Bookworms has designed Shared Reading and ELA to maximize student time reading complex text and embedded supports through language development, word-study spelling instruction, grammar instruction, text structure instruction, and genre-based writing strategy instruction so students can write about what they read.

But that is not all the time all students need to master foundational skills. The DI Block is actually scripted for students needing basic skills (alphabet knowledge, phonemic awareness, decoding) and structured once students master those skills. In the parlance of reading intervention, DI is a multiple-entry skills intervention informed by research evidence—what some call the science of reading. Teachers will use simple assessments to assign students to groups. The common goal is that students become proficient with foundational skills as quickly as possible. Strong foundational skills enable better participation in grade-level Shared Reading and in English Language Arts.

Bookworms’ scripted lessons build foundational skills as quickly as possible, so students have the chance to build more complex skills. Students who are becoming proficient at a rate consistent with their grade level have lessons. Those who are past these skills work on new material and don’t waste time. Those who are still learning skills from prior modules or years are receiving a targeted skills intervention.

Grade K, Module 2, Unit 1: Lesson 4

Workbook and lesson plans show engaging phonological awareness, phonics, and handwriting practices. Students develop an understanding of letter sounds, phonemic awareness, and letter formation.
Word study phonics and spelling become increasingly sophisticated, emphasizing synthetic phonics strategies.

**Assignments**

- I think that he had a (good/bad) time because ________.
- Do you think the dinosaur had a good time at camp? Why do you think that?
- I think that he had a ______ time because ________ ________.
- Practice your handwriting.

**Sound Boxes**

- Use sound boxes to write your Word Study words.
- Use sound boxes to write your Challenge words.
- Use sound boxes to write your High-Frequency words.

**Written Response**

- Do you think the dinosaur had a good time at camp? Why do you think that?
- I think that the ______.
- I think that the ______.
- I think that the ______.

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Grade 2, Module 2, Unit 1: Lesson 1
Lively and interactive practice show the move from synthetic to pattern-based phonics and spelling strategies.

Lesson 1

Materials
- Word Study Cards
- Image(s) of irrigation canal(s) for display (optional)
- Chart paper for Hopi Facts Anchor Chart

Writing Sort
Sort our word study words: wink, try, crisp, fly, blind, high, slice, height, pride, glide, fight, cry.

<table>
<thead>
<tr>
<th>i</th>
<th>ice</th>
</tr>
</thead>
<tbody>
<tr>
<td>y</td>
<td>igh</td>
</tr>
</tbody>
</table>

Word Study

<table>
<thead>
<tr>
<th>L.2.2.a</th>
<th>L.2.4</th>
<th>RP.1.3</th>
<th>RP.1.3.a</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>blink, crisp, wink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ice</td>
<td>glide, pride, slice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>y</td>
<td>same sound, different pattern</td>
<td></td>
<td></td>
</tr>
<tr>
<td>igh</td>
<td>fight, height, high</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Optional Challenge Words
delight, flight, plight, rely, widen

Spelling
Throughout Word Study, ice should be read as i-consonant-e. 🌟

This week we are working on reading and spelling words with short i and long i sounds.
Show students each header card, as you name the sound associated with each pattern. Place each header card for students to see.

The Af sound is in the middle of the word fish and it is spelled with an f.
The igh sound is in the middle of the word bike and it can be spelled with a y, ice, or igh.