Day 1

Deliver all Day 1 activities to help students read the words they will encounter in the book *Jen’s Best Gift Ever (Companion)*. Before guiding students through the activities with the words provided, become familiar with the model lessons in the Day 1 Model Lesson section of this guide. Since students vary widely in their word reading skills, these activities and their pacing can be adjusted to provide the right amount of practice for each student.

### Say-It-and-Move-It or Fingers for Sounds

**Four-Phoneme Words:** best, gift, glad, just, plan  
**Five-Phoneme Words:** hands, jumps, lifts

### Introduce Target Letter-Sound Correspondence

**Consonant /j/ Sound Spelled j**  
Have a card for the letter j, picture cards of jump and a jacket, and student writing materials on hand. Show students the letter card j to remind them of the letter shape. Explain that the consonant letter j stands for the /j/ sound, which is the first sound in the words jump and jacket (show picture cards). Emphasize the /j/ sounds in the words as you say them. Say: To make the /j/ sound, we put our teeth together and pucker our lips. The tip of our tongue goes up to touch the roof of our mouth right behind our top teeth, then we push the air out through our lips. Making the /j/ sound is almost like making the /d/ sound, but when we make the /j/ sound, right after we stop the air we quickly push the air out through our puckered lips. You can feel a vibration if you put your hand on your throat and say the /j/ sound. Place your hand on your throat and say: Watch me: /j/. Put your hand on your throat where your voice box is and let’s try it together: /j/. Feel the vibration on your hand as you make the sound: /j/. Give feedback as necessary to be sure students feel the correct sound production. Explore the sound as a stop sound. Say: The /j/ sound is a sound we can’t stretch. If we want to listen to this sound closely, we have to bounce it — /j/-/j/-/j/—because when your tongue is behind your top teeth, it stops the air from coming out. Each time you bounce the /j/ sound you can feel a vibration if you put your hand on your throat. If you put your hand in front of your mouth, you can feel a puff of air. Let’s try it: /j/, /j/, /j/. Say: To make the /j/ sound, we put our tongue behind our top teeth to stop the air and then quickly push the air out again: /j/. To further reinforce the sound-symbol relationship, provide a brief opportunity for students to write the letter as they say the sound the letter makes. Ask: What letter did you write? (j). What sound does the letter stand for? (/j/).

### Continuous Blending

**Words:** Jen, gift, just, gets

### Puzzle Word Introduction

**New High-Frequency Puzzle Word:** from  
**Review High-Frequency Puzzle Words:** he, her, little, she, the, then, to, what  
**Story Puzzle Words:** birthday, ribbon
Day 1, continued

Word Chains
Letter Cards: s, m, a, t, p, g, i, l, f, e, u, b, j

Word Chain to Emphasize Blends:
gift ➞ lift ➞ list ➞ mist ➞ must ➞ just ➞ bust ➞ best ➞ jest ➞ pest ➞ past ➞ last ➞ fast

Letter Cards: a, n, t, p, o, d, i, l, e, u, b, j, g, B, J

CVC Word Chain to Emphasize Medial Vowel Changes:
got ➞ get ➞ jet ➞ let ➞ led ➞ Jed ➞ bed ➞ bud ➞ bun ➞ Ben ➞

Jen ➞ Jan ➞ tan ➞ ten ➞ tin ➞ tip ➞ top ➞ tap

Teaching Point

Review
- Model how to decode the multisyllabic word _ribbon_ by dividing between consonants to create two closed syllables: _rib/bon_. Have students read each syllable separately and then blend the two syllables together. Follow the same process for the word _cannot_.
- /k/ sound spelled _ck_ following a short vowel at the end of a word or syllable (_black, picks_).
- Inflectional ending –s as a tense marker (_gets, jumps, lifts, runs, picks_).
- Final blends (_best, gift, just, last, jumps, lifts, hands_). Make sure students practice segmenting and blending back the sounds orally with these four- and five-phoneme words. Call attention to each sound in the final blend (or consonant cluster). The /f/, /n/, and /s/ sounds in the final blends are continuant sounds and can be stretched for emphasis. For example: /g/ /i/ /fff/ /t/.

Close Reading Instruction and Individual Reading

Complete the Day 1 activities in the _Jen’s Best Gift Ever (Companion) Close Reading Guide_.

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Compound Words: Consonant /j/ sound spelled _j_
Day 2

Deliver all Day 2 activities to help students deepen their knowledge of the words they will encounter in the book *Jen’s Best Gift Ever* (Companion). Before guiding students through the activities with the words provided, become familiar with the model lessons in the Day 2 Model Lesson section of this guide. Since students vary widely in their word reading skills, these activities and their pacing can be adjusted to provide the right amount of practice for each student.

**Phoneme-Grapheme Mapping**

*black:* Tap four sound boxes in the grid. Model for students how to hear and/or feel all of the sounds in the blend. Then guide students to write the *b* and *l* in separate boxes. Monitor to be sure students are using the correct letter(s) for the /k/ sound, and scaffold as necessary.

*glad, hands, jumps, just, last, lifts:* Tap four or five sound boxes in the grid. Model for students how to hear and/or feel all of the sounds in the blend. For *hands*, guide them to feel the nasal vibration for the /n/ sound and to extend the production of the sound to distinguish it from the rest of the sounds in the word. Then guide students in writing the consonants in the blends in separate boxes. For *hands*, ask students what letter at the end of the word spells the plural, telling us there is more than one hand. (*s*). Guide students to write the *s*. For *jumps* and *lifts*, guide students in adding the inflectional ending –*s* to form the third person singular.

**Extension: Phoneme-Grapheme Mapping to Focus on Blends**

*Words:* tick/stick, pod/pond, bet/best, lad/glad, jut/just, lit/lift

**Connecting High-Frequency Words to Meaning**

*Words:* little, her, the, then, from, he, what, she

*Word Cards:* little, her, the, Then, from, He, What, She

*Instructions:* Write the following sentence frames on sentence strips. Place them in a pocket chart. As students take turns reading, have them choose the best high-frequency word to fill in the blank space. This provides an opportunity for repeated practice in reading high-frequency words in context to reinforce the relationship between spelling, pronunciation, and meaning.

Jen got a ____ black cat. (little)
She picked up ____ cat. (her/the)
____ the cat jumps ____ Jen’s hands. (Then, from)
____ jumps from Jen’s hands. (He)
____ can Jen do? (What)
____ has a plan to get ____ cat back. (She, her/the)
Day 2, continued

Cut-Up Sentences
Jen jumps from bed.
It has a ribbon on top.
Jen lifts the lid on the gift.
Jen’s gift is a little black cat!
She picks the cat up.
Jen cannot get him.
Jen has a plan.
She lifts a ribbon from her gift.
The cat runs to get the ribbon.
A cat is Jen’s best birthday gift.

Individual Reading
Complete the Day 2 Individual Reading as noted in the Jen's Best Gift Ever (Companion) Close Reading Guide.

Post-Reading
Once you have completed Foundational Skills and Close Reading instruction for this book, monitor skill development with the assessment below. Use a blank sheet of paper to cover everything other than the Progress Monitoring Assessment chart, and then ask students to read the letter and words in each column. Record student responses on individual response sheets found in the Blackline Master section of this guide.

Progress Monitoring Assessment

<table>
<thead>
<tr>
<th>Target Letter-Sound Correspondence</th>
<th>Nonsense Words</th>
<th>Real Words</th>
<th>New High-Frequency Puzzle Words</th>
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</thead>
<tbody>
<tr>
<td>j</td>
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