

OG⁺

Preview Guide





ORTON-GILLINGHAM PLUS

CORE FOUNDATIONAL LITERACY SKILLS CURRICULUM

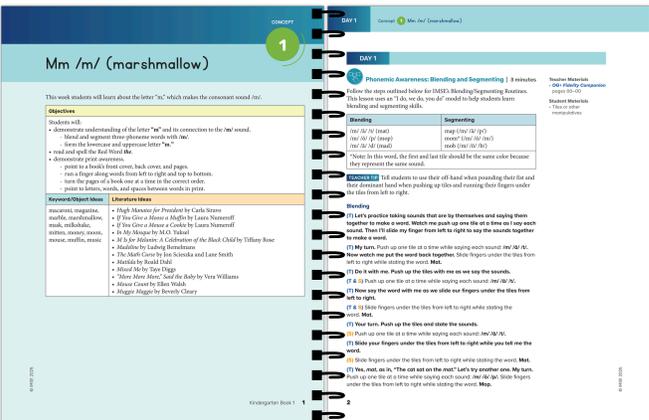
Grade K-2 (Gen Ed), K-5 (Special Ed)

OG+ empowers educators to deliver impactful Structured Literacy instruction from day one. With a research-based design aligned to the Science of Reading, it offers structured daily lessons, embedded assessments, and a seamless blend of print and digital tools. Educators can begin teaching immediately or deepen their practice through optional professional development.

Everything Teachers Need for Foundational Literacy Success:

- **Teacher Guides**—Clear, ready-to-use lessons that simplify daily planning
- **Interactive Student Workbooks**—Engaging activities that build and reinforce key skills
- **IMSE LAB**—Your all-in-one digital hub for effortless OG+ lesson planning, engaging assessments, and dynamic student learning
- **OG+ Fidelity Companion**—Structured routines and supports that ensure consistent, IMSE-aligned instruction across classrooms
- **EL Supports**—Scaffolded instructional tools that make content accessible and effective for English Learners
- **Decodable Readers**—Reinforces phonics skills and builds student confidence and fluency
- **Word-Building Kit**—Help students manipulate sounds and strengthen phonemic awareness and encoding skills with our hands-on product.

A Look at an OG+ Teacher Guide



Boost literacy success with OG+.

➤ LEARN MORE at IMSE.COM

Three Ways to Learn: Virtual, In-Person, or On-Demand

ADD PROFESSIONAL DEVELOPMENT NOW OR LATER, THE CURRICULUM IS ALWAYS READY.

Every district is different. That's why OG+ is flexible by design. You can start teaching with the curriculum alone, no training required. When you're ready to deepen your expertise, IMSE offers 30-hour professional development available in three formats:



Live Virtual



In Person



Asynchronous

Unlock the Science of Reading to Transform Student Outcomes

- **Deepen your knowledge** of the science of reading and Structured Literacy.
- **Support all learners**, including those with dyslexia and multilingual backgrounds.
- **Use data to drive instruction** with effective assessments.
- **Design impactful lessons** that build fluency, vocabulary, and comprehension.
- **Teach decoding strategies** with phonics, syllables, and morphology.
- **Reinforce irregular words** using explicit, multisensory techniques.
- **Apply skills in context** with decodable readers and vocabulary support.

“ Although I knew the importance of a phonics-based program, it was difficult to find one that incorporated all the aspects of reading. It was so refreshing to find OG Plus. Finally, a program that provides explicit, sequential, and direct instruction that aligns with the science of reading research, which all children can access.
 Judy Martin
 Manchester, NH

Manlius Pebble Hill School, NY

Words read per minute increase

2nd Grader _____

18 > **60**

2nd Grader _____

73 > **144**

2nd Grader _____

70 > **113**



EVIDENCE for **ESSA** 

Your Toolkits to Bring OG+ to Life in Your Classroom



Orton-Gillingham Plus Complete Classroom Curriculum

25 Students or 5 Students for OG+ LIFT
Available for Grades K-3

IMSE's OG+ curriculum includes an Educator Kit with comprehensive teaching materials and a Student Kit with workbooks and decodable readers to bring OG+ to life in the classroom.



Orton-Gillingham Plus Educator Curriculum Kit

Available for Grades K-3

The OG+ Educator Curriculum Kit delivers the latest in literacy science with ready-to-use lessons, decodable readers, and hands-on tools. Perfect for newcomers building strong foundations or trained IMSE educators upgrading to the newest curriculum.

Orton-Gillingham Plus Student Curriculum Kit

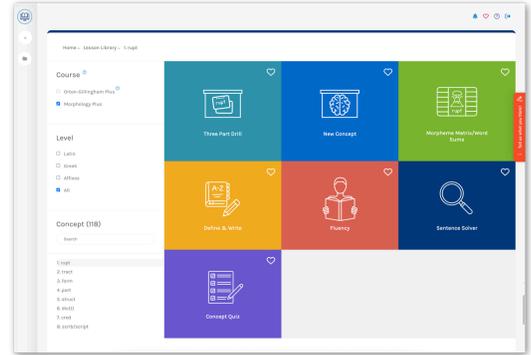
25 Students or 5 Students for OG+ LIFT
Available for Grades K-3

Designed for 25 learners, each kit includes grade-level workbooks, sand trays with 2 bags of sensational sand, Red Word Booklets, screens, five Word-Building Kits, and customizable whiteboards, everything students need to practice and apply Structured Literacy skills.



PLAN. TEACH. ASSESS.

Bring IMSE to Digital Life



IMSE LAB is the all-in-one lesson planning and assessment platform designed to elevate Structured Literacy instruction. As the perfect companion to IMSE OG+, it engages students through interactive digital lessons, customizable assessments, and a rich library of instructional resources.

Save time and focus on what matters most—students.

With tools that streamline prep and personalize instruction, teachers can focus more on students and less on paperwork.



Lesson Library

- ▶ Instructional videos
- ▶ Kindergarten sound scenes
- ▶ Ready to present slides



Lesson Builder

- ▶ Create and customize lessons using your own or IMSE's materials



Assessments

- ▶ Weekly, interactive, and customizable
- ▶ Track progress with custom student groups

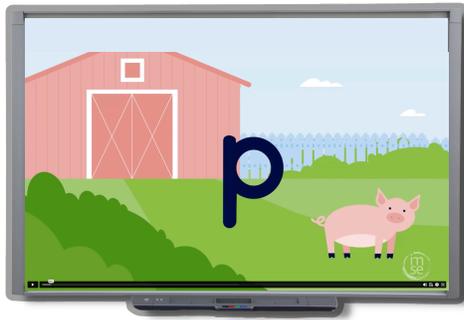


Family Connection

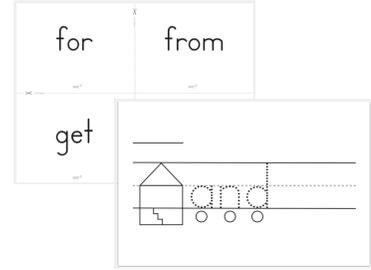
- ▶ Letters in English and Spanish to strengthen home-school communication

GET IMSE LAB FREE FOR A FULL YEAR

When you purchase IMSE training or a curriculum kit, you'll unlock one year of unlimited access to IMSE LAB, your all-in-one digital teaching companion.



Letter Formation Animations

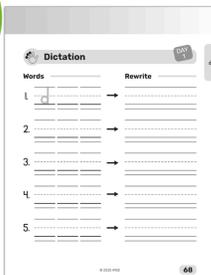


Red Word Pages and Flash Cards



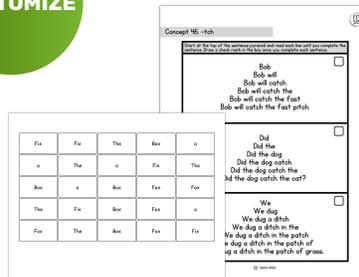
Practice Reading Pages

CUSTOMIZE

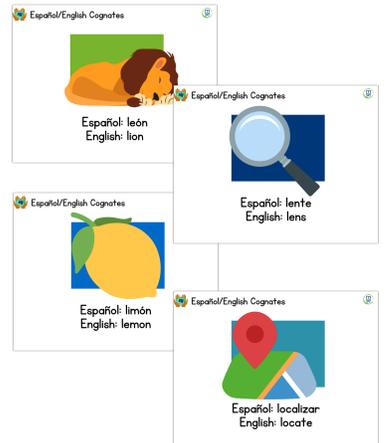
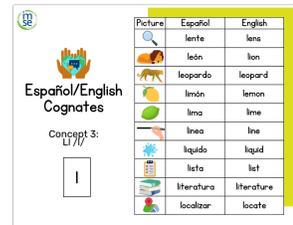


Daily Dictation Pages

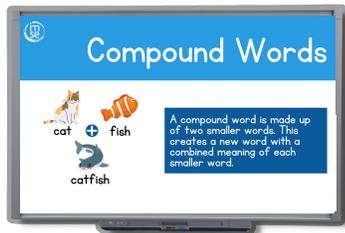
CUSTOMIZE



Fluency Pages



Cognate Charts



Teaching a New Concept Slide Decks



Teaching a New Concept Animation Videos



Letter 'd' /d/

How many syllables do you hear in the word **reflective**?

con struct

to build together

OG+ Sound Scenes and Sound Scene Guides

Family Connection

About Digraph Sh /sh/

Students are learning that two letters can come together to make one sound. This is called a digraph. Sh spells the /sh/ sound, as in the word **shin**.

Your support at home makes a huge difference in your child's progress. If your child needs more practice, please repeat activities and read out for additional support. For those ready to take on more challenges, consider extending their learning by having them practice writing the words and sentences on lined paper or creating the words and sentences from phonics family connection letters in their own handwriting.

Thank you for your continued partnership in your child's education.

Practice Reading Digraph Sh /sh/ Words

mash	shag	gush
dash	hush	dish
lash	wish	cash

Practice Reading Red Words

Read each red word aloud. Try your best to read each word. Have your child repeat the word five times on the line. Read about 10 words in a row.

yellow pink orange

Practice Reading Digraph Sh /sh/ Sentences

Read each sentence aloud. Try your best to read each sentence. Have your child repeat the sentence five times on the line. Read about 10 sentences in a row.

Chad will fish for the yellow fish.
She hid the cash in the pink shed.
She put the orange fish on a dish.

Familiar

Palabras Irregulares (Rojas)

yellow pink orange

do Oraciones Con Dígrafo sh /sh/

Chad will fish for the yellow fish.
She hid the cash in the pink shed.
She put the orange fish on a dish.

Family Connection Letters (English and Spanish)

depend

Count Syllables

How many syllables do you hear in the word **reflective**?

con struct

to build together

construct

Morphology

con struct

to build together

Vocabulary Slides

Book 1
FICTION

SET A

Concept 9 (1)

Tad and the Cat

Written by: Tessa Barber
Illustrated by: Lana Lee

Name: _____ Date: _____

Book 1 Fiction Volume 2
Concept 9 (1)

Tad and the Cat
Written by: Tessa Barber

Red Words: a, and, for, go, is, on, the, to, was
Vocabulary Words: tag

Mom and Dad got a dog for Tom.
The dog had a tag. The dog is Tad.
Tam-Tam, the cat was on the mat.
Tad the dog got on the mat.
Tam-Tam got mad at Tad...
... and Tom got mad at Tam-Tam!
The ham was hot.
Tam-Tam got the hot ham!
Mom was mad at Tam-Tam!
"Go to the mat, Tam-Tam!"

Decodable Readers (presentation only)

OG+

k i ck

OG+LIFT

th e m

Three-Part Drill Slides (Separate decks for Core and Intervention)

CUSTOMIZE

IMSE LAB ASSESSMENT TOOLS

ENTER. ANALYZE. ACT.

All Your Class Data, All in One Place

Easily enter, view, and analyze class-level data in a single, intuitive dashboard. Save time and gain powerful insights at a glance.

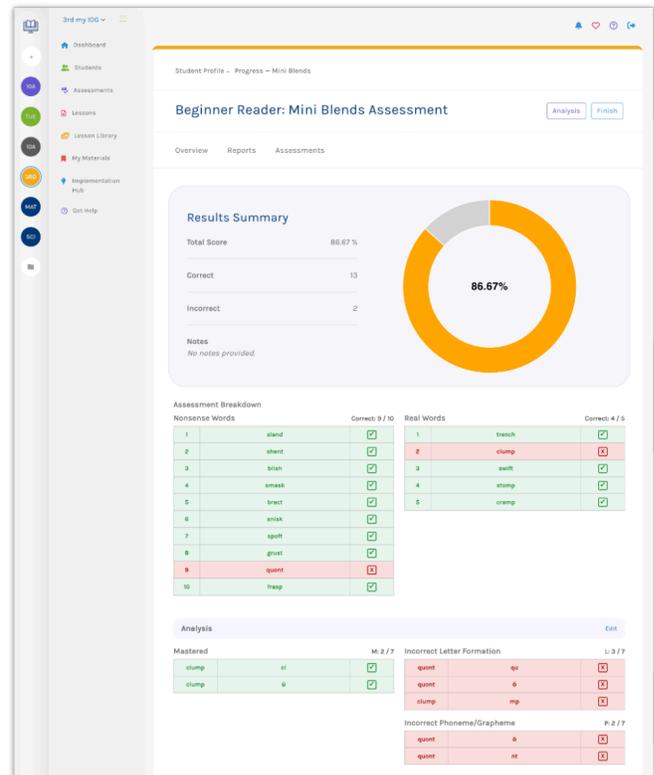
Comprehensive Assessment Tools

- **Benchmarks** – Track progress across key literacy skills.
- **Pause to Assess** – Quickly evaluate student mastery mid-instruction.
- **PA Diagnostic** – Dive deeper into performance patterns to inform next steps.

Actionable Class Overviews

Visual graphs and summaries give a full picture of student performance:

- Instantly see which **concepts are mastered** and which **need instruction** (Coming December).
- View **class averages** and **individual results** all in one place.
- **Suggested groupings** based on performance make targeted instruction simple and efficient.



Progress Monitoring Over Time

Track growth and mastery at the individual and class level, helping you make data-informed decisions and celebrate student success.

New Features Coming December

- **Concept Mastery Indicators** – Clearly identify areas for review and reteaching.
- **Sound-Level Analysis for Spelling** – Unlock deeper insights into student phonological awareness from Benchmarks and beyond.

Teaching Smarter Starts Here

From quick snapshots to deep dives, our data tools are designed to give you clarity, confidence, and control, every step of the way.



DISTRICT ADMIN PORTAL

Data-Driven Insights for District-Wide Literacy Success

In today's dynamic educational landscape, informed decision-making is paramount. IMSE's District Admin Portal is a powerful, centralized platform designed to revolutionize how school and district administrators manage student performance, IMSE OG+ assessment data, and district-wide operations.

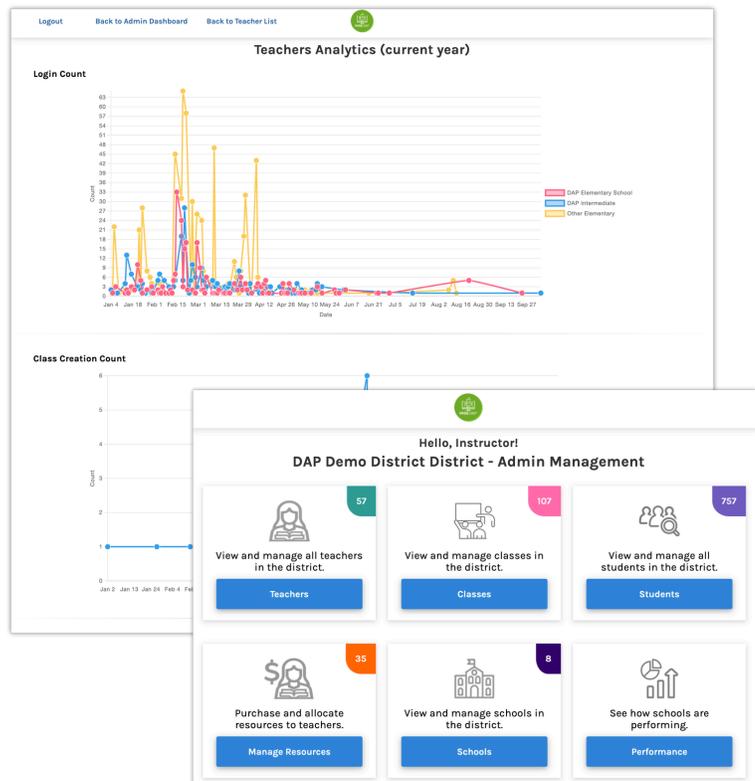
By providing real-time insights and streamlined management tools, this portal empowers administrators to drive student success, optimize resource allocation, and ensure fidelity to structured literacy approaches.

