we say the sound. Using your finger, write the letter as you say the sound. (/ă/)

Great job! We will continue practicing reading and spelling the /ă/ sound all week!

## Articulation Support

You may want to explain that /ă/ is a voiced sound. If you put your fingers on your throat and say /ă/, you will feel a vibration. This means /ă/ is a voiced sound. All vowels are voiced.



Sound	Mouth Position	Sample Words
/ă/	Put the front of your tongue towards the bottom of your mouth. Don't round your lips. Open your mouth and put your hand under your jaw to feel it: /ă/.	bat, cap, mad, sack, tag

## Multilingual Learner Support

**Facilitate Language Connections** ALL LEVELS Because short a is not a sound in Spanish, Vietnamese, Cantonese, or Korean, some children may not know how to hold their mouths when saying the sound. Say /ă/ several times while children focus on your mouth.

# Blending: Words with Short a



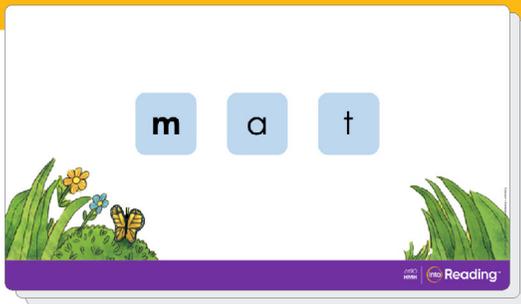
► In this activity, children will practice blending sounds they know to read words in print.

Refer to the Blending: Continuous routine.

 Blending: Continuous Routine

For additional support and scaffolding, you may choose to use the same example in each section before introducing a new one.

Depending on dialect, vowel *a*, when followed by *m* or *n*, can make a whiny *a* sound.



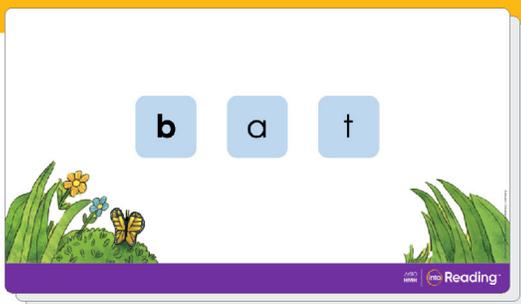
## I DO

► Say: Now we are going to practice blending sounds together to read a word. Watch and listen as I blend the sounds together in this first word. The first letter is *m*, /m/.

► Say: Now I'm going to slide over to the next letter and blend the two sounds: /m/ /ă/. Stretch the sounds for extra support: *mmaaaaa*.

► Say: Now I'm going to blend all the sounds together: /m/ /ă/ /t/, *mat*. The word I read is *mat*. Stretch the sounds for extra support: *mmmaaaaaat*.

You may choose to tell children that when there is only one vowel and it is followed by a consonant, the vowel usually stands for its short sound.

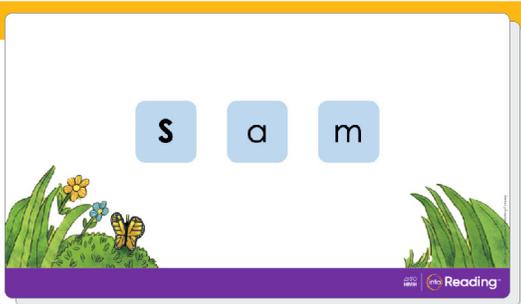


## We DO

► Say: Now, let's do the next word together. Remember to blend the sounds together! The first letter is *b*, /b/.

► Say: Let's slide over to the next letter and blend the two sounds: /b/ /ă/. Stretch the sounds for extra support: *baaaa*.

► Say: Now let's blend all the sounds together: /b/ /ă/ /t/, *bat*. Read it with me: *bat*. Stretch the sounds for extra support: *baaaat*.



## You DO

► Say: Your turn! I'll put my finger under each letter, and you say the sound(s) and blend as you go. What is the first letter? (*s*) Sound? (/s/)

► Say: Slide over to the next letter and blend the two sounds. (/s/ /ă/) Remind children to stretch the sounds for extra support: *ssaaaaa*.

► Say: Now blend all the sounds together. (/s/ /ă/ /m/, *Sam*) Read the word. (*Sam*) Remind children to stretch the sounds for extra support: *ssaaaaam*.

