

Macmillan/McGraw-Hill

READING  
**Triumphs**  
INTERVENTION



**KINDERGARTEN • TEACHER'S EDITION**



# READING Triumphs INTERVENTION

## Teacher's Edition

### Program Authors

**Dr. Jan E. Hasbrouck**  
Educational Consultant  
J. H. Consulting  
Los Angeles, California

**Dr. Janice A. Dole**  
University of Utah  
Salt Lake City, Utah



Macmillan/McGraw-Hill

**Illustration Credits:**

Cover Illustration: Mary Jane Begin

**Photo Credits:**

All photographs are by The McGraw-Hill Companies (MMH) except as noted below.

1, 77, 153, 229, 305: Comstock/PunchStock. 39, 115, 191, 267, 343: Creatas/PunchStock

B

*The McGraw-Hill Companies*



Published by Macmillan/McGraw-Hill, of McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.,  
Two Penn Plaza, New York, New York 10121.

Copyright © 2011 by The McGraw-Hill Companies, Inc. All rights reserved. No part of this publication may be reproduced  
or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written  
consent of The McGraw-Hill Companies, Inc., including, but not limited to, network storage or transmission, or  
broadcast for distance learning.

Printed in the United States of America

2 3 4 5 6 7 8 9 WEB 15 14 13 12 11

## Program Authors



**Dr. Jan E. Hasbrouck**

Educational Consultant  
J.H. Consulting  
Los Angeles, CA

- Developed oral reading fluency norms for Grades 1-8
- Advisor to the National Reading First Technical Support Centers



**Dr. Janice A. Dole**

Associate Professor, Department of Teaching and Learning  
University of Utah

- Member, New Standards Literacy Project: Grades 4-5
- National Reading First Presenter

## Program Consultants

**Dr. Stephanie Al Otaiba**

Associate Professor  
College of Education  
Florida State University  
Tallahassee, FL

**Dr. Douglas Fuchs**

Professor  
Department of Special Education  
Vanderbilt University  
Nashville, TN

**Dr. Lynn S. Fuchs**

Professor  
Department of Special Education  
Vanderbilt University  
Nashville, TN





# C O N T E N T S



**Program Overview** ..... viii

**Components** ..... ix

**Assessments** ..... xi

## Unit 1 Planner

Selection	Phonemic Awareness	Phonics	High-Frequency/ Concept Words	Fluency	Comprehension	Language Arts
Lessons 1–5, pp. 2–11 Oral Vocabulary Development Card 1, <b>The Knee-High Man</b>	Sentence Segmentation Syllable Segmentation Rhyme	Letter ID	Oral Concept Words: Size Words	Letter Fluency	<b>Strategy:</b> Recognize Story Structure <b>Skill:</b> Make Predictions	<b>More Word Work:</b> Oral Vocabulary <b>Grammar:</b> Naming Words <b>Writing:</b> List, Sentences
Lessons 6–10, pp. 12–21 Oral Vocabulary Development Card 2, <b>The Three Little Butterflies</b>	Sentence Segmentation Syllable Segmentation Onset and Rime	Letter ID	Oral Concept Words: Color Words	Letter Fluency	<b>Strategy:</b> Recognize Story Structure <b>Skill:</b> Identify Setting	<b>More Word Work:</b> Oral Vocabulary <b>Grammar:</b> Naming Words <b>Writing:</b> List, Sentences
Lessons 11–15, pp. 22–31 Oral Vocabulary Development Card 3, <b>The Three Bears</b>	Sentence Segmentation Rhyme Onset and Rime	Letter ID	Oral Concept Words: Opposites	Letter Fluency	<b>Strategy:</b> Recognize Story Structure <b>Skill:</b> Make Predictions	<b>More Word Work:</b> Oral Vocabulary <b>Grammar:</b> Naming Words <b>Writing:</b> List, Sentences
<b>Monitoring Progress / Additional Instruction, pp. 34–37</b>						