FOR ADMINISTRATORS:

- ▶ Use the District Admin Portal to manage all IMSE LAB users, classes, and schools under one district-managed account.
- ▶ Customize your assessment schedule, reports, and goals according to your district's needs.

FOR DISTRICTS:

- ▶ Use the District Admin Portal to track student and assessment data across teachers, classes, and schools.
- ▶ View and generate reports using realtime data from all users in your district.



Discover the District Admin Portal in IMSE LAB

Access data insights, monitor implementation, and support your educators from one central dashboard. Contact your IMSE Representative for details.

Scope and Sequence

Kindergarten

Concept #	Concept	Red Words		Card Pack #	Decodable Reader #
		Spell & Read	Read Only		
Foundational Skills Initial Assessment					
1	Mm /m/ (marshmallow)	the		1	
2	Aa /ă/ (apple)	was		2	
3	Ll /l/ (log)	is		3	
4	Oo /ō/ (octopus)	a		4	
5	Hh /h/ (hammer)	on		5	
6	Gg /g/ (goat)	and		6	
7	Cc /k/ (cat)	to		7	
8	Dd /d/ (dog)	for		8	
Pause to Assess and Review K.1					
9	Tt /t/ (turtle)	go	orange, white	9	1
10	li /i/ (itch)	I, like	brown, stop	10	2
11	Jj /j/ (jam)	of, will	said	11	3
12	Kk /k/ (kite)	get, no	red, see	12	4
13	Pp /p/ (pig)	want, with	yellow	13	5
14	Uu /ü/ (up)	said, you		14	6
15	Bb /b/ (bat)	in, put	bus	15	7
16	Rr /r/ (raccoon)	see, stop	blue, eek	16	8
Foundational Skills Midterm Assessment					
17	Ff /f/ (fish)	from, off	sun	17	9
18	Nn /n/ (nose)	he, has	ouch	18	10
19	Ee /ě/ (edge)	have, me	pink	19	11
20	Ss /s/ (sun)	his, as	green	20	12
21	Ww /w/ (wagon)	my, into		21	13
22	Yy /y/ (yo-yo)	now, new		22	14
23	Vv /v/ (violin)	give	black	23	15
24	Xx /ks/ (box)	or, by	look	24	16
Pause to Assess and Review K.2					

Scope and Sequence

Kindergarten

Concept #	Concept	Red Words		Card Pack #	Decodable Reader #
		Spell & Read	Read Only		
25	Zz /z/ (zebra)	went		25	17
26	qu /kw/ (queen)	do, are	good	26	18
27	Long Vowels: /ā/, /ē/, /ī/, /ō/, /yōō/ (ra/ven, me, hi, no, mu/sic)	they, any	fish	2, 4, 10, 14, 19	19
28	Digraph: ch /ch/ (chair)	½ color list	help	27	20
29	Digraph: sh /sh/ (shell)	½ color list		28	21
30	Digraph: th /TH/ (voiced: feather)	one, two (could teach the whole number list)	three, four, five, seven, eight, nine	29	22
31	Digraph: th /th/ (unvoiced: thumb)	come	her	29	23
32	Digraph: wh /w/ or /hw/ (whistle)	who, what, where, why		30	24
Optional: Two-Syllable Closed/Open Decodable Reader			play, ball		25
Foundational Skills Final Assessment					

Scope and Sequence

First Grade

Concept #	Concept	Red Words		Card Pack #	Decodable Reader #
		Spell & Read	Read Only		
Level 1 Initial Assessment					
33	-ss, -ll, -ff, -zz (Sammy Loves Friendly Zebras) 1-1-1 Rule (kiss, bell, huff, jazz)	were, does	our	31	26
34	Compound Words (backpack)	some, good		None	27
35	Closed/Open Syllable Types with Syllable Patterns (1) VC/CV and (2) V/CV (ra/ven, Ve/nus, si/lo, hel/lo, mu/sic)	there, done	help (review)	2, 4, 10, 14, 19	28
36	Two-Consonant Beginning R Blends (truck)	her, here		32	29
37	Two-Consonant Beginning L Blends (sled)	under, down		33	30
38	Two-Consonant Beginning S Blends (snail)	onto, people	oven	34	31
Pause to Assess and Review 1.1					
39	Two-Consonant Beginning W Blends (swing)	saw, both	park	35	32
40	Ending T Blends (left)	should, could, would, over		36	33
41	Ending L Blends (milk)	love, live, out		37	34
42	Remaining Ending Blends: -mp, -nch, -nd, -sk, -sp (jump, lunch, hand, mask, crisp) and Syllabication of 3 or More Syllables (hob/gob/lin)	day, too, eye		38	35
43	y as a vowel /i/ (cry)	all, again		39	36
44	-ng, -nk Units (sang, sink)	boy, girl, sign	play	40	37
Level 1 Midterm Assessment					
45	-ck /k/ (rock) 1-1-1 Rule	your, which, look	way	41	38
46	-tch /ch/ (match) 1-1-1 Rule	also, use		42	39

Scope and Sequence

First Grade

Concept #	Concept	Red Words		Card Pack #	Decodable Reader #
		Spell & Read	Read Only		
47	-dge /j/ (fudge) 1-1-1 Rule	today, yesterday	chair	43	40
48	Magic E 3rd Syllable Type: Magic E and Syllable Pattern 3: VC/V (bike, pancake)	first, around, going		44	41
49	y as a vowel /ē/ (baby)	walk		39	42
50	Soft c /s/ and g /j/ (city, giraffe)	say, their	center	6 and 7 Plus 45	43
Pause to Assess and Review 1.2					
51	Suffix -ed /id/, /d/, /t/ (folded, soared, crashed)	how, once		46	44
52	Suffixes -s /s/ or /z/, -es /ɪz/ (cats, dogs, dishes)	another		47	45
53	4th Syllable Type Vowel Teams: ea, ee /ē/ (treat, bee)	pull, wash		48	46
54	Vowel Teams: ai, ay /ā/ (sail, clay)	every, everyone	school, tractor	49	47
55	Vowel Teams: oa, oe /ō/ (boat, toe)	know, knew		50	48
56	Suffix -ing (walking)	friend		51	49
57	Contractions with am, is, are, has, not (I'm, he's, we're, isn't)	been, our, other		None	50
Level 1 Final Assessment					

Scope and Sequence

Second Grade

Concept #	Concept	Red Words		Card Pack #	Decodable Reader #
		Spell & Read	Read Only		
Level 2 Initial Assessment					
58	Three-Consonant Blends and Blends with Digraphs: scr-, shr-, spl-, spr-, squ-, str-, thr- (scream, shrimp, splash, spring, squid, street, thread)	away, after		52	51
59	Schwa (bacon)	few, many		None	52
60	5th Syllable Type Bossy R: er /er/ (fern)	call, room, ball	swollen	53	53
61	Bossy R: ir /er/ (birth)	water, watch		54	54
62	Bossy R: ur /er/ (fur)	far, goes	pizza	55	55
63	Vowel Teams (Diphthongs): oi, oy /oi/ (oil, boy) and Syllable Pattern 4: V/V (poem, employee)	because, very		56	56
64	Vowel Teams (Diphthongs): ou, ow /ou/ (out, brown)	door, car		57	57
Pause to Assess and Review 2.1					
65	Vowel Team: igh (light)	great, though		58	58
66	Three Great Rules: Doubling (zapped)	don't, little		None	59
67	Three Great Rules: Drop (liked)	through		None	60
68	Three Great Rules: Change (cried)	always, hour		None	61
69	6th Syllable Type: Consonant-le (saddle)	sure, buy		59	62
Level 2 Midterm Assessment					
70	Kind Old Words (kind, old, wild, colt, post)			None	63
71	Bossy R: ar /ar/ (farm)	only		60	64
72	Bossy R: or /or/ (torn)	these, those, took		61	65
73	Vowel Teams: au, aw /aw/ (August, fawn)	work, word, world		62	66

Scope and Sequence

Second Grade

Concept #	Concept	Red Words		Card Pack #	Decodable Reader #
		Spell & Read	Read Only		
74	Contractions with have, would, will (they've, she'd, we'll)	touch	house	None	67
75	Other uses for silent "e" (house, love, face, huge, nose)			None	68
76	y as a vowel /i/ (gym)	hall		39	69
Pause to Assess and Review 2.2					
77	/f/ spelled ph and -gh (phone, cough)	enough, laugh, read		63 and 64	70
78	ch /k/ and /sh/ (echo, chef)	often		27	71
79	Vowel Teams: /ōō/ spelled oo and ew (scoop, stew)	heard, thought		65 and 66	72
80	/ōō/ spelled oo and u (took, put)	together		65 and 14	73
81	Other R-Controlled Combinations: /air/ ar, ear, er (bear) /ar/ ear (heart) /er/ or, ar, ear, our (earth) /or/ ar, our (reward)	different		None	74
82	Silent Letters (ghost, gnat, knife, lamb, scent, write, castle)	move		None	75
83	Homophones (to, two, too, there, their, they're)			None	76
Level 2 Final Assessment					

GRADE

K

Orton-Gillingham Plus

Teacher Guide

OG



Book 1



Mm /m/ (marshmallow)

This week students will learn about the letter “m,” which makes the consonant sound /m/.

Objectives for Every Concept

Objectives

Students will:

- demonstrate understanding of the letter “m” and its connection to the /m/ sound.
 - blend and segment three-phoneme words with /m/.
 - form the lowercase and uppercase letter “m.”
- read and spell the Red Word *the*.
- demonstrate print awareness.
 - point to a book’s front cover, back cover, and pages.
 - run a finger along words from left to right and top to bottom.
 - turn the pages of a book one at a time in the correct order.
 - point to letters, words, and spaces between words in print.

Object ideas provide real-world connections, boosting understanding.

Keyword/Object Ideas	Literature Ideas
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macaroni, magazine, marble, marshmallow, mask, milkshake, mitten, money, moon, mouse, muffin, music	<ul style="list-style-type: none"> • <i>Hugh Manatee for President</i> by Carla Siravo • <i>If You Give a Moose a Muffin</i> by Laura Numeroff • <i>If You Give a Mouse a Cookie</i> by Laura Numeroff • <i>In My Mosque</i> by M.O. Yuksel • <i>M Is for Melanin: A Celebration of the Black Child</i> by Tiffany Rose • <i>Madeline</i> by Ludwig Bemelmans • <i>The Math Curse</i> by Jon Scieszka and Lane Smith • <i>Matilda</i> by Roald Dahl • <i>Mixed Me</i> by Taye Diggs • <i>“More More More,” Said the Baby</i> by Vera Williams • <i>Mouse Count</i> by Ellen Walsh • <i>Muggie Maggie</i> by Beverly Cleary
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Literature Ideas with a variety of authors and experiences.

DAY 1

Phonemic Awareness: Blending and Segmenting | 3 minutes

Follow the steps outlined below for IMSE’s Blending/Segmenting Routines. This lesson uses an “I do, we do, you do” model to help students learn blending and segmenting skills.

Blending	Segmenting
/m/ /ă/ /t/ (mat)	map (/m/ /ă/ /p/)
/m/ /ö/ /p/ (mop)	mom* (/m/ /ö/ /m/)
/m/ /ă/ /d/ (mad)	mob (/m/ /ö/ /b/)

*Note: In this word, the first and last tile should be the same color because they represent the same sound.

TEACHER TIP Tell students to use their off-hand when pounding their fist and their dominant hand when pushing up tiles and running their fingers under the tiles from left to right.

Blending

(T) Let’s practice taking sounds that are by themselves and saying them together to make a word. Watch me push up one tile at a time as I say each sound. Then I’ll slide my finger from left to right to say the sounds together to make a word.

(T) My turn. Push up one tile at a time while saying each sound: /m/ /ă/ /t/. Now watch me put the word back together. Slide fingers under the tiles from left to right while stating the word. **Mat.**

(T) Do it with me. Push up the tiles with me as we say the sounds.

(T & S) Push up one tile at a time while saying each sound: /m/ /ă/ /t/.

(T) Now say the word with me as we slide our fingers under the tiles from left to right.

(T & S) Slide fingers under the tiles from left to right while stating the word. **Mat.**

(T) Your turn. Push up the tiles and state the sounds.

(S) Push up one tile at a time while saying each sound: /m/ /ă/ /t/.

(T) Slide your fingers under the tiles from left to right while you tell me the word.

(S) Slide fingers under the tiles from left to right while stating the word. **Mat.**

(T) Yes, *mat*, as in, “The cat sat on the *mat*.” Let’s try another one. My turn. Push up one tile at a time while saying each sound: /m/ /ö/ /p/. Slide fingers under the tiles from left to right while stating the word. **Mop.**

Teacher Materials
• **OG+ Fidelity Companion**
pages 00–00

Student Materials
• Tiles or other
manipulatives

Color-coded
Components
with Icons

Materials Lists

Updated
Teacher Tips
and Additional
Support

Explicit Scripts
for Teaching



(T) Your turn. The word is *mob*, as in, “The excited *mob* lined up for the concert.” Mob. Repeat.

(S) Pound fist while stating the word. **Mob.**

(T) Show the sounds.

(S) Push up one tile at a time while saying each sound: /m/ /ō/ /b/.

(T) What’s the word?

(S) Slide fingers under the tiles from left to right while stating the word. **Mob.**

(T) Great work segmenting sounds.

ADDITIONAL SUPPORT For students who exhibit difficulty with phoneme blending and segmenting, practice in a small-group setting throughout the week as needed. This can include reviewing previous blending and segmenting lists, using the word lists in reverse order, and repeating activities to provide additional practice opportunities.



Cumulative Review: Three-Part Drill

The Three-Part Drill is introduced after teaching Concept #4: Oo /ō/.



Cumulative Review: Vowel Intensive Drill

The Vowel Intensive Drill is introduced after teaching Concept #4: Oo /ō/.

Cross-Linguistic Connections for new sounds

CROSS-LINGUISTIC CONNECTIONS

If you have Spanish-speaking students, see the Cross-Linguistic Connections chart below. If not, continue to the instructions below for Teaching a New Concept.

Do you know? ¿Sabes qué?

In English, the letter “m” makes the /m/ sound, as in *marshmallow*, and in Spanish, “m” makes the same sound. **This sound will be familiar to your Spanish-speaking students.**

The /m/ sound can be heard in the initial and medial positions in Spanish words. The words below are examples for your own knowledge as an educator. Do not use these words when spelling with students.

Initial	Medial	Final
mariposa (butterfly)	mamá (mom)	n/a
museo (museum)	trompeta (trumpet)	
mapa (map)	bombón (chocolate candy)	

DAY 2

If needed for intervention, provide additional repetition with Phoneme Blending and Segmenting (see lists from Day 1).



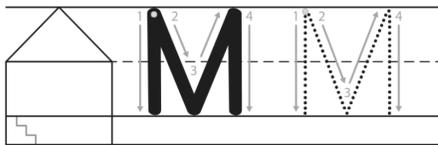
Review the New Concept | (Optional – 5 minutes)
Options for Whole-Group Instruction/Centers/Small-Group Instruction (Days 2–5)

Make decisions regarding these instructional activities based on the needs of students.

Uppercase Letter Formation

Teach uppercase letter formation using pages 14–15 in the *OG+ Fidelity Companion*.

NOTE: Use IMSE LAB or *OG+ Student Workbook A* for student letter formation pages.



Uppercase Letter Formation

(T) The capital letter “M” starts at the top of the attic and moves straight down to the floor. Go back to the top of the attic and draw a diagonal line down to the floor. Then, go back up diagonally toward the attic, then come back down straight to the floor.

- Practice lowercase letter formation.
- If needed for intervention, review the phoneme/grapheme connection and articulation of “m.”
- Incorporate Extension Activities into students’ practice.

EXTENSION ACTIVITIES

- Start a multi-sensory ABC book. Have students glue macaroni (or another object) in the shape of the target letter.
- Make a paper mouse. Have students glue pictures of words that begin with the /m/ sound on the mouse.
- Have students use a bingo dauber to find the target letter on a page filled with various letters.
- Have students go on a “sound hunt” around the room or outside to find objects that begin with the target sound.
- Guide students to use their *OG+ Student Workbook A* to complete the “Spot the Sounds” activity by circling pictures that include the target sound.