## Blending, *continued*



► **CELEBRATE** Say: Good job!  
Now we are going to practice blending more words.

When children are ready, practice blending a word without the visual cues that are provided in the previous slides. In this activity, children will have the opportunity to practice reading words with more fluency.



### I DO

► Say: Listen and watch as I do the first word. I am going to point under each letter as I say each sound. Then I will run my finger underneath all the letters and blend the sounds to read the word.

- Point to *m*. Say: /m/
- Point to *a*. Say: /ă/
- Point to *t*. Say: /t/
- Run your finger underneath all the letters and blend. Say: **mat**



### We DO

► Say: Let's do some together. I am going to point under each letter, and we will say each sound. Then I will run my finger underneath all the letters, and we will blend the sounds to read the word.

- Point to *S*. Say: /s/
- Point to *a*. Say: /ă/
- Point to *m*. Say: /m/
- Run your finger underneath all the letters and blend. Say: **Sam**

- Repeat the same process for *bat*.
- Repeat the same process for *sat*.



### You DO

► Say: Your turn! I am going to point under each letter, and you will say each sound. Then I will run my finger underneath all the letters, and you will blend the sounds to read the word.

- Point to *a*. (/ă/)
- Point to *t*. (/t/)
- Run your finger underneath all the letters and blend. (*at*)

- Repeat the same process for *am*.
- Repeat the same process for *Tab*.

#### Correct & Redirect

If a child reads a word backwards (for example, *mat* as *Tam*), cover the word and blend it together as you uncover one letter at a time, left to right. Then have the child blend and read the word.

# Decoding: Words with Short a



► In this activity, children will have the opportunity to practice reading simple decodable phrases and sentences. This will allow children to practice reading from left to right while working on decoding and blending sounds they have been explicitly taught.

  Printables: Decodable Sentences

For additional support and scaffolding, you may choose to use the same example in each section before introducing a new one.



## I DO

► Say: **Now we are going to practice reading phrases and sentences. Let's look at the first word.** *Sounding Out Process:* **Watch and listen as I point under each letter and say each sound.** /t/ /ă/ /b/.

Say: **Now, watch as I run my finger underneath all the letters and blend the sounds to read the word. Tab. The first word is Tab.**

Say: **Let's slide over to the next word.** Repeat the Sounding Out Process for the word *at*.

Say: **Let's slide over to the last word.** Repeat the Sounding Out Process for the word *bat*.

Say: **Let's go back and reread this phrase smoothly!** Bring your finger back over to the start of the phrase and glide your finger underneath each word as you read the phrase.

You may want to point out that *Tab* is a name and starts with a capital letter. "*Tab at bat*" is not a complete sentence, so it does not end with a period.



## We DO

► Say: **Let's do the sentence together! Remember, when we read a sentence, we start on the far left and move to the right. Let's look at the first word. I am going to point under each letter as we say each sound.**

*Sounding Out Process:* /s/ /ă/ /m/

Say: **Now, I am going to run my finger underneath all the letters and blend the sounds to read the word. Sam. The first word is Sam.**

Say: **Let's slide over to the last word.** Repeat the Sounding Out Process for the word *sat*.

Say: **Let's go back and reread this sentence smoothly!** Bring your finger back over to the start of the sentence and glide your finger underneath each word as you read the sentence.

You may want to point out that *Sam* is both a name and the first word of a sentence, so it is capitalized. "*Sam sat.*" is a complete sentence, so it ends with a period.

# Handwriting: Lowercase *m, s, t, b, a*



► In the next few slides, children will practice handwriting. Handwriting will focus on the formation of letters that were taught in this lesson.