## Unit 2 Planner

Selection	Phonemic Awareness	Phonics	High-Frequency/ Concept Words	Fluency	Comprehension	Language Arts
Lessons 1–5, pp. 40–49 Oral Vocabulary Development Card 4, <b>Why the Crocodile Does Not Eat the Hen</b>	Rhyme Phoneme Isolation	/m/m – initial	High-Frequency Word: <i>I</i> Oral Concept Words: Family Words	Letter, Sound, Word Fluency	<b>Strategy:</b> Ask Questions <b>Skill:</b> Identify Character	<b>More Word Work:</b> Oral Vocabulary <b>Grammar:</b> Naming Words <b>Writing:</b> Chart, Sentences
Lessons 6–10, pp. 50–59 Oral Vocabulary Development Card 5, <b>The Seasons</b>	Rhyme Phoneme Isolation	/s/s – initial	High-Frequency Word: <i>can</i> Oral Concept Words: Seasons	Letter, Sound, Word Fluency	<b>Strategy:</b> Ask Questions <b>Skill:</b> Compare and Contrast	<b>More Word Work:</b> Oral Vocabulary <b>Grammar:</b> Naming Words <b>Writing:</b> Chart, Sentences
Lessons 11–15, pp. 60–69 Oral Vocabulary Development Card 6, <b>The Little Ant</b>	Phoneme Identity Phoneme Categorization	Review	High-Frequency Words: Review Oral Concept Words: Weather Words	Letter, Sound, Word Fluency	<b>Strategy:</b> Ask Questions <b>Skill:</b> Identify Character	<b>More Word Work:</b> Oral Vocabulary <b>Grammar:</b> Naming Words <b>Writing:</b> List, Sentences
<b>Monitoring Progress / Additional Instruction, pp. 72–75</b>						

## Unit 3 Planner

Selection	Phonemic Awareness	Phonics	High-Frequency/Concept Words	Fluency	Comprehension	Language Arts
<b>Lessons 1–5, pp. 78–87</b> Oral Vocabulary Development Card 7, <b>The Tortoise and the Hare</b>	Phoneme Isolation Onset and Rime	/p/p – initial	<b>High-Frequency Word:</b> <i>we</i> <b>Oral Concept Words:</b> Comparing Words	Letter, Sound, Word Fluency	<b>Strategy:</b> Recognize Story Structure <b>Skill:</b> Make and Confirm Predictions	<b>More Word Work:</b> Oral Vocabulary <b>Grammar:</b> Action Words <b>Writing:</b> Chart, Sentences
<b>Lessons 6–10, pp. 88–97</b> Oral Vocabulary Development Card 8, <b>Rain Forest Animals</b>	Phoneme Isolation Onset and Rime	/t/t – initial	<b>High-Frequency Word:</b> <i>like</i> <b>Oral Concept Words:</b> Action Words	Letter, Sound, Word Fluency	<b>Strategy:</b> Recognize Text Structure <b>Skill:</b> Classify and Categorize	<b>More Word Work:</b> Oral Vocabulary <b>Grammar:</b> Action Words <b>Writing:</b> Chart, Poster
<b>Lessons 11–15, pp. 98–107</b> Oral Vocabulary Development Card 9, <b>The Foolish, Timid Rabbit</b>	Phoneme Isolation Onset and Rime	/n/n – initial	<b>High-Frequency Word:</b> <i>a</i> <b>Oral Concept Words:</b> Feeling Words	Letter, Sound, Word Fluency	<b>Strategy:</b> Recognize Story Structure <b>Skill:</b> Identify Character and Plot	<b>More Word Work:</b> Oral Vocabulary <b>Grammar:</b> Action Words <b>Writing:</b> Chart, Book Title
<b>Monitoring Progress / Additional Instruction, pp. 110–113</b>						