Phonics: Spelling

Word dictation is introduced after teaching Concept #4: Oo /ō/.

Sentence dictation is introduced after teaching Concept #9: Tt /t/.



Irregular Words: Red Words | 10 minutes

Follow the steps on pages 25–26 in the *OG+ Fidelity Companion* for IMSE’s Red Word Routine to teach this week’s new Red Words and for guidance when armtapping with left- and right-handed students.

NOTE: Use IMSE LAB or Red Word books for students.

New Red Words	New Read-Only Red Words
<i>the</i>	There are no new read-only Red Words this week.

New Red Word(s):

the

- Use tiles to determine how many sounds are in the word.

Explanation of the sounds and information for teaching:

the (/TH/ /ǔ/—2 sounds)

- Generally pronounced with a clipped, short “u” sound, as in /thŭ/ book.
- *The* is one of the oldest words in the English language. It has undergone several pronunciation and spelling changes over time.

Definition and example sentence:

- *The* is used when talking about a specific thing.
- She will sit on *the* blue chair.

Learning a Red Word for the First Time

Because the “m” lesson is the first to include learning a new Red Word, a precise script is provided below to show the procedure in more detail. Before beginning, students should have their Red Word paper, a red crayon, a green crayon, tiles or other manipulatives, and a pencil. For lessons beyond this initial practice, please reference the *OG+ Fidelity Companion* for the Red Word procedural steps.

(T) Today we are going to learn a Red Word for the first time. Red Words are words that have one or more sounds with an unexpected spelling. An unexpected spelling can mean that the word does not follow a rule or pattern in the English language or it can mean that it has a rule or pattern we have not learned yet.

(T) When we learn a new Red Word, we begin by exploring the sounds we hear in the word. We will use our tiles to show the number of sounds we hear in the word, and together identify how the sounds are spelled. This helps us to know which parts of the word are irregular.

Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- Tiles or other manipulatives
- Red Word paper
- Green and red crayons

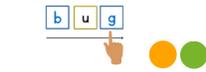
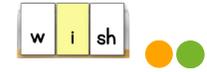
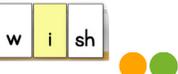
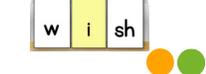
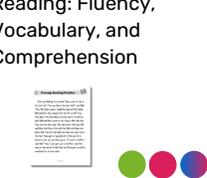
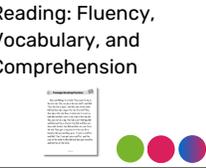
Student Materials

- Tiles or other manipulatives
- Red Word paper
- Pencil
- Green and red crayons

Red Word introduction includes expected and unexpected spellings, plus etymological information.

IMSE Weekly Lesson Plan and Incorporation of the Five Pillars of Reading

Identification of Where the Five Pillars of Reading Are Incorporated in IMSE's Lesson Plans

<h1>Weekly Lesson Components</h1>				
Monday	Tuesday	Wednesday	Thursday	Friday
Phonemic Awareness: Blending and Segmenting 	Review Spelling: Written Application 	Word Chaining (Phoneme Manipulation) 	Word Chaining (Phoneme Manipulation) 	Cumulative Review: Three-Part Drill and Vowel Intensive Drill 
Cumulative Review: Three-Part Drill and Vowel Intensive Drill 	Irregular Words: Red Words 	Cumulative Review: Three-Part Drill and Vowel Intensive Drill 	Irregular Words: Red Word Review 	Irregular Words: Red Word Review 
Phonics: Teaching a New Concept 	IMSE Decodable Reader 	Review Spelling: Written Application 	Review Spelling: Written Application (Practice Assessment) 	Spelling: Written Application (Assessment) 
Spelling: Written Application of a New Concept 	Reading: Fluency, Vocabulary, and Comprehension 	Irregular Words: Red Words 	Syllable Division/Word Analysis (Grade 1+) 	Syllable Division/Word Analysis (Grade 1+) 
Irregular Words: Red Words 		Syllable Division/Word Analysis (Grade 1+) 	IMSE Decodable Reader 	IMSE Decodable Reader 
		IMSE Decodable Reader 	Reading: Fluency, Vocabulary, and Comprehension 	Reading: Fluency, Vocabulary, and Comprehension 
		Reading: Fluency, Vocabulary, and Comprehension 		

- Key**
- Phonological Awareness
 - Phonics
 - Irregular Words
 - Fluency
 - Vocabulary
 - Writing
 - Fluency, Vocabulary, Comprehension



Weekly Lesson Plan Template

Guidelines for Lessons (m-wh)

Below are guidelines for implementing IMSE’s approach in 30-minute or 90-minute lessons, depending on whether it is used as a core foundational literacy skills curriculum or as a supplement to a full English Language Arts curriculum. If used in supplemental instruction, it is important to regularly incorporate the Three-Part Drill (cumulative review), decodable readers, and practice with spelling phonetic and irregular words. In addition, it is imperative to include phonological awareness activities each day in Grades K–2 and beyond if necessary.

When implementing this approach as an intervention, the time spent in each area will depend on the student’s individual goals, Individual Education Program (IEP), or areas of weakness.

A sample Weekly Lesson (m–wh) template for a minimum of 30–40 minutes of core foundational literacy skills instruction is provided below. The minutes allocated for each component are in parentheses. Note that teachers can adjust these recommendations by allocating additional minutes based on students’ needs.

Refer to IMSE’s *OG+ Fidelity Companion* for instructional routines and to support differentiation.

Component	Monday	Tuesday	Wednesday	Thursday	Friday
Phonological Awareness	Phonemic Awareness Blending and Segmenting (3)		Word Chaining (Phoneme Manipulation & Phonics) (3) • Optional: IMSE’s Word-Building Kits	Word Chaining (Phoneme Manipulation & Phonics) (3) • Optional: IMSE’s Word-Building Kits	
Cumulative Review: Three-Part Drill	Three-Part Drill (8)		Three-Part Drill (8)		Three-Part Drill (8)
Cumulative Review: Vowel Intensive Drill	Vowel Intensive Drill (2)		Vowel Intensive Drill (2)		Vowel Intensive Drill (2)
Phonics: Teaching a New Concept (m-wh) (phoneme–grapheme correspondences, spelling rules, etc.)	Introduce New Concept (15) • PA: isolation of target sound • Show phoneme/ grapheme card • Show object • Brainstorm/Sound Scene • Interactive read-aloud • Lowercase letter formation • New sound dictation • Decodable reader • Mark P/G chart	Optional: Review the New Concept (5) • Uppercase letter formation • Extension activities			
Phonics: Spelling	Word and Sentence Dictation (10)	Word and Sentence Dictation (6)	Word and Sentence Dictation (6)	Practice Spelling Assessment: New concept words, Red Words, and sentence dictation (6)	Spelling Assessment: New concept words, Red Words, and sentence dictation (6)
Irregular Words: Red Words	Review Red Words. • New Red Words are embedded in the preview of IMSE’s Decodable Reader beginning with Concept #9.	Teach 1–5 New Red Words. (10) • Optional: Red Word extension activities	Review Red Words. (3) • Optional: Red Word extension activities	Review Red Words. (3) • Optional: Red Word extension activities Practice spelling assessment for Red Words	Review Red Words. (3) • Optional: Red Word extension activities Assess Red Words.

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Weekly Lesson Plan Template (continued)

Component	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Decodable Reader: Fluency, Vocabulary, Comprehension, and Writing (IMSE Decodable Reader; Rapid Word Chart; and word-level, phrase-level, sentence-level, and passage-level fluency)</p> <ul style="list-style-type: none"> Utilize the Interactive Read-Aloud Routine in the <i>OG+ Fidelity Companion</i> for before, during, and after reading activities throughout the week using rich literature. 	<p>IMSE’s Decodable Reader (embedded in Teaching a New Concept)</p> <ul style="list-style-type: none"> Highlight or underline concept words in green. Read the words aloud. Highlight or underline Red Words in red. Read the words aloud. 	<p>IMSE’s Decodable Reader (15)</p> <p>Fluency:</p> <ul style="list-style-type: none"> Read the words and phrases in the “Get Ready to Read” section of the decodable reader. Students read the decodable reader aloud. <p>Vocabulary:</p> <p>Introduce vocabulary words from the front of the decodable reader using the OG+ Vocabulary Routine.</p> <p>Comprehension:</p> <p>While students are reading the decodable reader aloud, stop for discussion throughout the book.</p>	<p>IMSE’s Decodable Reader (15)</p> <p>Vocabulary:</p> <p>Review vocabulary words from the decodable reader.</p> <p>Fluency & Comprehension:</p> <ul style="list-style-type: none"> Students reread the decodable reader aloud. Students respond to the comprehension questions and writing prompt at the end of the decodable reader. When using IMSE’s Decodable Readers, Nonfiction: Volume 1, teachers should read aloud and discuss the “Building Background Knowledge” section. 	<p>IMSE’s Decodable Reader (20)</p> <p>Introduce a new decodable reader.</p> <p>Fluency:</p> <ul style="list-style-type: none"> Read the words and phrases in the “Get Ready to Read” section of the new decodable reader. Students read the new decodable reader aloud. <p>Vocabulary:</p> <p>Introduce vocabulary words from the front of the new decodable reader using the OG+ Vocabulary Routine.</p> <p>Comprehension:</p> <p>While students are reading the new decodable reader aloud, stop for discussion throughout the book.</p>	<p>IMSE’s Decodable Reader (20)</p> <p>Vocabulary:</p> <p>Review vocabulary words from the new decodable reader.</p> <p>Fluency & Comprehension:</p> <ul style="list-style-type: none"> Students reread the new decodable reader aloud. Students respond to the comprehension questions and writing prompt at the end of the new decodable reader. When reading IMSE’s Decodable Readers, Nonfiction: Volume 1, teachers should read aloud and discuss the “Building Background Knowledge” section.
<p>Independent Student Activities</p>	<ul style="list-style-type: none"> Rapid Word Chart Decodable reader Practice Red Words. Practice lowercase letter formation. Daily journal writing Extension activities 	<ul style="list-style-type: none"> Rapid Word Chart Decodable reader Practice Red Words. Practice lowercase or uppercase letter formation. Daily journal writing Extension activities 	<ul style="list-style-type: none"> Rapid Word Chart Decodable reader Practice Red Words. Practice lowercase or uppercase letter formation. Daily journal writing Extension activities 	<ul style="list-style-type: none"> Rapid Word Chart Decodable reader Practice Red Words. Practice lowercase or uppercase letter formation. Daily journal writing Extension activities 	<ul style="list-style-type: none"> Rapid Word Chart Decodable reader Practice Red Words. Practice lowercase or uppercase letter formation. Daily journal writing Extension activities

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Weekly Lesson Plan Template (continued)

Sample Weekly Lesson (m–wh) for a minimum of 90 minutes of literacy instruction. (Some literacy blocks are up to 120 minutes.)

Refer to IMSE’s *OG+ Fidelity Companion* for instructional routines and to support differentiation.

Component	Monday	Tuesday	Wednesday	Thursday	Friday
Phonological Awareness	Direct instruction (5) • Phonemic Awareness: Blending and Segmenting Optional Activity: • Incorporate Kilpatrick’s One-Minute Activities throughout the day.	Activity (5) • Phonemic Awareness: Blending and Segmenting Optional Activity: • Incorporate Kilpatrick’s One-Minute Activities throughout the day.	Direct instruction (5) Word Chaining (Phoneme Manipulation & Phonics) • Optional: IMSE’s Word-Building Kits Optional Activities: • Phonemic Awareness: Blending and Segmenting • Incorporate Kilpatrick’s One-Minute Activities throughout the day.	Direct instruction (5) Word Chaining (Phoneme Manipulation & Phonics) • Optional: IMSE’s Word-Building Kits Optional Activities: • Phonemic Awareness: Blending and Segmenting • Incorporate Kilpatrick’s One-Minute Activities throughout the day.	Activity (5) • Phonemic Awareness: Blending and Segmenting Optional Activity: • Incorporate Kilpatrick’s One-Minute Activities throughout the day.
Cumulative Review: Three-Part Drill	Three-Part Drill (8)	Optional: Three-Part Drill	Three-Part Drill (8)	Optional: Three-Part Drill	Three-Part Drill (8)
Cumulative Review: Vowel Intensive Drill	Vowel Intensive Drill (2)	Optional: Vowel Intensive Drill	Vowel Intensive Drill (2)	Optional: Vowel Intensive Drill	Vowel Intensive Drill (2)
Phonics: Teaching a New Concept (m–wh) (phoneme-grapheme correspondences, spelling rules, etc.)	Introduce New Concept (20) • PA: isolation of target sound • Show phoneme/grapheme card • Show object • Brainstorm/Sound Scene • Interactive read-aloud • Lowercase letter formation • New sound dictation • Decodable reader • Mark P/G Chart	Optional: Review the New Concept. • Uppercase letter formation • Extension activities	Optional Centers: • Practice lowercase and uppercase letter formation. • Extension activities	Optional Centers: • Practice lowercase and uppercase letter formation. • Extension activities	Optional Centers: • Practice lowercase and uppercase letter formation. • Extension activities
Phonics: Spelling	Word and Sentence Dictation (10)	Word and Sentence Dictation (10)	Word and Sentence Dictation (10)	Practice Spelling Assessment: New concept words, Red Words, and sentence dictation (10)	Spelling Assessment: New concept words, Red Words, and sentence dictation (10)
Irregular Words: Red Words	Review Red Words • New Red Words are embedded in the preview of IMSE’s Decodable Reader beginning with Concept #9.	Teach 1–5 New Red Words. (10) Optional: Red Word extension activities	Review Red Words. (5) Optional: Red Word extension activities	Review Red Words. (5) Optional: Red Word extension activities Practice spelling assessment for Red Words	Review Red Words. (5) Assess Red Words.