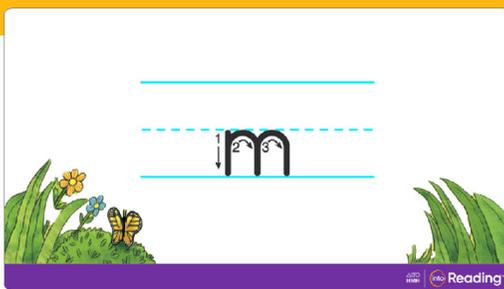
You may want to distribute printable for children's practice:

- Practice Printable: *m, s, t, b, a*
- Printable: Handwriting Models: Manuscript
- Write and Reveal Routine

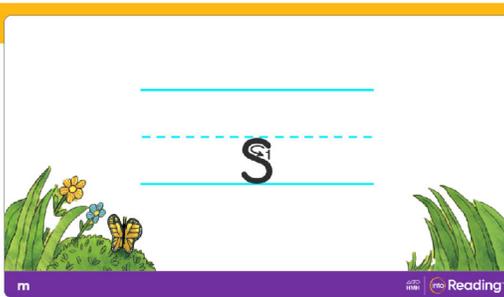
Say: **Next, we are going to practice writing some of the letters that are in your spelling words. Get out a piece of paper [or a white board] to get ready.**

If children have already mastered formation of these letters, you can skip this section.

**Correct & Redirect**  
**Pencil Grip** Children should hold the pencil with their thumb and first two fingers. If a child struggles with pencil grip, have them hold a cotton ball or wadded up paper towel between their last two fingers and palm. For children who demonstrate a full hand grip, a golf pencil can be a useful tool to encourage pencil placement between the thumb and first two fingers.

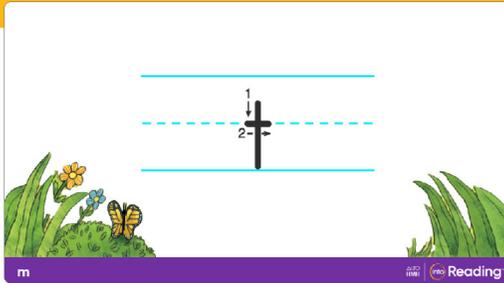


I DO	We DO	You DO
<p>► Say: <b>Look at the letter on the screen: lowercase <i>m</i>.</b></p> <ol style="list-style-type: none"> <li><b>Start at the middle. Pull down straight.</b></li> <li><b>Push up, curve forward, and pull down straight.</b></li> <li><b>Push up, curve forward, and pull down straight.</b></li> </ol>	<p>Say: <b>Let's practice the letter strokes together using one finger.</b></p> <p>Teacher and children practice writing the letter with their fingers.</p>	<p>Say: <b>Now it's your turn!</b></p> <p>Have children practice writing the letter <i>m</i>. If needed, repeat for additional practice with this letter.</p>



I DO	We DO	You DO
<p>► Say: <b>Look at the letter on the screen: lowercase <i>s</i>.</b></p> <ol style="list-style-type: none"> <li><b>Start just below the middle. Curve back and then curve forward and around.</b></li> </ol>	<p>Say: <b>Let's practice the letter strokes together using one finger.</b></p> <p>Teacher and children practice writing the letter with their fingers.</p>	<p>Say: <b>Now it's your turn!</b></p> <p>Have children practice writing the letter <i>s</i>. If needed, repeat for additional practice with this letter.</p>

## Handwriting, continued



### I DO

► Say: Look at the letter on the screen: lowercase t.

1. Start between the middle and the top. Pull down straight.
2. Lift to the middle. Slide right short.

### We DO

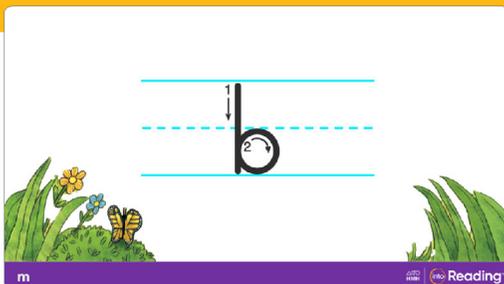
Say: Let's practice the letter strokes together using one finger.

Teacher and children practice writing the letter with their fingers.

### You DO

Say: Now it's your turn!

Have children practice writing the letter t. If needed, repeat for additional practice with this letter.



### I DO

► Say: Look at the letter on the screen: lowercase b.

1. Start at the top. Pull straight down.
2. Lift to the middle and circle forward.

### We DO

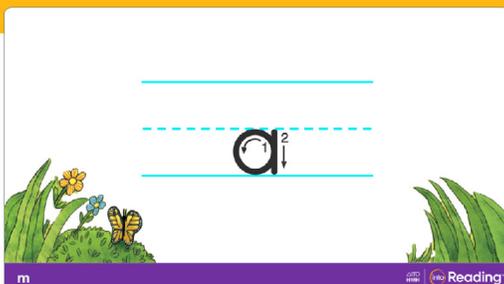
Say: Let's practice the letter strokes together using one finger.