## Unit 4 Planner

Selection	Phonemic Awareness	Phonics	High-Frequency/Concept Words	Fluency	Comprehension	Language Arts
<b>Lessons 1–5, pp. 116–125</b> Oral Vocabulary Development Card 10, <b>Firefighters</b>	Phoneme Isolation Phoneme Identity	/k/c – initial	<b>High-Frequency Word:</b> <i>the</i> <b>Oral Concept Words:</b> Position Words	Letter, Sound, Word Fluency	<b>Strategy:</b> Summarize <b>Skill:</b> Identify Sequence of Events	<b>More Word Work:</b> Oral Vocabulary <b>Grammar:</b> Action Words <b>Writing:</b> Numbered List, Sentences
<b>Lessons 6–10, pp. 126–135</b> Oral Vocabulary Development Card 11, <b>Baby Animals</b>	Phoneme Isolation Phoneme Categorization	/f/f – initial	<b>High-Frequency Word:</b> <i>see</i> <b>Oral Concept Words:</b> Sensory Words	Letter, Sound, Word Fluency	<b>Strategy:</b> Summarize <b>Skill:</b> Make Inferences	<b>More Word Work:</b> Oral Vocabulary <b>Grammar:</b> Action Words <b>Writing:</b> Numbered List, Sentences
<b>Lessons 11–15, pp. 136–145</b> Oral Vocabulary Development Card 12, <b>Little Juan and the Pig</b>	Phoneme Identity Phoneme Categorization	Review	<b>High-Frequency Words:</b> Review <b>Oral Concept Words:</b> Clothing	Letter, Sound, Word Fluency	<b>Strategy:</b> Summarize <b>Skill:</b> Make Inferences	<b>More Word Work:</b> Oral Vocabulary <b>Grammar:</b> Action Words <b>Writing:</b> Numbered List, Sentences
<b>Monitoring Progress / Additional Instruction, pp. 148–151</b>						

## Unit 5 Planner

Selection	Phonemic Awareness	Phonics	High-Frequency/Concept Words	Fluency	Comprehension	Language Arts
<b>Lessons 1–5, pp. 154–163</b> Oral Vocabulary Development Card 13, <b>The Three Billy Goats Gruff</b>	Phoneme Isolation Phoneme Identity	/m/m – final /s/s – final	<b>High-Frequency Word:</b> <i>go</i> <b>Oral Concept Words:</b> Size Words	Letter, Sound, Word Fluency	<b>Strategy:</b> Recognize Story Structure <b>Skill:</b> Make and Confirm Predictions	<b>More Word Work:</b> Oral Vocabulary <b>Grammar:</b> Sentences <b>Writing:</b> List, Sentences
<b>Lessons 6–10, pp. 164–173</b> Oral Vocabulary Development Card 14, <b>Long Ago and Now</b>	Phoneme Isolation Phoneme Blending	/p/p – final /t/t – final /n/n – final	<b>High-Frequency Word:</b> <i>have</i> <b>Oral Concept Words:</b> Household Objects	Letter, Sound, Word Fluency	<b>Strategy:</b> Recognize Text Structure <b>Skill:</b> Classify and Categorize	<b>More Word Work:</b> Oral Vocabulary <b>Grammar:</b> Sentences <b>Writing:</b> Lists, Sentences
<b>Lessons 11–15, pp. 174–183</b> Oral Vocabulary Development Card 15, <b>Ten Tigers and the Flute</b>	Phoneme Isolation Phoneme Blending	/h/h – initial	<b>High-Frequency Word:</b> <i>play</i> <b>Oral Concept Words:</b> Number Words	Letter, Sound, Word Fluency	<b>Strategy:</b> Recognize Story Structure <b>Skill:</b> Identify Character and Plot	<b>More Word Work:</b> Oral Vocabulary <b>Grammar:</b> Sentences <b>Writing:</b> Lists, Sentences
<b>Monitoring Progress / Additional Instruction, pp. 186–189</b>						