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Weekly Lesson Plan Template (continued)

Component	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Decodable Reader: Fluency, Vocabulary, Comprehension, and Writing (IMSE Decodable Reader; Rapid Word Chart; and word-level, phrase-level, sentence-level, and passage-level fluency)</p> <ul style="list-style-type: none"> Utilize the Interactive Read-Aloud Routine in the <i>OG+ Fidelity Companion</i> for before, during, and after reading activities throughout the week. 	<p>IMSE's Decodable Reader (30)</p> <ul style="list-style-type: none"> Highlight or underline concept words in green. Read the words aloud. Highlight or underline Red Words in red. Read the words aloud. <p>Fluency:</p> <ul style="list-style-type: none"> Read the words and phrases in the "Get Ready to Read" section of the decodable reader. Students read the decodable reader aloud. <p>Vocabulary:</p> <ul style="list-style-type: none"> Introduce 3–5 Tier 2 words from the decodable reader using the OG+ Vocabulary Routine. <p>Comprehension:</p> <ul style="list-style-type: none"> While students are reading the decodable reader aloud, focus on fluency and accuracy. <p>Optional Fluency:</p> <ul style="list-style-type: none"> Word-level reading using Monday's spelling dictation words 	<p>IMSE's Decodable Reader (30)</p> <p>Fluency:</p> <ul style="list-style-type: none"> Reread the "Get Ready to Read" section in the decodable reader if needed. Students read the decodable reader aloud. Focus on accuracy and fluency. <p>Vocabulary:</p> <ul style="list-style-type: none"> Continue teaching or review 3–5 Tier 2 words from the decodable reader using the OG+ Vocabulary Routine. <p>Comprehension:</p> <ul style="list-style-type: none"> Discuss comprehension questions at the end of the decodable reader. Refer to <i>Discuss</i> and <i>Apply</i> prompts for narrative and informational texts in the <i>OG+ Fidelity Companion</i>. <p>Optional:</p> <ul style="list-style-type: none"> Rapid Word Chart <i>OG+ Student Workbook: Word Reading Practice</i> 	<p>IMSE's Decodable Reader (35)</p> <p>Fluency:</p> <ul style="list-style-type: none"> Students continue reading or reread the decodable reader aloud. Focus on accuracy and fluency. <p>Vocabulary:</p> <ul style="list-style-type: none"> Review vocabulary words from the front of the decodable reader. When using IMSE's Decodable Readers, Nonfiction: Volume 1, teachers should discuss the additional vocabulary at the beginning of the "Building Background Knowledge" section. <p>Comprehension:</p> <ul style="list-style-type: none"> After students reread the decodable reader, ask them to respond to the writing prompt at the end of the book. When using IMSE's Decodable Readers, Nonfiction: Volume 1, teachers should read aloud and discuss the "Building Background Knowledge" section. <p>Optional:</p> <ul style="list-style-type: none"> Rapid Word Chart <i>OG+ Student Workbook: Phrase Reading Practice</i> Use a graphic organizer to review vocabulary words. Vocabulary extension activities 	<p>IMSE's Decodable Reader (35)</p> <p>Introduce a new decodable reader.</p> <p>Fluency:</p> <ul style="list-style-type: none"> Read the words and phrases in the "Get Ready to Read" section of new decodable reader. Students read the decodable reader aloud. <p>Vocabulary:</p> <ul style="list-style-type: none"> Introduce 3–5 Tier 2 words from the new decodable reader using the OG+ Vocabulary Routine. <p>Comprehension:</p> <ul style="list-style-type: none"> Discuss comprehension questions at the end of the new decodable reader. Refer to <i>Discuss</i> and <i>Apply</i> prompts for narrative and informational texts in the <i>OG+ Fidelity Companion</i>. <p>Optional:</p> <ul style="list-style-type: none"> Rapid Word Chart <i>OG+ Student Workbook: Sentence Reading Practice</i> 	<p>IMSE's Decodable Reader (35)</p> <p>Fluency:</p> <ul style="list-style-type: none"> Use a clean copy without pictures for students to read aloud. This may be combined with fluency progress monitoring. <p>Vocabulary:</p> <ul style="list-style-type: none"> Review vocabulary words from the front of the new decodable reader. When using IMSE's Decodable Readers, Nonfiction: Volume 1, teachers should discuss the additional vocabulary at the beginning of the "Building Background Knowledge" section. <p>Comprehension:</p> <ul style="list-style-type: none"> After students reread the new decodable reader, ask them to respond to the writing prompt at the end of the book. When using IMSE's Decodable Readers, Nonfiction: Volume 1, teachers should read aloud and discuss the "Building Background Knowledge" section. <p>Optional:</p> <ul style="list-style-type: none"> Rapid Word Chart <i>OG+ Student Workbook: Passage Reading Practice</i> Vocabulary extension activities

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Weekly Lesson Plan Template (continued)

Component	Monday	Tuesday	Wednesday	Thursday	Friday
Additional Comprehension Instructional Activities (background knowledge, language structures, verbal reasoning, vocabulary, literacy knowledge)	Total Time (5) IMSE Interactive Read-Aloud Routine • Rich literature	Total Time (20) IMSE Interactive Read-Aloud Routine • Rich literature	Total Time (15) IMSE Interactive Read-Aloud Routine • Rich literature	Total Time (20) IMSE Interactive Read-Aloud Routine • Rich literature	Total Time (15) IMSE Interactive Read-Aloud Routine • Rich literature
Additional Written Expression Instruction	Activity (10) • Select one of the oral language comprehension questions from the Interactive Read-Aloud Routine. Have students write a written response in their journals.	Activity (15) • Daily journal writing or other skills (sentence writing, paragraph writing, etc.)	Activity (10) • Have students answer a comprehension question or writing prompt related to the rich text read aloud.	Activity (15) • Daily journal writing or other skills (sentence writing, paragraph writing, etc.)	Activity (10) • Reread a text and provide questions or a prompt. Have students write a written response in their journals.
Independent Student Activities	<ul style="list-style-type: none"> • Rapid Word Chart • Decodable reader • Practice Red Words. • Practice lowercase letter formation. • Daily journal writing • Extension activities 	<ul style="list-style-type: none"> • Rapid Word Chart • Decodable reader • Practice Red Words. • Practice lowercase or uppercase letter formation. • Daily journal writing • Extension activities 	<ul style="list-style-type: none"> • Rapid Word Chart • Decodable reader • Practice Red Words. • Practice lowercase or uppercase letter formation. • Daily journal writing • Extension activities 	<ul style="list-style-type: none"> • Rapid Word Chart • Decodable reader • Practice Red Words. • Practice lowercase or uppercase letter formation. • Daily journal writing • Extension activities 	<ul style="list-style-type: none"> • Rapid Word Chart • Decodable reader • Practice Red Words. • Practice lowercase or uppercase letter formation. • Daily journal writing • Extension activities

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Ii /ɪ/ (itch)

This week students will learn about the letter “i” when it makes the vowel sound /ɪ/.

Objectives	
<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate understanding of the letter “i” and its connection to the /ɪ/ sound. <ul style="list-style-type: none"> - blend and segment two- and three-phoneme words with /ɪ/. - add, delete, and substitute individual letters that include the target “i” letter in one-syllable words to make new words. - form the lowercase and uppercase letter “i.” - read and spell words and sentences with the letter “i.” • read the Red Words brown and stop. • read and spell the Red Words I and like. • demonstrate mastery of previously taught concepts. <ul style="list-style-type: none"> - state known sounds for presented graphemes. - write known graphemes for presented sounds. - state known sounds for presented graphemes and blend sounds into syllables. - identify the short vowel sound in V, VC, and CVC syllables and match it with the appropriate grapheme. - read and write words and sentences with previously learned concepts. • increase reading automaticity and fluency by reading fiction and nonfiction decodable readers. • demonstrate understanding of target vocabulary words by correctly using the word in a spoken or written sentence. • demonstrate reading comprehension by answering questions about fiction and nonfiction texts after reading a decodable reader. • enhance writing skills by responding to a writing prompt related to the decodable reader. 	
Keyword/Object Ideas	Literature Ideas
icky, iguana, itch	<ul style="list-style-type: none"> • <i>Big</i> by Vashti Harrison • <i>I Wanna Iguana</i> by Karen Kaufman Orloff • <i>If You Give a Pig a Pancake</i> by Laura Numeroff • <i>Ish</i> by Peter H. Reynolds • <i>Itsy Bitsy Spider</i> • <i>The Legend of the Indian Paintbrush</i> by Tomie dePaola

DAY 1



Phonemic Awareness: Blending and Segmenting | 3 minutes

Follow the steps on pages 3–4 in the *OG+ Fidelity Companion* for IMSE’s Phonemic Awareness Routines. Be sure to follow the directions that include the use of manipulatives.

Teacher Materials

- *OG+ Fidelity Companion* pages 00–00

Student Materials

- Tiles or other manipulatives

Blending	Segmenting
<p>Initial: /i/ /k/ (ick) /i/ /f/ (if)</p> <p>Medial: /s/ /i/ /t/ (sit) /t/ /i/ /p/ (tip) /l/ /i/ /p/ (lip)</p>	<p>Initial: in (/i/ /n/) it (/i/ /t/)</p> <p>Medial: pit (/p/ /i/ /t/) sip (/s/ /i/ /p/) hid (/h/ /i/ /d/)</p>

TEACHER TIP Tell students to use their off-hand when pounding their fist and their dominant hand when pushing up tiles and running their fingers under the tiles from left to right.

ADDITIONAL SUPPORT For students who exhibit difficulty with phoneme blending and segmenting, practice in a small-group setting throughout the week as needed. This can include reviewing previous blending and segmenting lists, using the word lists in reverse order, and repeating activities to provide additional practice opportunities.



Cumulative Review: Three-Part Drill | 8 minutes

Follow the steps on pages 8–9 in the *OG+ Fidelity Companion* for IMSE’s Three-Part Drill Routine.

The Three-Part Drill is done on Day 1 without the “i.” This review drill should be implemented daily or a minimum of 2–3 times per week.

Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- Review Phoneme/Grapheme Cards
- *Phoneme/Grapheme Chart*
- Blending Board

Student Materials

- Whiteboard and marker

Visual	Auditory/Kinesthetic	Blending



Cumulative Review: Vowel Intensive Drill | 2 minutes

Follow the steps on pages 10–11 in the *OG+ Fidelity Companion* for IMSE's Vowel Intensive Drill Routine.

The Vowel Intensive Drill is a review drill to practice short vowel sounds. Only use the vowels previously taught. This review drill should be implemented daily or a minimum of 2–3 times per week.

NOTE: Vowels below in grayscale have not yet been taught and should not be reviewed.

Teacher Materials

- *OG+ Fidelity Companion*
pages 00–00

Student Materials

- Vowel Tents



V (The sound is . . .)	VC (The syllable is . . .)	CVC (The syllable is . . .)
/ă/	ag, ap, ab	lat, cad, zan
/ĕ/	et, en, eb	zeg, ren, med
/ĭ/	ig, ib, im	lin, hib, fid
/ŏ/	ob, ot, oz	rom, hob, cog
/Û/	un, ud, ub	sup, pum, dut

CROSS-LINGUISTIC CONNECTIONS

If you have Spanish-speaking students, see the Cross-Linguistic Connections chart below. If not, continue to the instructions below for Teaching a New Concept.

Do you know? ¿Sabes qué?

In Spanish, vowels only make one sound. The vowel “i” says /ē/ as in *lima* (pronounced *lē-mah*), which means *lime*, and *nido* (pronounced *nē-doh*), which means *nest*. **The /i/ sound may be new to your Spanish-speaking students**, which means they have likely not been exposed to it. Therefore, introducing and emphasizing the mouth position needed to produce it will be essential for their learning. Students will need many exposures and opportunities to practice this new sound before it becomes automatic.

Here is a pronunciation chart to compare Spanish vowel sounds with short vowel sounds in English.

	Aa	Ee	Ii	Oo	Uu
Spanish	/ah/	/eh/	/ē/	/oh/	/ōō/
English	/ă/	/ĕ/	/ĭ/	/ŏ/	/Û/



Phonics: Teaching a New Concept | 15 minutes

Follow the steps on page 00 in the *OG+ Fidelity Companion* for IMSE's Teaching a New Concept Routine.

Introduce New Concept

(T) I'm going to read you a sentence. Listen for the sound you hear at the beginning of the words: *Icky Izzy is inside*. What sound do you hear?

(S) /i/

(T) Yes, /i/. Let's try another one. Listen for the sound you hear in the middle of the words: *Tim hid six wigs*. What sound do you hear?

(S) /i/

NOTE: This is an auditory activity. Students should not see the sentences.

Show the new concept card (Card #10).

(T) This is the letter "i." Today we'll learn that "i" spells /i/. Say it with me.

(T & S) "i" spells /i/.

(T) This is a vowel sound, so our voice is on. Our mouth is open, and the airflow keeps going. Let's look in the mirror while we say the sound. Say it with me.

(T & S) /i/

(T) Vowels can be tricky to remember, so we're going to learn a visual cue to help us with each of our short vowel sounds. Let's scrunch up our noses and point to them as we say /i/ to remind us that "i" spells /i/ like in the word *icky*. Let's say that together with our new visual cue.

(T & S) Scrunch your nose and point to it while stating the sound. "i" spells /i/.

Show students where to find the new concept in the alphabet.

Show students the object and tell them this word will be a keyword to help them remember the connection between the letter "i" and the /i/ sound.

Brainstorm

Use the Sound Scene in IMSE LAB to help brainstorm words and build vocabulary related to the new concept. Guidance for implementation of the Sound Scenes can be found in the front of the Teacher Guide.

TEACHER TIP When teaching short vowels, consider brainstorming words that begin with the vowel on Day 1 and brainstorming words that feature the vowel in the initial or medial position on subsequent days. If you brainstorm words that begin with the vowel, be sure the vowel sound in the words is short. For example, *itch* would be appropriate for /i/, but *ice cream* would not.

Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- IMSE LAB Sound Scene
- Object
- New Concept Phoneme/Grapheme Card #10
- IMSE LAB house paper or *OG+ Student Workbook A*
- Pencil
- Literature Connection
- IMSE Decodable Reader #02
- Green and red highlighters
- *Phoneme/Grapheme Chart*

Student Materials

- Mirror
- IMSE LAB house paper or *OG+ Student Workbook A*
- Pencil
- Whiteboard and marker
- IMSE Decodable Reader #02
- Green and red highlighters

Read-Aloud

Using the selected interactive read-aloud:

Read aloud a poem or selected pages from a text. Ask students to identify target concepts.

(T) Did anyone hear me read a word with the new concept in it?

(S) Use complete sentences to state words from the text with the new concept (e.g., **I heard the word ____**).

(T) Write 3–4 of the identified words on the brainstorm chart.

(T & S) Develop oral language skills by connecting brainstormed words to one of the following:

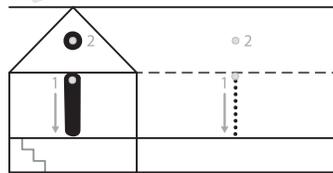
- Phonics, Orthography, Morphology: Discuss the position of the target concept in the words.
- Vocabulary: Provide a student-friendly definition of words containing the target concept sound.
- Fluency: Read aloud a phrase or sentence from the text with the target sound. Ask students to echo the phrase or sentence.
- Comprehension: Ask a text-dependent question based on the text (e.g., predict what will happen later in the text).

NOTE: Keep this brief, focusing on the target concept. Continue with the interactive read-aloud following the steps on pages 00–00 in the *OG+ Fidelity Companion* for IMSE’s Interactive Read-Aloud Routine during fluency, vocabulary, and comprehension activities.

Lowercase Letter Formation

Follow the steps on page 00 in the *OG+ Fidelity Companion* for IMSE’s Letter Formation Routine.

NOTE: Use IMSE LAB or *OG+ Student Workbook A* for student letter formation pages.



(T) The letter “i” starts at the ceiling and goes to the floor. Dot it in the attic.

New Sound Dictation

Dictate the new sound for students to spell on a whiteboard.

(T) Scrunch your nose and point to it while saying the sound. **Eyes on me.**

Spell /i/. Repeat.

(S) Scrunch your nose and point to it while saying the sound. /i/. **“i” spells /i/.**

Write the letter and underline it from left to right where the letter sits on the line. Hold up the whiteboard to show the teacher.

Decodable Readers

Introduce Decodable Reader #02 following the procedure on page 00 in the *OG+ Fidelity Companion*.

Phoneme/Grapheme (P/G) Chart

After teaching this concept, highlight or mark the letter “i” in the short vowel column on the *Phoneme/Grapheme Chart*, and put the “i” card in the review deck.

TEACHER TIP In preparation for the Vowel Intensive Drill on Day 3, create an “i” vowel tent.



Phonics: Spelling | 10 minutes

Follow the steps in the *OG+ Fidelity Companion* for IMSE’s Application of a New Concept: Word Dictation Routine on pages 20–21 and Sentence Dictation Routine on pages 22–23.

Teachers can dictate three words and one sentence if appropriate. Students should build up to five words and two sentences by Concept #16: Rr /r/.

NOTE: Use IMSE LAB or *OG+ Student Workbook A* for student dictation pages.

Words	Sentences
1. dig 2. mid 3. him 4. did 5. it	1. <u>The</u> <u>log</u> <u>was</u> lit. 2. Mom <u>was</u> mad at him.

Remember to have students check their sentences using CUPS. Always have students read the words and sentences after word and sentence dictation have been completed.



Irregular Words: Red Words

Red Word Review and Preview

On Day 1, this is embedded in the decodable reader preview included in Teaching a New Concept. New and review words for this week are listed below.

Review	Review Read-Only	New Red Words	New Read-Only Red Words
<i>the, was, is, a, on, and, to, for, go</i>	<i>orange, white</i>	<i>I, like</i>	<i>brown, stop</i>

Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- Fingertapping hand (or blending strip, if needed)
- IMSE LAB dictation paper or *OG+ Student Workbook A*
- CUPS Poster

Student Materials

- IMSE LAB dictation paper or *OG+ Student Workbook A*
- Fingertapping hand (or blending strip, if needed)
- CUPS Visual (desktop or poster size)
- Pencil

DAY 2

If needed for intervention, provide additional repetition with Phoneme Blending and Segmenting (see lists from Day 1), the Three-Part Drill, and Vowel Intensive Drill.



Review the New Concept | (Optional – 5 minutes)

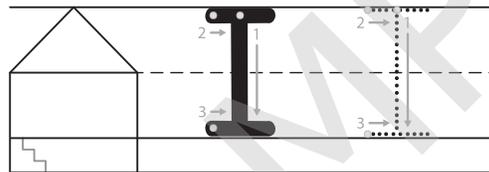
Options for Whole-Group Instruction/Centers/Small-Group Instruction
(Days 2–5)

Make decisions regarding these instructional activities based on the needs of students.