Teacher and children practice writing the letter with their fingers.

### You DO

Say: Now it's your turn!

Have children practice writing the letter b. If needed, repeat for additional practice with this letter.



### I DO

► Say: Look at the letter on the screen: lowercase a.

1. Start just below the middle. Circle back.
2. Pull straight down.

### We DO

Say: Let's practice the letter strokes together using one finger.

Teacher and children practice writing the letter with their fingers.

### You DO

Say: Now it's your turn! Have children practice writing the letter a. If needed, repeat for additional practice with this letter.

### Write and Reveal

Model and practice engagement routines until they are automatic. For example, role-play Write and Reveal with a few children to show the whole class the benefits of all of you displaying the information at the same time instead of taking turns to do so.

# Spelling: Words with Short a



► This activity is best completed with children manipulating graphemes to build words alongside the teacher.

If graphemes are needed:

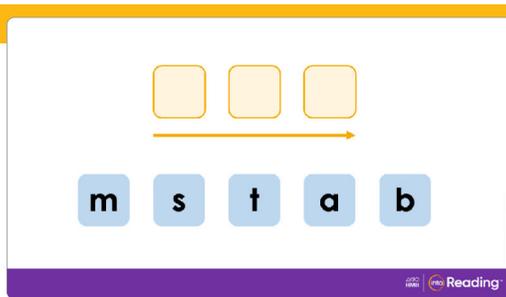
Printables: Graphemes

Blending Board

For instructional support:

Word Practice: Word Building Routines

Offer children graphemes to move along with you as you move grapheme tiles into the proper boxes on the whiteboard.



## I DO We DO You DO

► Say: **Now we are going to practice building words by listening closely to each sound in the word. Watch me as I practice with the word *bam*.**

**The first sound in the word *bam* is /b/. The /b/ sound is represented by the letter *b*.**

Move the *b* letter tile into the first box.

Say: **The middle sound in the word *bam* is /ă/. The /ă/ sound is represented by the letter *a*.** Move the *a* letter tile into the middle box.

Say: **Now I'm going to blend these two sounds together: /b/ /ă/. Stretch the sounds for extra support: *baaaa*.**

**The last sound I hear in the word *bam* is /m/. The /m/ sound is represented by the letter *m*.** Move the *m* letter tile into the last box.

Say: **Now I'm going to blend all the sounds together: /b/ /ă/ /m/, *bam*.** Stretch the sounds for extra support: *baaaam*.

**The word I built is *bam*.**

Drag the letters back to the bottom.  
Repeat the process for *mat*.  
/m/  
/m/ /ă/  
/m/ /ă/ /t/

Drag the letters back to the bottom.  
Repeat the process for *tab*.  
/t/  
/t/ /ă/  
/t/ /ă/ /b/

► **CELEBRATE** Say: **Good job!**

# Dictation: Words with Short a



► In this activity, children will practice learned sounds and words, and use writing by hand to reinforce learning.

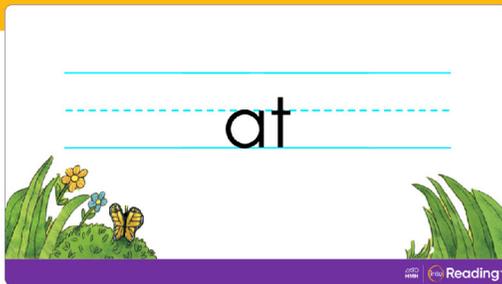
Say: **This week's spelling words have the short a sound, /ă/, spelled with the letter a. The short a sound can be at the beginning or in the middle of a word.**

For instructional support:

   Printables: Triple Track

    Sound/Spelling Cards

For additional support and scaffolding, you may choose to use the same example in each section before introducing a new one.