## Unit 6 Planner

Selection	Phonemic Awareness	Phonics	High-Frequency/Concept Words	Fluency	Comprehension	Language Arts
Lessons 1–5, pp. 192–201 Intervention Reader 1, <b>A Cat</b>	Phoneme Isolation Phoneme Blending	/a/a – initial, medial	High-Frequency Word: <i>to</i> Oral Concept Words: Comparing Words	Letter, Sound, Word Fluency	Strategy: Summarize Skill: Identify Main Idea and Details	More Word Work: Word Families; Word Sort Grammar: Sentences Writing: Dialogue
Lessons 6–10, pp. 202–211 Intervention Reader 2, <b>Dad! Dad! Dad!</b>	Phoneme Isolation Phoneme Blending	/d/d – initial, final	High-Frequency Word: <i>is</i> Oral Concept Words: Family Words	Letter, Sound, Word Fluency	Strategy: Summarize Skill: Identify Main Idea and Details	More Word Work: Word Families; Word Sort Grammar: Sentences Writing: Directions
Lessons 11–15, pp. 212–221 Intervention Reader 3, <b>Go, Pam!</b>	Phoneme Isolation Phoneme Blending	Review	High-Frequency Word: Review Oral Concept Words: Transportation Words	Letter, Sound, Word Fluency	Strategy: Summarize Skill: Retell	More Word Work: Word Families; Word Sort Grammar: Sentences Writing: Lists, Sentences
<b>Monitoring Progress / Additional Instruction, pp. 224–227</b>						

## Unit 7 Planner

Selection	Phonemic Awareness	Phonics	High-Frequency/Concept Words	Fluency	Comprehension	Language Arts
Lessons 1–5, pp. 230–239 Intervention Reader 4, <b>It Hid</b>	Phoneme Isolation Phoneme Blending	/i/i – initial, medial	High-Frequency Word: <i>this</i> Oral Concept Words: Position Words	Letter, Sound, Word Fluency	Strategy: Visualize Skill: Identify Main Idea and Details	More Word Work: Word Families; Word Sort Grammar: Describing Words Writing: Lists, Sentences, Weather Report
Lessons 6–10, pp. 240–249 Intervention Reader 5, <b>Nan and Tim</b>	Phoneme Isolation Phoneme Blending	/r/r – initial	High-Frequency Word: <i>and</i> ; bonus: <i>for</i> Oral Concept Words: Neighborhood Helpers	Letter, Sound, Word Fluency	Strategy: Visualize Skill: Identify Setting	More Word Work: Word Families; Word Sort Grammar: Describing Words Writing: Word Web, Steps in a Process (Recipe)
Lessons 11–15, pp. 250–259 Intervention Reader 6, <b>Can Pip Bat?</b>	Phoneme Isolation Phoneme Blending	/b/b – initial, final	High-Frequency Word: <i>are</i> ; bonus: <i>was</i> Oral Concept Words: Sequence Words	Letter, Sound, Word Fluency	Strategy: Visualize Skill: Distinguish Between Fantasy and Reality	More Word Work: Word Families; Word Sort Grammar: Describing Words Writing: Chart, Sentences
<b>Monitoring Progress / Additional Instruction, pp. 262–265</b>						

## Unit 8 Planner

Selection	Phonemic Awareness	Phonics	High-Frequency/Concept Words	Fluency	Comprehension	Language Arts
Lessons 1–5, pp. 268–277 Intervention Reader 7, <b>Can Rob Hop?</b>	Phoneme Isolation, Blending, Segmentation	/o/o – initial, medial	High-Frequency Word: <i>you</i> ; bonus: <i>she</i> Oral Concept Words: Action Words	Letter, Sound, Word Fluency	Strategy: Recognize Story Structure Skill: Identify Sequence of Events	More Word Work: Word Families; Word Sort Grammar: Describing Words Writing: Letters
Lessons 6–10, pp. 278–287 Intervention Reader 8, <b>It Is Hot!</b>	Phoneme Isolation, Blending, Segmentation	/l/l – initial /k/k – initial /k/ck – final	High-Frequency Word: <i>what</i> ; bonus: <i>he</i> Oral Concept Words: Shape Words	Letter, Sound, Word Fluency	Strategy: Recognize Story Structure Skill: Retell	More Word Work: Word Families; Word Sort Grammar: Describing Words Writing: Sentences, Simile
Lessons 11–15, pp. 288–297 Intervention Reader 9, <b>Lad</b>	Phoneme Blending, Segmentation	Review	High-Frequency Word: Review Oral Concept Words: Pets	Letter, Sound, Word Fluency	Strategy: Recognize Story Structure Skill: Draw Conclusions	More Word Work: Word Families; Word Sort Grammar: Describing Words Writing: List, Poems
<b>Monitoring Progress / Additional Instruction, pp. 300–303</b>						