Uppercase Letter Formation

Teach uppercase letter formation using page 00 in the *OG+ Fidelity Companion*.

NOTE: Use IMSE LAB or *OG+ Student Workbook A* for student letter formation pages.



(T) The capital letter “I” starts at the top of the attic and goes to the floor. Draw a line at the top of the attic and along the floor of the house.

- Practice lowercase letter formation.
- If needed for intervention, review the phoneme/grapheme connection, articulation, and word and sentence dictation of “i.”
- Incorporate Extension Activities into students’ practice.

EXTENSION ACTIVITIES

- Continue to add to the multi-sensory ABC book. Have students glue insect pictures or stickers (or another object) in the shape of the target letter.
- Have students use a bingo dauber to find the target letter on a page filled with various letters.
- Have students go on a “sound hunt” around the room or outside to find objects that begin with the target sound.



Phonics: Spelling | 6 minutes

Follow the steps in the *OG+ Fidelity Companion* for IMSE’s Application of a New Concept: Word Dictation Routine on pages 20–21 and Sentence Dictation Routine on pages 22–23.

Teachers can dictate three words and one sentence if appropriate. Students should build up to five words and two sentences by Concept #16: Rr /r/.

NOTE: Use IMSE LAB or *OG+ Student Workbook A* for student dictation pages.

Words	Sentences
1. Tim 2. lit 3. mit* 4. hid 5. lid	1. Dad hid <u>the</u> hot cat. 2. <u>The</u> lad hit <u>the</u> lid.
*Note: “Mit” is a syllable in a word like <i>mitten</i> .	

Remember to have students check their sentences using CUPS. Always have students read the words and sentences after word and sentence dictation have been completed.



Irregular Words: Red Words | 10 minutes

Follow the steps on pages 25–26 in the *OG+ Fidelity Companion* for IMSE’s Red Word Routine to teach this week’s new Red Words and for guidance when armtapping with left- and right-handed students.

NOTE: Use IMSE LAB or Red Word books for students.

Review	Review Read-Only	New Red Words	New Read-Only Red Words
<i>the, was, is, a, on, and, to, for, go</i>	<i>orange, white</i>	<i>I, like</i>	<i>brown, stop</i>

New Red Word(s):

I, like

- Use tiles to determine how many sounds are in the word.

Explanation of the sounds and information for teaching:

I (/i/—1 sound)

- *I* is a shortening of the Old English word *ic*. The “c” dropped away, and the “i” began to be capitalized in the mid-13th century to mark it as a distinct word and avoid misreading it in handwritten manuscripts.

Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- Fingertapping hand (or blending strip, if needed)
- IMSE LAB dictation paper or *OG+ Student Workbook A*
- CUPS Poster

Student Materials

- IMSE LAB dictation paper or *OG+ Student Workbook A*
- Fingertapping hand (or blending strip, if needed)
- CUPS Visual (desktop or poster size)
- Pencil

Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- Tiles or other manipulatives
- Red Word paper
- Green and red crayons

Student Materials

- Tiles or other manipulatives
- Red Word paper
- Pencil
- Green and red crayons

Definition and example sentence:

- *I* is used when we talk about ourselves.
- *I* am ready to go to school.

Explanation of the sounds and information for teaching:

like (/l/ /i/ /k/—3 sounds)

- *Like* comes from Old English. This word is temporarily irregular because students have yet to learn the sound-spelling correspondences necessary to spell it.

Definition and example sentence:

- *Like* means to enjoy or feel happy about something or someone.
- I *like* to play outside.

TEACHER TIPS

- Once open long vowels (Concept #27) are taught, *I* will no longer be a Red Word.
- Once “k” (Concept #12) and Magic E (Concept #48) are taught, *like* will no longer be a Red Word.

Review Red Words throughout the week.

- Print flashcards from IMSE LAB and practice reading.
- Armtap the words once to review.
- Cross-clap the words to review.
- Stomp the words to review.
- Refer to Red Word Extension Activities in your Originals.

The student dictation pages in IMSE LAB and *OG+ Student Workbook A* provide an opportunity to include written practice for reviewing Red Words during word and sentence dictation.

**Reading | 15 minutes****Fluency, Vocabulary, and Comprehension**

Use Decodable Reader #02 and pages 00–00 in the *OG+ Fidelity Companion* to practice fluency, vocabulary, and comprehension.

Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- IMSE Decodable Reader #02
- Rapid Word Chart (Decodable Readers, IMSE LAB, *OG+ Student Workbook A*, or Originals)
- Instructional-level text
- Rich literature for oral language development
- *OG+ Comprehension Framework*

NOTE: MMW has been included next to words with multiple meanings.

Decodable Reader Title	Vocabulary Words	Spanish Cognates	Words Recommended for Explicit Teaching
<i>Tim, Dad, and the Hog</i> (F)	hog		hog
<i>A Dog for Tim</i> (F)	cot, tag, tot		
<i>Stop, Tot!</i> (NF)	cot, tot		attention, care, communicate, hog (MMW)
	Teacher Read-Aloud Section: attention, care, communicate	Teacher Read-Aloud Section: attention/atención, communicate/comunicar	

Student Materials

- IMSE Decodable Reader #02
- Rapid Word Chart (Decodable Readers, IMSE LAB, or OG+ Student Workbook A)
- Instructional-level text
- Green and red highlighters

Additional Materials if Needed

- IMSE LAB fluency resources

FLUENCY Students use the “Get Ready to Read” section in the front of the decodable reader to practice words and phrases included in the text.

TEACHER TIP If teachers are using IMSE’s Decodable Readers Fiction: Volume 1, a Rapid Word Chart can be created through IMSE LAB as a warm-up to reading the text.

VOCABULARY Introduce the vocabulary words found in the beginning of the decodable reader and discuss the definition of each word. Vocabulary words for each text are listed in the chart above. The words in the far right column that match the decodable reader being used are recommended for deeper, more explicit teaching through IMSE’s K–2 Vocabulary Routine. Slides for teaching using the Vocabulary Routine can be presented through IMSE LAB. Follow the steps on pages 00–00 in the *OG+ Fidelity Companion* for IMSE’s Vocabulary Routine.

COMPREHENSION Students read the decodable reader aloud. Stop for discussion throughout the book.

TEACHER TIPS

- **FLUENCY** For additional reading fluency practice, students can use the “Word Reading Practice” page in their *OG+ Student Workbook A* or word- and sentence-reading pages available through IMSE LAB.
- While the decodable reader can be practiced in a whole-group setting, a small group is ideal.
- If the decodable reader is not completed today, it can be continued during the next day’s lesson.

ADDITIONAL SUPPORT Utilize the fluency pyramids available in IMSE LAB for students who need additional scaffolds to aid in fluent reading.

DAY 3


Word Chaining (Phoneme Manipulation) | 3 minutes

Follow the steps outlined below for IMSE’s Word Chaining (Phoneme Manipulation) Routine. Teacher modeling is provided for the first few words in this lesson to help students learn the word-chaining procedures. Note that this practice can be carried over to or repeated on Day 4.

Teacher Materials

- **OG+ Fidelity Companion**
pages 00–00
- IMSE Word-Building Kit

Student Materials

- IMSE Word-Building Kit

Word List

did → lid → lad → had → hid → did → dim → him → ham → hat → hit → it → lit

(T) Let’s practice word chaining, where we spell words with our letter tiles and change them by one sound at a time. Let’s start with the word *did*, as in, “He *did* not attend the event.” Did. My turn. Pound fist while stating the word. **Did.** Pull one letter tile at a time while stating each sound: /d/ /i/ /d/. Slide fingers under the letter tiles from left to right while reading the word. **Did.**

(T) Your turn.

(S) Pound fist while stating the word. **Did.** Pull one letter tile at a time while stating each sound: /d/ /i/ /d/. Slide fingers under the letter tiles from left to right while reading the word. **Did.**

(T) Listen closely. I’m going to change the word by one sound. Let’s change *did* to *lid*, as in, “She put the *lid* on the jar.” Lid. Repeat.

(S) Pound fist while stating the word. **Lid.**

(T) We switched a sound. Which letter should we switch out—the beginning letter, the middle letter, or the last letter?

(S) The beginning letter.

(T) Right. Let’s make that change and switch out our letter tile now.

(T & S) Swap out the old letter tile for the new letter tile.

(T) My turn. Pound fist while stating the word. **Lid.** Touch the letter tiles while stating each sound: /l/ /i/ /d/. Slide fingers under the letter tiles from left to right while reading the word. **Lid.**

(T) Your turn.

(S) Pound fist while stating the word. **Lid.** Touch the letter tiles while stating each sound: /l/ /i/ /d/. Slide fingers under the letter tiles from left to right while reading the word. **Lid.**

(T) Nice work swapping the letter “d” for the letter “l” at the beginning of the word. Listen closely. I’m going to change the word by one sound again. Let’s change *lid* to *lad*, as in, “The *lad* smiled at the puppy.” Lad. Repeat.

(S) Pound fist while stating the word. **Lad.**

(T) We switched a sound. Which letter should we switch out—the beginning letter, the middle letter, or the last letter?

(S) The middle letter.

(T) Right. Let’s make that change and switch out our letter tile now.

(T & S) Swap out the old letter tile for the new letter tile.

(T) My turn. Pound fist while stating the word. **Lad.** Touch the letter tiles while stating each sound: /l/ /ă/ /d/. Slide fingers under the letter tiles from left to right while reading the word. **Lad.**

(T) Your turn.

(S) Pound fist while stating the word. **Lad.** Touch the letter tiles while stating each sound: /l/ /ă/ /d/. Slide fingers under the letter tiles from left to right while reading the word. **Lad.**

(T) Great job swapping the letter “i” for the letter “a” in the middle of the word.

Follow this process without teacher modeling as you move through the remaining words.

ADDITIONAL SUPPORT If students exhibit difficulty without the teacher model, add this back in as a scaffold of support.



Cumulative Review: Three-Part Drill | 8 minutes

Follow the steps on pages 8–9 in the *OG+ Fidelity Companion* for IMSE’s Three-Part Drill Routine.

This review drill should be implemented daily or a minimum of 2–3 times per week.

TEACHER TIPS

- The “i” card was added to the Three-Part Drill review deck on Day 1.
- While working with foundational phoneme/grapheme connections, avoid “c” and “g” followed by “i” and “e,” and eventually “y” as a vowel, until soft “c” and “g” have been taught.

Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- Review Phoneme/Grapheme Cards
- *Phoneme/Grapheme Chart*
- Blending Board

Student Materials

- Whiteboard and marker

Visual	Auditory/Kinesthetic	Blending



Cumulative Review: Vowel Intensive Drill | 2 minutes

Follow the steps on pages 10–11 in the *OG+ Fidelity Companion* for IMSE’s Vowel Intensive Drill Routine.

The Vowel Intensive Drill is a review drill to practice short vowel sounds. Only use the vowels previously taught. This review drill should be implemented daily or a minimum of 2–3 times per week.

If the new concept is a vowel, add it to the Vowel Intensive Drill on Day 3.

NOTE: Vowels below in grayscale have not yet been taught and should not be reviewed.

V (The sound is . . .)	VC (The syllable is . . .)	CVC (The syllable is . . .)
/ă/	ag, ap, ab	lat, cad, zan
/ĕ/	et, en, eb	zeg, ren, med
/ĭ/	ig, ib, im	lin, hib, fid
/ŏ/	ob, ot, oz	rom, hob, cog
/Û/	un, ud, ub	sup, pum, dut

Additional Handwriting Practice

Guide students to use their *OG+ Student Workbook A* for additional handwriting practice.



Phonics: Spelling | 6 minutes

Follow the steps in the *OG+ Fidelity Companion* for IMSE’s Application of a New Concept: Word Dictation Routine on pages 20–21 and Sentence Dictation Routine on pages 22–23.

Teachers can dictate three words and one sentence if appropriate. Students should build up to five words and two sentences by Concept #16: Rr /r/.

NOTE: Use IMSE LAB or *OG+ Student Workbook A* for student dictation pages.

Words	Sentences
1. hit 2. Tim 3. dim 4. dig 5. lid	1. Dot had <u>the</u> hot lid. 2. Tom <u>and</u> <u>I</u> did <u>like</u> <u>the</u> hat.

Teacher Materials

- *OG+ Fidelity Companion* pages 00–00

Student Materials

- Vowel Tents



Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- Fingertapping hand (or blending strip, if needed)
- IMSE LAB dictation paper or *OG+ Student Workbook A*
- CUPS Poster

Student Materials

- IMSE LAB dictation paper or *OG+ Student Workbook A*
- Fingertapping hand (or blending strip, if needed)
- CUPS Visual (desktop or poster size)
- Pencil

Remember to have students check their sentences using CUPS. Always have students read the words and sentences after word and sentence dictation have been completed.



Irregular Words: Red Words | 3 minutes

Review	Review Read-Only	New Red Words	New Read-Only Red Words
<i>the, was, is, a, on, and, to, for, go</i>	<i>orange, white</i>	<i>I, like</i>	<i>brown, stop</i>

Review Red Words

Review 3–5 previously taught Red Words, including those from this week’s concept and any other Red Words that students have difficulty reading or spelling. The student dictation pages in IMSE LAB and *OG+ Student Workbook A* provide an opportunity to include written practice for reviewing Red Words during word and sentence dictation.

Cross-Clap: Reading Red Words

(T) Display the review Red Words one at a time.

(S) State the word, cross-clap while saying the letters in the word with a partner, and restate the word.

Cross-Clap: Spelling Red Words

(T) State the review Red Words one at a time.

(S) Repeat the word, cross-clap while saying the letters in the word with a partner, and say the word again.



Reading | 15 minutes

Fluency, Vocabulary, and Comprehension

Use Decodable Reader #02 and pages 00–00 in the *OG+ Fidelity Companion* to practice fluency, vocabulary, and comprehension.

VOCABULARY Review vocabulary words from Decodable Reader #02 by asking students to verbalize the meaning of each word and/or use the word in a sentence. This can be done as a whole-group, small-group, or partner activity.

FLUENCY, COMPREHENSION, & WRITING Students reread the decodable reader. Stop for discussion during reading and ask students to respond to the comprehension questions and the writing prompt provided at the end of the decodable portion of the text.

Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- IMSE Decodable Reader #02
- Rapid Word Chart (Decodable Readers, IMSE LAB, *OG+ Student Book A*, or Originals)
- Instructional-level text
- Rich literature for oral language development
- *OG+ Comprehension Framework*

VOCABULARY & COMPREHENSION If students are utilizing the nonfiction text, discuss the additional vocabulary at the beginning of the “Building Background Knowledge” section. Then read this section aloud to students and discuss it.

TEACHER TIPS

- **FLUENCY** For additional reading fluency practice, students can use the “Phrase Reading Practice” page in their *OG+ Student Workbook A* or word- and sentence-reading pages available through IMSE LAB.
- While the decodable reader can be practiced in a whole-group setting, a small group is ideal. Students who accurately read the entire book during the last lesson can reread with a partner.
- **COMPREHENSION** Use IMSE’s Interactive Read-Aloud Routine on pages 00–00 in the *OG+ Fidelity Companion* when reading rich texts to build students’ language comprehension and speaking or writing skills.

ADDITIONAL SUPPORTS

- **FLUENCY** The “Get Ready to Read” section of the decodable reader or a Rapid Word Chart can be practiced again today if needed.
- **FLUENCY** Utilize the fluency pyramids available in IMSE LAB for students who need additional scaffolds to aid in fluent reading.

Student Materials

- IMSE Decodable Reader #02
- Rapid Word Chart (Decodable Readers, IMSE LAB, or *OG+ Student Workbook A*)
- Instructional-level text
- Green and red highlighters

Additional Materials if Needed

- IMSE LAB fluency resources

DAY 4



Word Chaining (Phoneme Manipulation) | 3 minutes

Use the list below to continue practicing IMSE’s Word Chaining (Phoneme Manipulation) Routine. If needed, refer to Day 3 Word Chaining or page 00 in the *OG+ Fidelity Companion*.

Word List
did → lid → lad → had → hid → did → dim → him → ham → hat → hit → it → lit

Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- IMSE Word-Building Kit

Student Materials

- IMSE Word-Building Kit



Irregular Words: Red Words | 3 minutes

Review	Review Read-Only	New Red Words	New Read-Only Red Words
<i>the, was, is, a, on, and, to, for, go</i>	<i>orange, white</i>	<i>I, like</i>	<i>brown, stop</i>

Review Red Words

Review 3–5 previously taught Red Words, including those from this week’s concept and any other Red Words that students have difficulty reading or spelling. The practice spelling assessment will include Red Words.