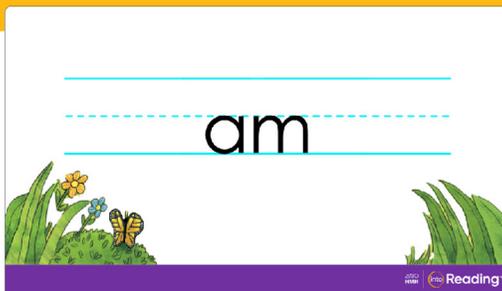


## I DO

► Say: **Now we are going to practice writing words with sounds we have learned so we can use them in our own writing! Watch and listen as I do the first one. The word is at.**

- Repeat the word: **at**
- Tap the sounds in the word while saying the sounds: /ă/ /t/
- Then write the word as you say each sound: /ă/ /t/

Say the scripting while showing the blank triple track slide. Reveal the correct spelling once children have spelled the word, and allow time for self-check.



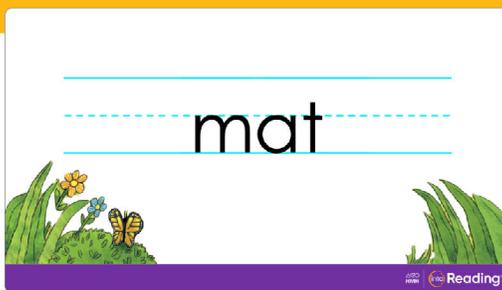
## We DO

► Say: **Let's do the next one together! The word is am.**

- **What's the word?** (am)
- **Let's tap the sounds in the word while we say the sounds:** /ă/ /m/.
- **Now, let's write the word as we say each sound:** /ă/ /m/.
- Say: **Let's go back and read the word we've written: am.**

### Correct & Redirect

If children spell a word incorrectly, provide immediate feedback by going back to provide explicit instruction with each sound using the Sound/Spelling Cards as you work through the spelling steps.



## You DO

► Say: **Your turn! The word is mat.**

- **What's the word?** (mat)
- **Tap the sounds in the word while you say the sounds.** (/m/ /ă/ /t/)
- **Now, write the word as you say each sound.** (/m/ /ă/ /t/)
- **Go back and read the word you've written.** (mat)

Repeat the same process for:

- **Sam**
- **bat**
- **sat**
- **Tab**

# High-Frequency and Heart Words



► In this activity, children will practice reading and spelling high-frequency words and heart words.

Refer to the High-Frequency and Heart Word routines.

  High-Frequency Word Routine

  Heart Word Routine

Children will need something to write on. Either a dry-erase board or paper and pencil could be used.

## HIGH-FREQUENCY WORDS



► *Like*, /l/ /ī/ /k/, is a **high-frequency word** with all regularly spelled sounds.

Say: **Let's say the word and tap the sounds together:** *like*, /l/ /ī/ /k/.

Have children practice writing each letter in the air as you say each sound:  
/l/ /ī/ /k/.

Say: **Now it's your turn to write the word. Say each sound as you write the word *like*. Now show me. Did you spell it correctly?**

► The letter *e* is in a gray box because it is silent.



► *See*, /s/ /ē/, is a **high-frequency word** with all regularly spelled sounds.

Use the High-Frequency Word routine to guide children as they practice saying, spelling, and writing the word.

► The **vowel team** *ee* is in one box because together, the letters make one sound.



► *This*, /TH/ /ī/ /s/, is a **high-frequency word** with all regularly spelled sounds.

Use the High-Frequency Word routine to guide children as they practice saying, spelling, and writing the word.

► The **digraph** *th* is in one sound box because it makes one sound.



► *Is*, /ī/ /z/, is a **high-frequency word** with all regularly spelled sounds.

Use the High-Frequency Word routine to guide children as they practice saying, spelling, and writing the word.

► Remind children that *is* was a temporary heart word. They learned in Kindergarten that *s* can spell two sounds, /s/ or /z/.

### HEART WORDS



► *Go*, /g/ /ō/, is a **temporary heart word**. Once children have been explicitly taught the spelling rule, this will no longer be a heart word.

Say: **Let's say the word and sounds together: *go*, /g/ /ō/. We know how to spell the first sound of this word. In this word, the /ō/ sound is spelled with the letter *o*. Since we have not learned this spelling rule yet, we need to remember this part by heart for now.**

Have children practice writing each letter in the air as you say each sound: /g/ /ō/.