Explosion (Volcano)

(T) Show or state the review Red Words one at a time.

(S) Repeat the word and spell it aloud, imitating an exploding volcano. Start at a whisper, get louder with each letter, and explode when saying the word at the end.

**Phonics: Spelling | 6 minutes**

NOTE: Use IMSE LAB or *OG+ Student Workbook A* for student practice spelling assessment pages.

Practice Spelling Assessment

Words	Red Words	Sentences
1. dig 2. Tim 3. hit 4. mid 5. lit	1. I 2. like	1. Tim did dig. 2. Tom got <u>the</u> lid.

TEACHER TIP Focus on accuracy. If students are not ready to write five words and two sentences, reduce the number of practice items. Continue to work toward the goal of building up to five words and two sentences.

**Reading | 20 minutes****Fluency, Vocabulary, and Comprehension**

Use an additional Decodable Reader #02 and pages 00–00 in the *OG+ Fidelity Companion* to practice fluency, vocabulary, and comprehension.

Teacher Materials

- IMSE LAB dictation paper or *OG+ Student Workbook A*

Student Materials

- IMSE LAB dictation paper or *OG+ Student Workbook A*
- Fingertapping hand
- CUPS Visual (desktop or poster size)
- Pencil

Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- IMSE Decodable Reader #02
- Rapid Word Chart (Decodable Readers, IMSE LAB, *OG+ Student Book A*, or Originals)
- Instructional-level text
- Rich literature for oral language development
- *OG+ Comprehension Framework*

NOTE: MMW has been included next to words with multiple meanings.

Decodable Reader Title	Vocabulary Words	Spanish Cognates	Words Recommended for Explicit Teaching
<i>Tim, Dad, and the Hog</i> (F)	hog		hog
<i>A Dog for Tim</i> (F)	cot, tag, tot		
<i>Stop, Tot!</i> (NF)	cot, tot		attention, care, communicate, hog (MMW)
	Teacher Read-Aloud Section: attention, care, communicate	Teacher Read-Aloud Section: attention/atención, communicate/comunicar	

Student Materials

- IMSE Decodable Reader #02
- Rapid Word Chart (Decodable Readers, IMSE LAB, or *OG+ Student Workbook A*)
- Instructional-level text
- Green and red highlighters

Additional Materials if Needed

- IMSE LAB fluency resources

FLUENCY Students use the “Get Ready to Read” section in the front of the **new** decodable reader to practice words and phrases included in the text.

TEACHER TIP If teachers are using IMSE’s Decodable Readers Fiction: Volume 1, a Rapid Word Chart can be created through IMSE LAB as a warm-up to reading the text.

VOCABULARY Introduce the vocabulary words found in the beginning of the decodable reader and discuss the definition of each word. Vocabulary words for each text are listed in the chart above. The words in the far right column that match the decodable reader being used are recommended for deeper, more explicit teaching through IMSE’s K–2 Vocabulary Routine. Slides for teaching using the Vocabulary Routine can be presented through IMSE LAB. Follow the steps on pages 00–00 in the *OG+ Fidelity Companion* for IMSE’s Vocabulary Routine.

COMPREHENSION Students read the decodable reader aloud. Stop for discussion throughout the book.

TEACHER TIPS

- **FLUENCY** For additional reading fluency practice, students can use the “Sentence Reading Practice” page in their *OG+ Student Workbook A* or word- and sentence-reading pages available through IMSE LAB.
- While the decodable reader can be practiced in a whole-group setting, a small group is ideal.
- If the decodable reader is not completed today, it can be continued during the next day’s lesson.

ADDITIONAL SUPPORTS

- **FLUENCY** Utilize the fluency pyramids available in IMSE LAB for students who need additional scaffolds to aid in fluent reading.
- **FLUENCY** Students who need support with fluency can reread the decodable reader practiced on Days 1–3 to provide additional repeated reading practice.

DAY 5



Cumulative Review: Three-Part Drill | 8 minutes

Follow the steps on pages 8–9 in the *OG+ Fidelity Companion* for IMSE’s Three-Part Drill Routine.

This review drill should be implemented daily or a minimum of 2–3 times per week.

Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- Review Phoneme/Grapheme Cards
- *Phoneme/Grapheme Chart*
- Blending Board

Student Materials

- Whiteboard and marker

TEACHER TIPS

- The “i” card was added to the Three-Part Drill review deck on Day 1.
- While working with foundational phoneme/grapheme connections, avoid “c” and “g” followed by “i” and “e,” and eventually “y” as a vowel, until soft “c” and “g” have been taught.

Visual	Auditory/Kinesthetic	Blending



Cumulative Review: Vowel Intensive Drill | 2 minutes

Follow the steps on pages 10–11 in the *OG+ Fidelity Companion* for IMSE’s Vowel Intensive Drill Routine.

The Vowel Intensive Drill is a review drill to practice short vowel sounds. Only use the vowels previously taught. This review drill should be implemented daily or a minimum of 2–3 times per week.

Teacher Materials

- *OG+ Fidelity Companion* pages 00–00

Student Materials

- Vowel Tents



NOTE: Vowels below in grayscale have not yet been taught and should not be reviewed.

V (The sound is . . .)	VC (The syllable is . . .)	CVC (The syllable is . . .)
/ă/	ag, ap, ab	lat, cad, zan
/ĕ/	et, en, eb	zeg, ren, med
/i/	ig, ib, im	lin, hib, fid
/ō/	ob, ot, oz	rom, hob, cog
/ŭ/	un, ud, ub	sup, pum, dut



Irregular Words: Red Words | 3 minutes

Review	Review Read-Only	New Red Words	New Read-Only Red Words
<i>the, was, is, a, on, and, to, for, go</i>	<i>orange, white</i>	<i>I, like</i>	<i>brown, stop</i>

Review Red Words

Review 3–5 previously taught Red Words, including those from this week's concept and any other Red Words that students have difficulty reading or spelling. The spelling assessment will include Red Words.

Armtapping

(T) Show or state the Red Words one at a time.

(S) Read or repeat the word; armtap and state the letters aloud; restate the word.



Phonics: Spelling (Assessment) | 6 minutes

Administer a spelling assessment that includes phonetic words with the new concept, Red Words, and sentences.

Teacher Materials

- IMSE LAB dictation paper or *OG+ Student Workbook A*

Student Materials

- IMSE LAB dictation paper or *OG+ Student Workbook A*
- Fingertapping hand
- CUPS Visual (desktop or poster size)
- Pencil

NOTE: Use IMSE LAB or *OG+ Student Workbook A* for student spelling assessment pages.

Spelling Assessment

Words	Red Words	Sentences
1. Tim 2. him 3. dig 4. dim 5. did	1. I 2. like	1. Mom lit <u>the</u> log. 2. Did Dot hit <u>the</u> log?

TEACHER TIPS

- Focus on accuracy. If students are not ready to write five words and two sentences, reduce the number of practice items. Continue to work toward the goal of building up to five words and two sentences.
- If 80% of students score 80% or better on the weekly assessment, move to the next concept. If not, reteach to ensure mastery. To reteach, focus on areas where students are having difficulty, and give them additional practice. These should be quick, focused lessons.



Reading | 20 minutes

Fluency, Vocabulary, and Comprehension

Use an additional Decodable Reader #02 and pages 00–00 in the *OG+ Fidelity Companion* to practice fluency, vocabulary, comprehension, and writing.

VOCABULARY Review vocabulary words for Decodable Reader #02 by asking students to verbalize the meaning of each word and/or use the word in a sentence. This can be done as a whole-group, small-group, or partner activity.

FLUENCY, COMPREHENSION, & WRITING Students reread the decodable reader. Stop for discussion during reading and ask students to respond to the comprehension questions and the writing prompt provided at the end of the decodable portion of the text.

VOCABULARY & COMPREHENSION If students are utilizing the nonfiction text, discuss the additional vocabulary at the beginning of the “Building Background Knowledge” section. Then read this section aloud to students and discuss it.

TEACHER TIPS

- While the decodable reader can be practiced in a whole-group setting, a small group is ideal. Students who accurately read the entire book during the last lesson can reread with a partner.

Teacher Materials

- OG+ Fidelity Companion* pages 00–00
- IMSE Decodable Reader #02
- Rapid Word Chart (Decodable Readers, IMSE LAB, *OG+ Student Book A*, or Originals)
- Instructional-level text
- Rich literature for oral language development
- OG+ Comprehension Framework

Student Materials

- IMSE Decodable Reader #02
- Rapid Word Chart (Decodable Readers, IMSE LAB, or *OG+ Student Workbook A*)
- Instructional-level text
- Green and red highlighters

Additional Materials if Needed

- IMSE LAB fluency resources

- **FLUENCY** For additional reading fluency practice, students can use the “Passage Reading Practice” page in their *OG+ Student Workbook A*. Students can also practice rereading the week’s decodable readers.
- **FLUENCY** To individually assess students’ fluency (accuracy and rate), have them read the one-pager version of the text. A student and teacher copy can be found in your Digital Resources or in IMSE LAB.
- **VOCABULARY** Teachers can also use a vocabulary game to review vocabulary words. See Originals for vocabulary activities.
- **COMPREHENSION** Use IMSE’s Interactive Read-Aloud Routine on pages 00–00 in the *OG+ Fidelity Companion* when reading rich texts to build students’ language comprehension and speaking or writing skills.

ADDITIONAL SUPPORTS

- **FLUENCY** The “Get Ready to Read” section of the decodable reader or a Rapid Word Chart can be practiced again today if needed.
- **FLUENCY** Utilize the fluency pyramids available in IMSE LAB for students who need additional scaffolds to aid in fluent reading.
- **FLUENCY** Students who need support with fluency can reread the decodable reader practiced earlier in the week to provide additional repeated reading practice.

LEVEL

A

OG⁺

Student Workbook



Book 2





abc **Lowercase Letter Formation**

DAY 1

Practice writing the lowercase "m" in your best handwriting.

Handwriting practice lines for lowercase 'm'. Each row features a house-shaped icon on the left. The first row shows a solid 'm', followed by two dashed 'm's with numbered arrows (1, 2, 3) indicating stroke order. The next three rows show a solid 'm' followed by blank space for independent practice.

ABC **Uppercase Letter Formation**

DAY 2

m

Practice writing the uppercase "M" in your best handwriting.

Handwriting practice lines for uppercase 'M'. Each row features a house-shaped icon on the left. The first row shows a solid 'M', followed by two dashed 'M's with numbered arrows (1, 2, 3, 4) indicating stroke order. The next three rows show a solid 'M' followed by blank space for independent practice.

Uppercase and Lowercase Letter Formation practice pages

Workbook visuals clarify concepts, bridge language gaps, and enhance learning for all students.

Workbooks adhere to a clear, repeatable pattern, fostering familiarity and efficient learning.

👉 **Spell the Sounds**

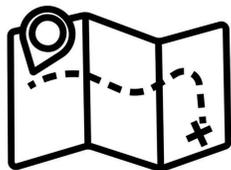
DAY 4

Fill in the blank with the missing sound to complete the word.

m



ad



ap



at

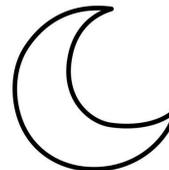
👉 **Spell the Sounds**

DAY 5

Fill in the blank with the missing sound to complete the word.



ix



oo



op

Ii /i/

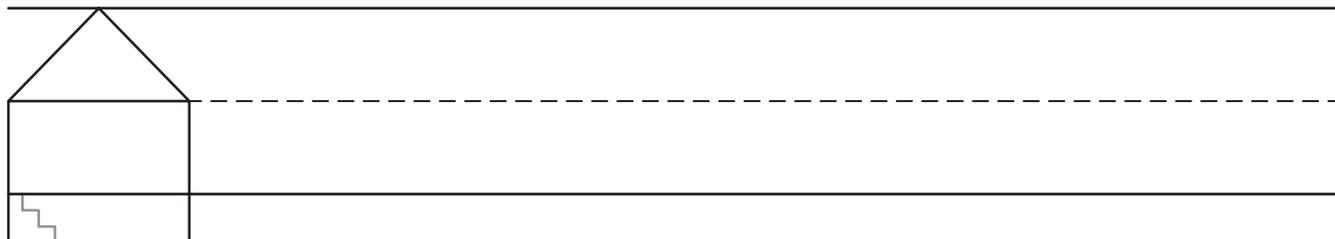
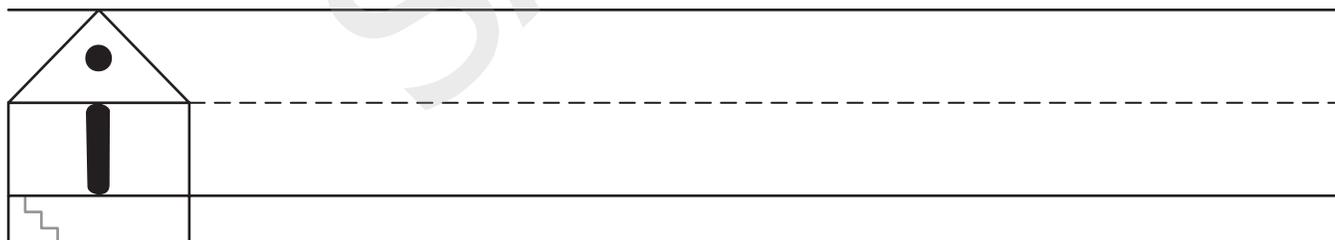
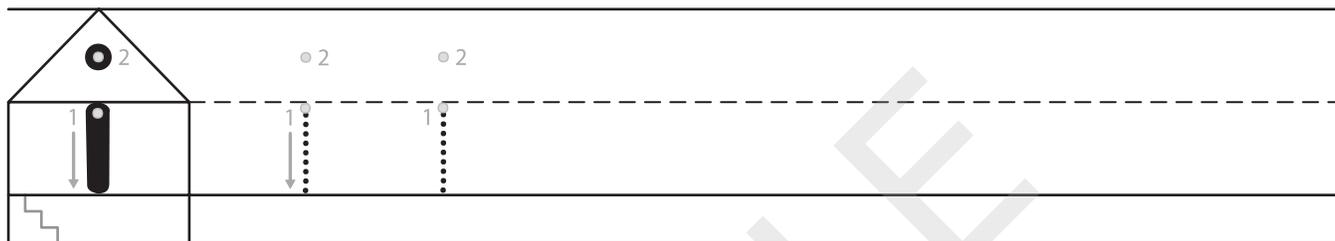


abc 

Lowercase Letter Formation

DAY 1

Practice writing the lowercase "i" in your best handwriting.





Dictation

DAY
1

i

Words _____

Rewrite _____

1.

i



2.



3.



4.

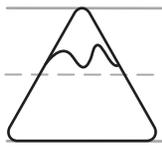


5.



Sentences

1.



C

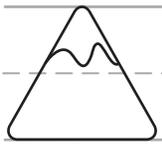
U

P

S

Rewrite

2.



C

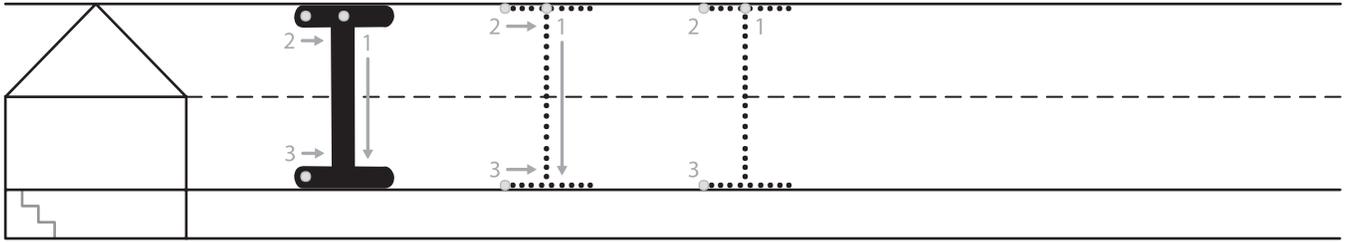
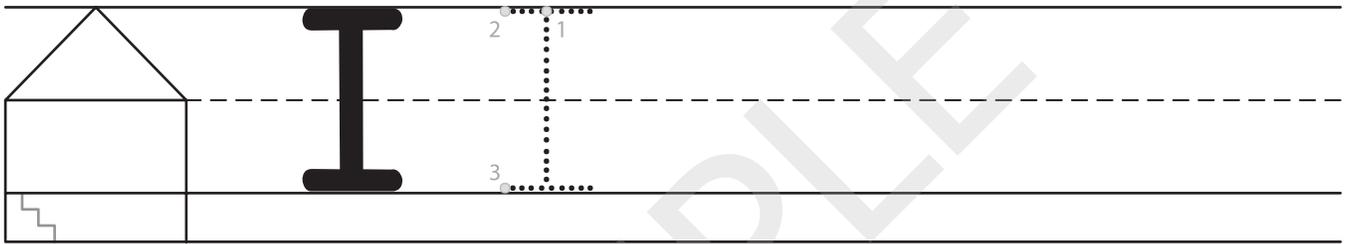
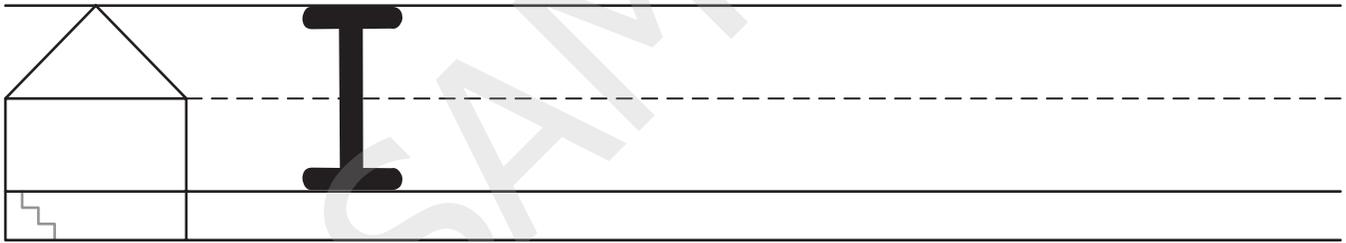
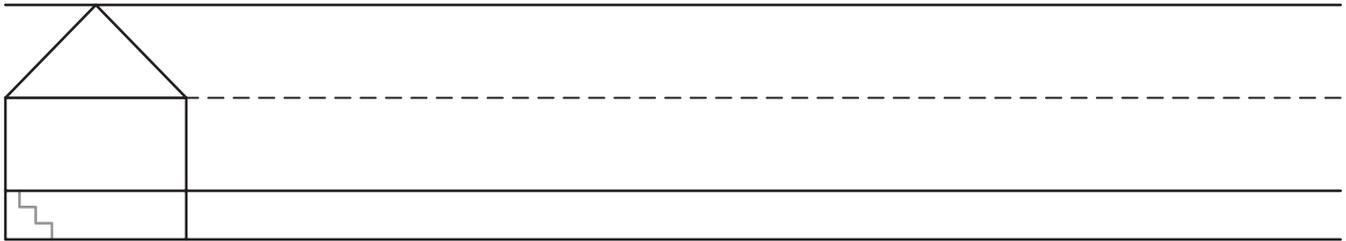
U

P

S

Rewrite

Practice writing the uppercase "I" in your best handwriting.




Dictation

DAY
2

Words _____

Rewrite _____

1.



2.



3.



4.



5.



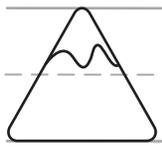
Red Words _____

1.

2.

Sentences

1.



Handwriting practice lines for sentence 1, including a solid top line, a dashed middle line, and a solid bottom line.

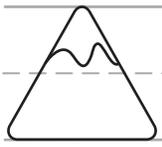
Handwriting practice lines for sentence 1, including a solid top line, a dashed middle line, and a solid bottom line, with a small square box on the bottom line.

Rewrite

Blank handwriting practice lines for sentence 1, including a solid top line, a dashed middle line, and a solid bottom line.

- C
- U
- P
- S

2.



Handwriting practice lines for sentence 2, including a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines for sentence 2, including a solid top line, a dashed middle line, and a solid bottom line, with a small square box on the bottom line.

Rewrite

Blank handwriting practice lines for sentence 2, including a solid top line, a dashed middle line, and a solid bottom line.

- C
- U
- P
- S



Word Reading Practice

DAY
2

Read each word carefully. Focus on reading the words correctly before reading them quickly.

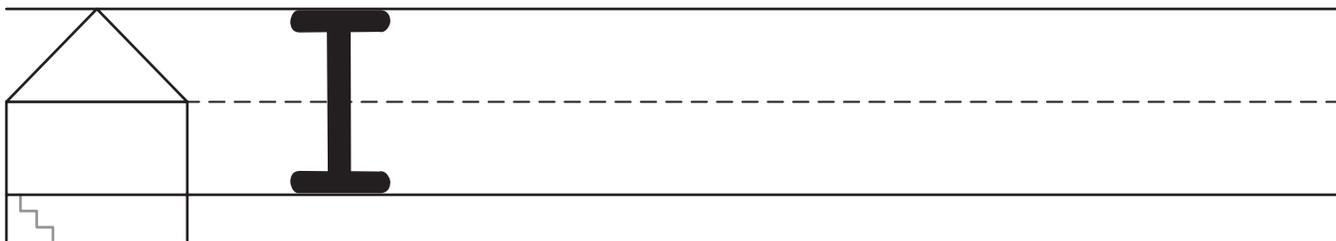
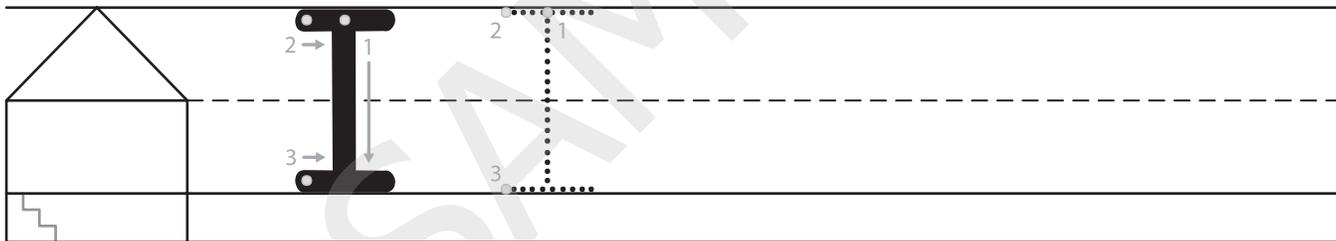
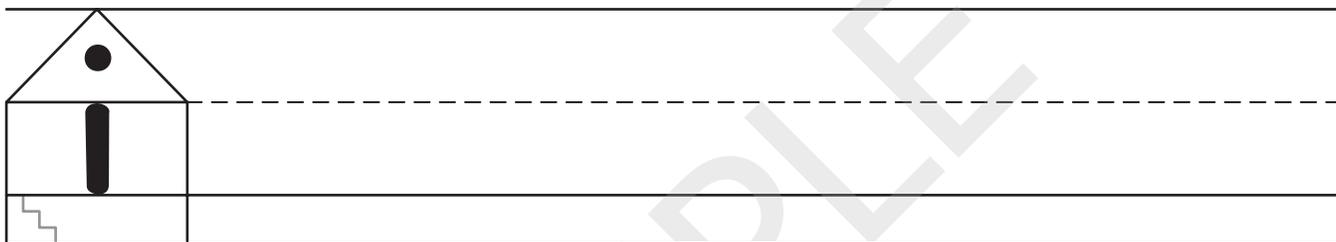
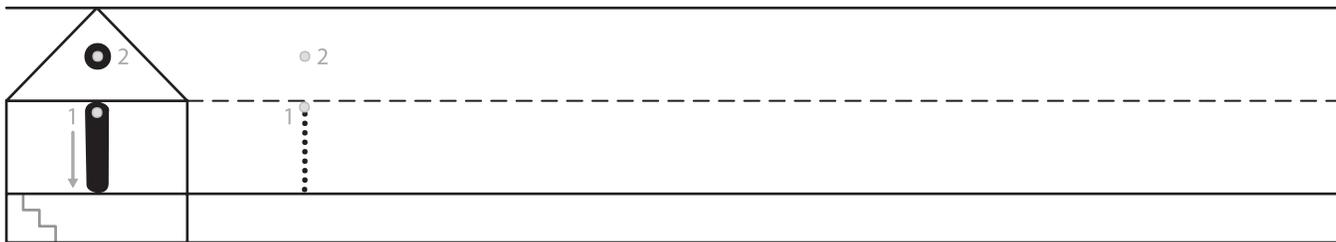
Words

dig	him	did	it	hit
did	dog	hit	hog	it
him	it	hog	dig	dog

Red Words

the	is	a	white	and
a	white	and	the	is

Practice writing the letter "i" in your best handwriting.





Dictation

DAY
3

Words _____

Rewrite _____

1.



2.



3.



4.



5.



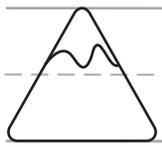
Red Words _____

1.

2.

Sentences

1.

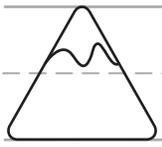


_____ □

Rewrite

- C
- U
- P
- S

2.



_____ □

Rewrite

- C
- U
- P
- S



Phrase Reading Practice

DAY
3

Read each phrase carefully. Focus on reading each word correctly before reading the phrases smoothly and quickly.

the dog

did stop

is brown

and the hog

is white

a dog and a hog



Practice Spelling Assessment

DAY
4

Words

1. _____

2. _____

3. _____

4. _____

5. _____

Red Words

1. _____

2. _____

Sentences

1. _____

2. _____



Sentence Reading Practice

DAY
4

Read each sentence carefully. Focus on reading each word correctly before reading the sentences smoothly and quickly.

1. The dog did stop.

2. The hog is brown.

3. Did the dog stop?

4. The dog is white.

5. The dog and the hog dig.



Spelling Assessment

DAY
5

Words

1. _____

4. _____

2. _____

5. _____

3. _____

Red Words

1. _____

2. _____

Sentences

1. _____

2. _____



Read the passage carefully. Focus on reading each word correctly before reading the text smoothly and quickly.

The Dog and Hog

Cal and Tad got a dog and a hog. The dog is white and the hog is brown. The dog and the hog dig.

“Stop! Stop!”

Did the dog stop? The dog did stop.

“Stop, hog, stop!”

The hog did stop.

Book 2

FICTION



Concept 10 (i)

A Dog for Tim

Written by: Tessa Barber
Illustrated by: Lana Lee



How to Use This Book:

This book is designed to allow students to apply learned phonics skills in the context of words and sentences. Practice with decodable text is critical for developing readers' automaticity and fluency. The Concept Information page includes an introduction to the characters and vocabulary in the text. Words and phrases on the Get Ready to Read pages provide a warm-up with additional practice of both green and red words included in the selection. Comprehension questions and a writing activity are located at the end of the selection.

Concept #: 10 (i)

Type of Selection: Fiction

Title: A Dog for Tim

Concepts Included: m-i

Red Words: a, and, brown, for, I, is, like,
stop, the

Vocabulary Words: cot, tag, tot

A Dog for Tim (Book 2)

Set A Decodable Reader Fiction Volume 2 (1st Edition)

Written by: Tessa Barber

Illustrated by: Lana Lee

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ISBN: 978-1-964227-43-6

imse.com

Concept Information

Dad



Mom



Tim



cot



tot



tag



Get Ready to Read

Tim	him	hid	dig
lit	it	got	Mom
cot	tot	dog	log
Dad	dig	hid	Tim

is	like	the	and
for	I	a	brown
stop	for	the	and
I	is	for	stop

got Mom a hat



is for the



for the cat



a tag for the



hid the log



log for Mom





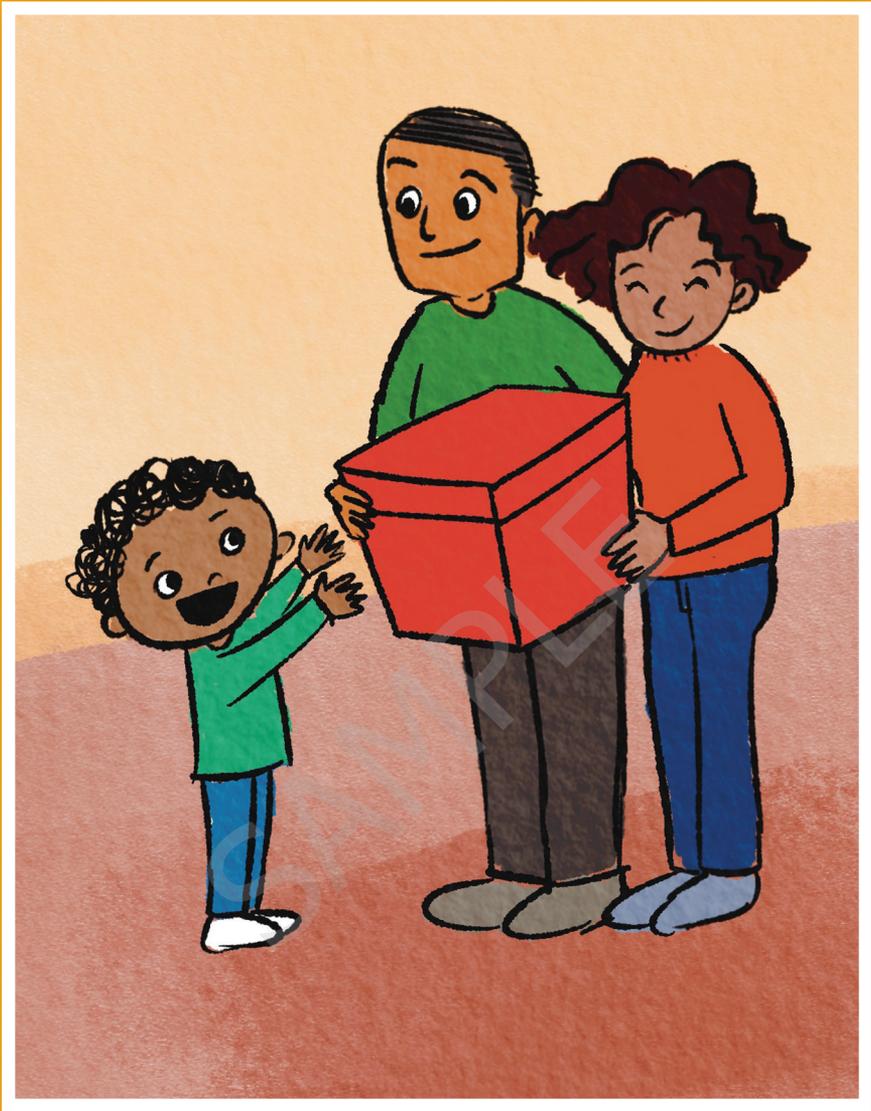
Dad got Mom a hat.