Say: **Now it's your turn to write the word. Say each sound as you write the word *go*. Remember the heart part! Now show me. Did you spell it correctly?**



► *We*, /w/ /ē/, is a **temporary heart word**. Once children have been explicitly taught the spelling rule, this will no longer be a heart word.

Use the Heart Word routine to guide children as they practice saying, spelling, and writing the word.



► *The*, /TH/ /ŭ/, is a **heart word**. Children will need to remember the irregularly spelled part by heart.

Say: **Let's say the word and sounds together: *the*, /TH/ /ŭ/. We know how to spell the first sound of this word. In this word, the /ŭ/ sound is spelled with the letter *e*. We need to remember this part by heart.**

Have children practice writing each letter in the air as you say each sound: /TH/ /ŭ/.

Say: **Now it's your turn to write the word. Say each sound as you write the word *the*. Remember the heart part! Now show me. Did you spell it correctly?**

The digraph *th* is in one sound box because it makes one sound.

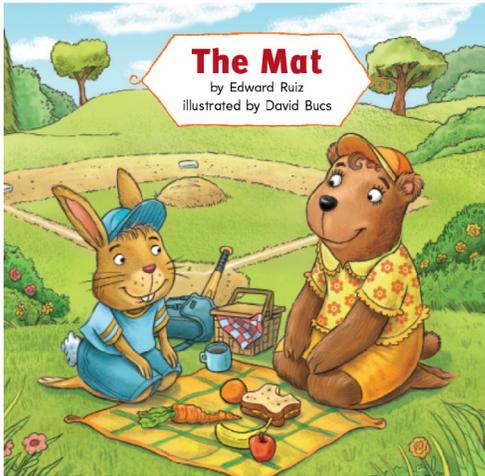
Irregular Part: *e* says /ŭ/ in *the*.



► *To*, /t/ /ōō/, is a **heart word**. Children will need to remember the irregularly spelled part by heart.

Use the Heart Word routine to guide children as they practice saying, spelling, and writing the word. Remember to point out the irregular, or heart part, of the word.

Irregular Part: *o* says /ōō/ in *to*.



## Decodable Reader

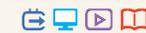
### WHOLE GROUP

► Say: Now we are ready to read about Sam and Tab in a story called *The Mat!* Listen and follow along as I read.

 Start Right Readers

### Instructional Routines

Use one or more of these routines during whole group, small group, or individual instruction to actively engage children in reading the Start Right Reader.

 Choral Reading Routine

 Echo Reading Routine

 Partner Reading Routine

## Additional Support

In whole group or small group, use all or part of the gradual release model (I DO, We DO, You DO) as time allows with any of the following activities:

**Skill-Focused Activity** Children can highlight the words that illustrate the phonics skill taught in this lesson and/or underline the high-frequency words and/or the heart part in the heart words.

### Concepts of Print Letters, Words, and Sentences

Model identifying letters, words, and sentences on a page. Have children:

- point to individual letters
- use their fingers to frame words and then sentences
- point out the narrow space between each letter in a word
- point out the larger space between each word in a sentence

**Multisensory Practice** To build children's expertise in soundletter formation, children can write the letters in shaving cream or on a textured surface (such as sandpaper). They can also use magnetic letters to build words.

### Fluency Focus Accuracy and Self-Correction

Model self-correcting a word as you read a page.

- Read aloud a page as children follow along.
- Misread the word to as on and then model self-correcting.
- Ask children what they noticed about your reading. (You corrected yourself.) Point out that it is important to read each word accurately, or correctly, for the text to make sense.
- Then lead children in reading a different page. Listen for their accuracy as they read and remind them to self-correct.

### Multilingual Learner Support

**Substantial** Point out that *Sam* and *Tab* are names and that *bam* is a sound.

**Moderate** Explain that some words, such as *bat* and *mat*, have multiple meanings. Guide children to understand each meaning.

**Light** Have children identify the words with multiple meanings.

### Correct & Redirect

While reading the Start Right Reader, if a child is having trouble with the following skills, use the recommended routine.

- Saying the /ă/ sound: Use the short a routine to help the child recognize and say the sound.
- Reading a word: Use the blending routines from this lesson to help the child say each sound and then blend the sounds to say the word.

Once the child can read and say the word with confidence, ask the child to reread the phrase or sentence in order to hear the word in context and the phrase or sentence pronounced correctly.

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