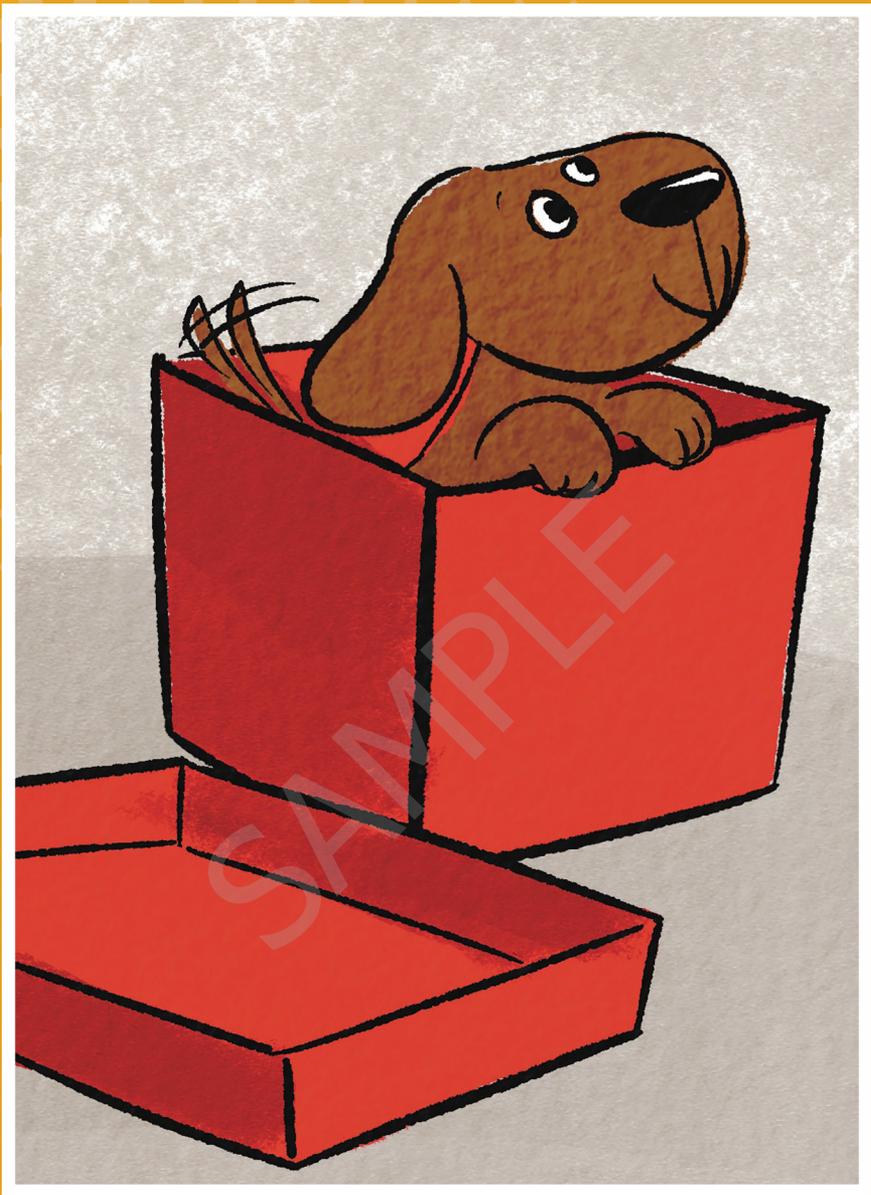
The cot is for the tot.



The mat is for the cat.



Mom and Dad got Tim
a . . .



... brown dog!

I like him.



Tim got a tag for the dog.



The dog got the log.



The dog hid the log.



Dig for the log! Dig, dog,
dig! The dog got the log
for Mom.



Mom lit the log.



Mom, Dad, Tim, and the dog like it.

Comprehension Questions

1. Who got a hat for Mom?

2. Who is the cot for?

3. Why did Tim get the dog a tag?

4. What did the dog hide?

SAMPLE



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800-646-9788

ISBN: 978-1-964227-43-6

Book 2

NONFICTION



Concept 10 (i)

Stop, Tot!

Written by: Tessa Barber



How to Use This Book:

This book is designed to allow students to apply learned phonics skills in the context of words and sentences. Practice with decodable text is critical for developing readers' automaticity and fluency. The Vocabulary Preview page includes an introduction to the vocabulary in the text. Words and phrases on the Get Ready to Read pages provide a warm-up with additional practice of both green and red words included in the selection. After students read the decodable portion of the text, a section with comprehension questions and a writing activity is included. The Building Background Knowledge section that follows is designed to be read aloud by the teacher. The goal of this section is to build students' language comprehension, including vocabulary.

Concept #: 10 (ĩ)

Type of Selection: Nonfiction

Title: Stop, Tot!

Concepts Included: m-ĩ

Red Words: a, and, brown, for, is, on,
orange, stop, the, white

Vocabulary Words: cot, tot

Stop, Tot! (Book 2)

Set A Decodable Reader Nonfiction Volume 1 (1st Edition)

Written by: Tessa Barber

Design by: Michael A. Satina

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ISBN: 978-1-964227-46-7

imse.com

Vocabulary Preview

cot



tot



Get Ready to Read

him	it	mat	hat
dad	mom	tot	cat
hot	dad	cot	mat
hat	tot	it	him

stop	for	on	the
is	a	and	on
white	orange	the	stop
orange	brown	for	is

on the mat



it is a



cat is on the



is for the tot



the tot is on



and a dad





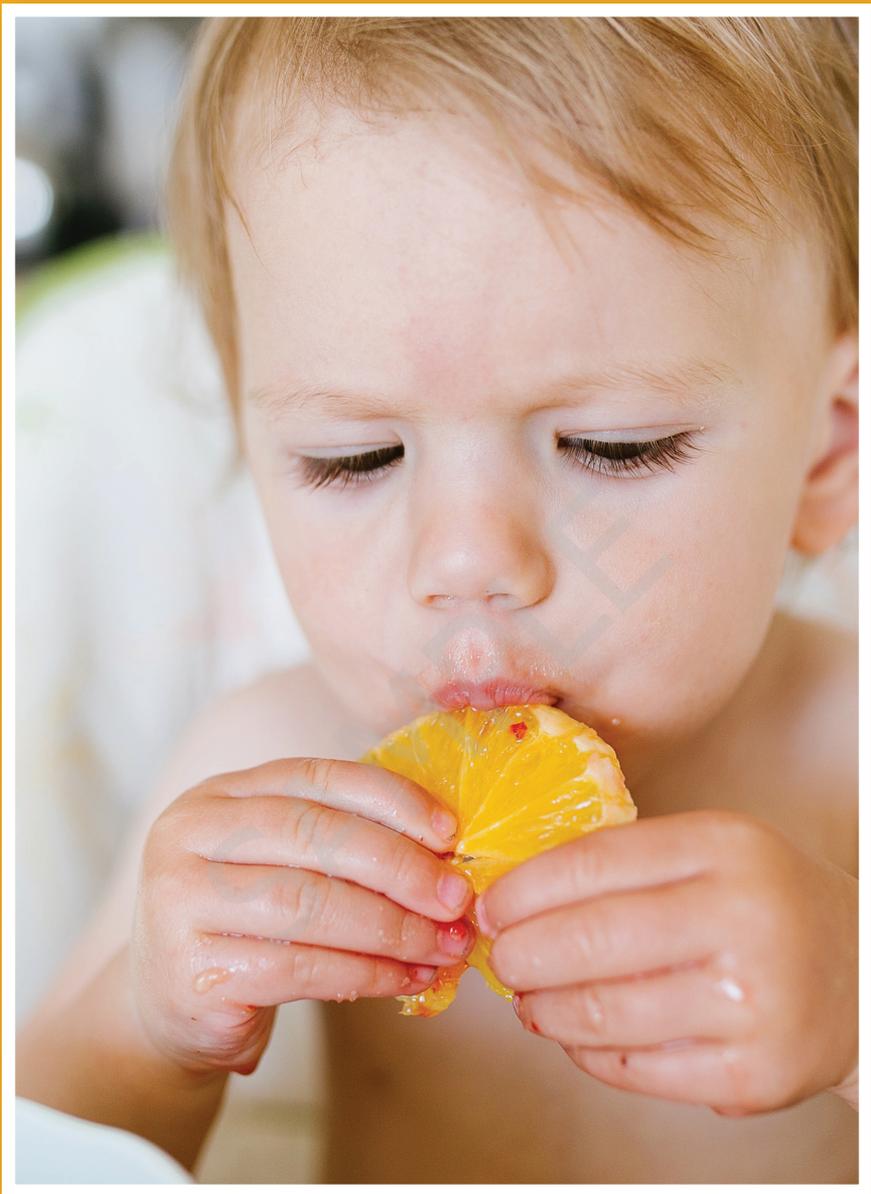
The tot is on the mat.



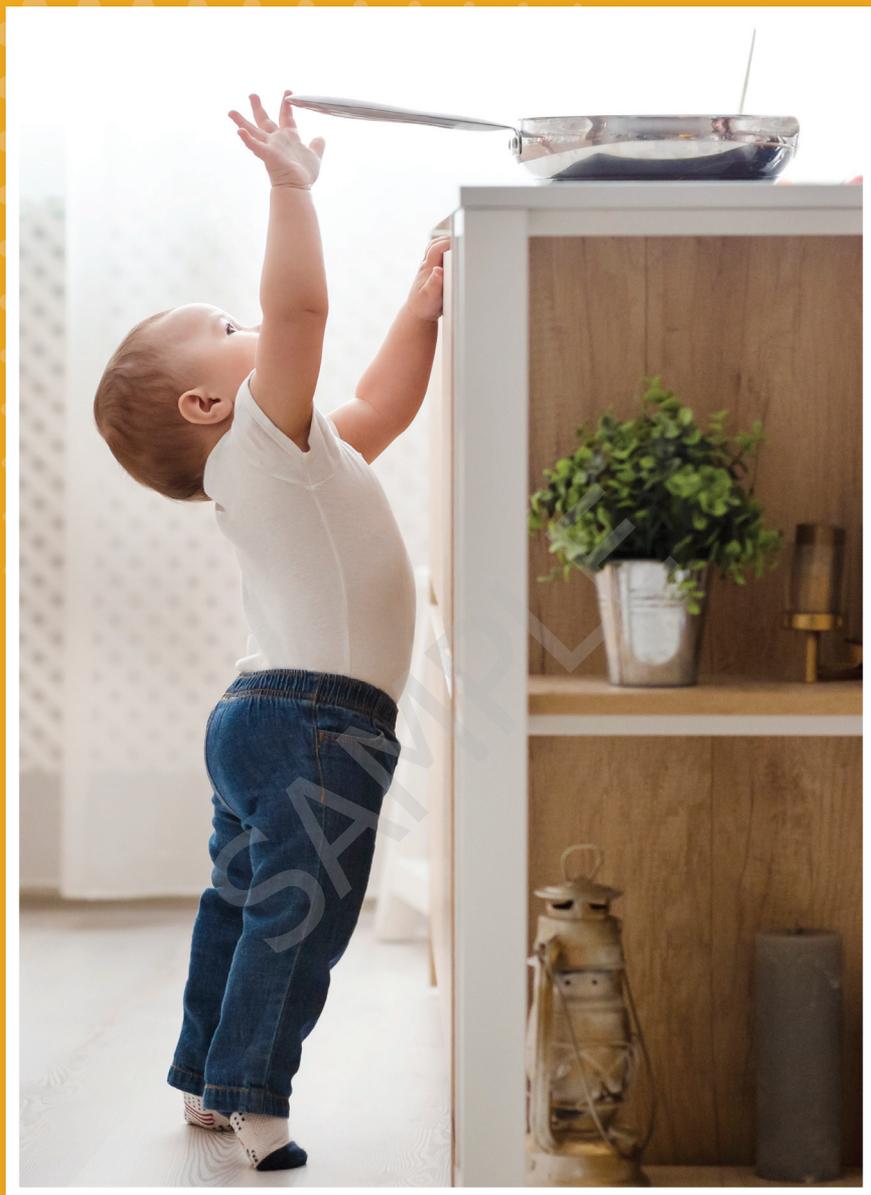
A hat is on him. It is a
white hat.



The cat is on the mat, and
the tot is on the mat.



The orange is for the tot.



Stop, tot! It is hot.



The tot is on the mom.



It is a tot and a dad.



The tot is on the brown
cot.

Comprehension Questions

1. What color is the hat?

2. Who is on the mat with the tot?

3. What is the tot eating?

4. How do the mom and dad take care of the tot?

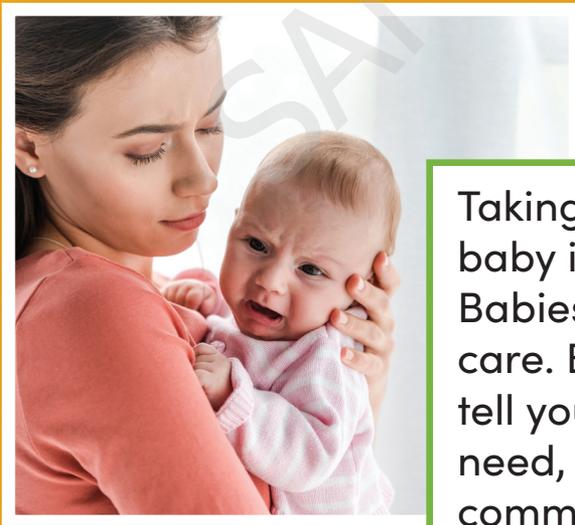
5. Why does the tot need to go on the cot?

Building Background Knowledge

Vocabulary

- **attention:** special care
- **care:** to look after, keep healthy, and safe
- **communicate:** to tell someone something

What Do Babies Need?



Taking care of a baby is a hard job! Babies need lots of care. Babies can't tell you what they need, so they communicate by crying.

What Do Babies Need?

Food

Babies eat a little bit at a time because their tummies are small. For six months, they only have milk. Some babies drink milk from a bottle.



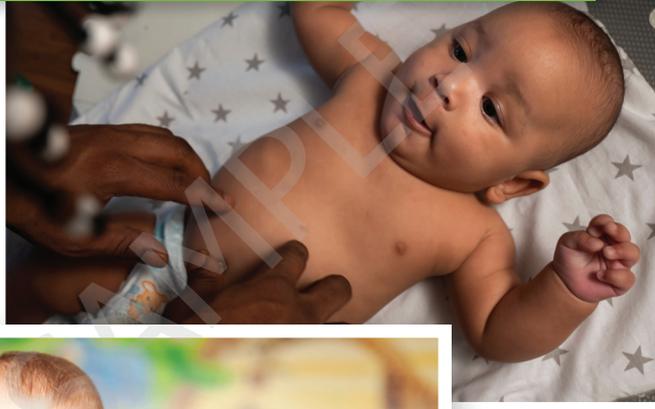
Sleep

Babies need lots of sleep! They need somewhere warm, safe, and dry to sleep, like a cot or a crib.

What Do Babies Need?

Diapers

Babies can't go to the bathroom by themselves, so they wear diapers. They will need their diapers changed a lot!



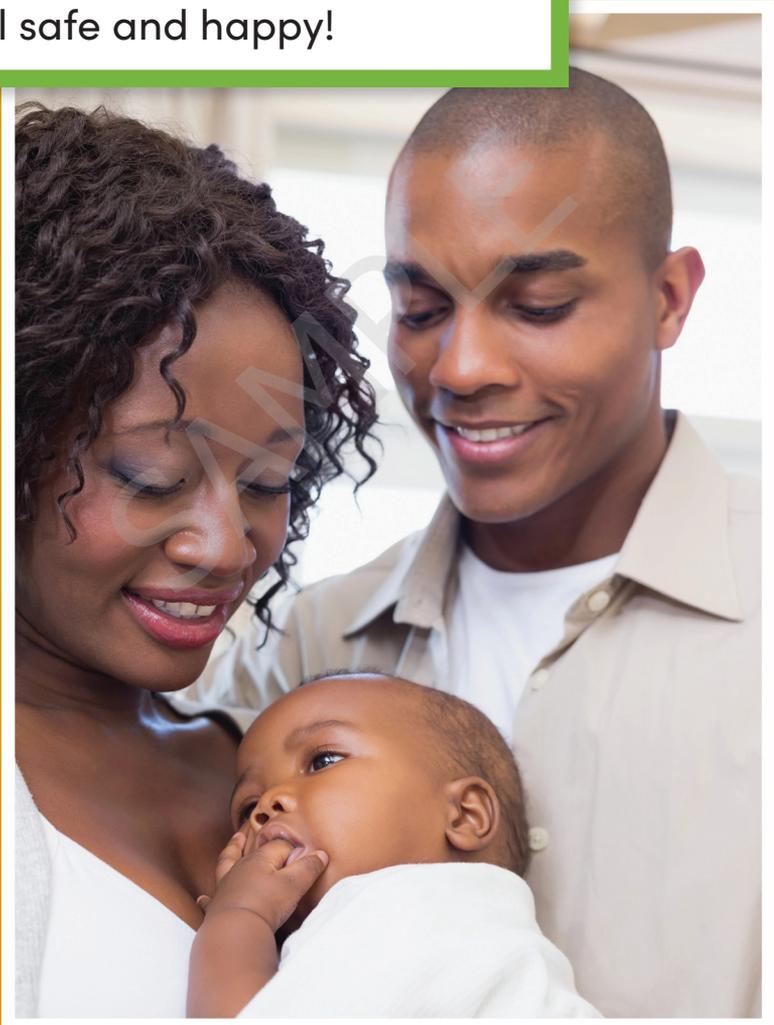
Playtime

Babies love being read to and talked to. They like playing with soft toys.

What Do Babies Need?

Love

Babies need lots of love. They need cuddles and attention to feel safe and happy!



SAMPLE



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