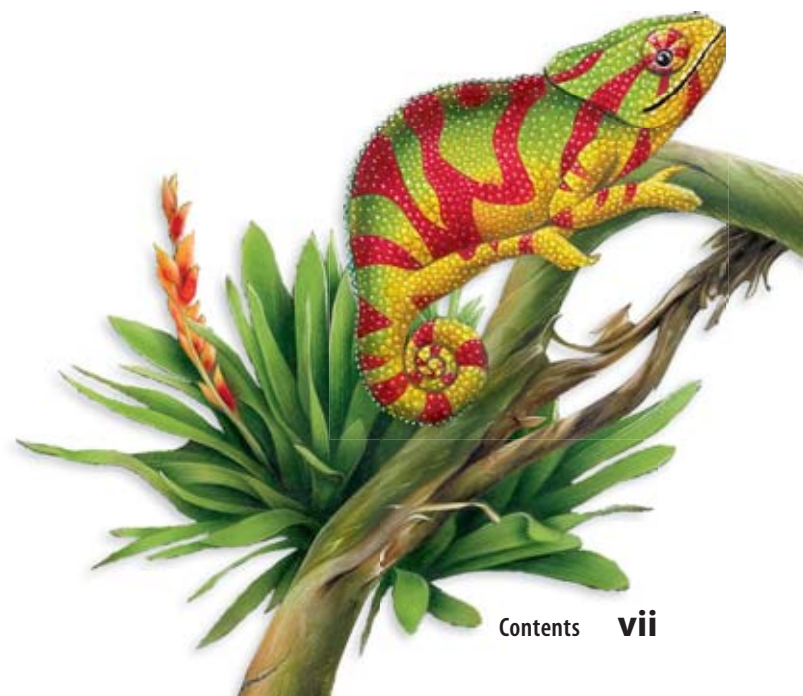
## Unit 9 Planner

Selection	Phonemic Awareness	Phonics	High-Frequency/Concept Words	Fluency	Comprehension	Language Arts
<b>Lessons 1–5, pp. 306–315</b> Intervention Reader 10, <b>Am I Red?</b>	Phoneme Isolation, Blending, Deletion	/e/e – initial, medial	<b>High-Frequency Word:</b> <i>do</i> ; bonus: <i>has</i> <b>Oral Concept Words:</b> Color Words	Letter, Sound, Word Fluency	<b>Strategy:</b> Ask Questions <b>Skill:</b> Classify and Categorize	<b>More Word Work:</b> Word Families; Word Sort <b>Grammar:</b> Pronouns <b>Writing:</b> List, Sentences, Questions and Answers
<b>Lessons 6–10, pp. 316–325</b> Intervention Reader 11, <b>Get Wet!</b>	Phoneme Isolation, Blending, Deletion	/g/g – initial, final /w/w – initial	<b>High-Frequency Word:</b> <i>said</i> ; bonus: <i>with</i> <b>Oral Concept Words:</b> Movement Words	Letter, Sound, Word Fluency	<b>Strategy:</b> Ask Questions <b>Skill:</b> Compare and Contrast	<b>More Word Work:</b> Word Families; Word Sort <b>Grammar:</b> Pronouns <b>Writing:</b> List, Sentences, Descriptive Sentences
<b>Lessons 11–15, pp. 326–335</b> Intervention Reader 12, <b>Fox Can Fix It</b>	Phoneme Isolation, Blending, Addition	/ks/x – final /v/v – initial	<b>High-Frequency Word:</b> <i>here</i> ; bonus: <i>my</i> <b>Oral Concept Words:</b> Fruits and Vegetables	Letter, Sound, Word Fluency	<b>Strategy:</b> Ask Questions <b>Skill:</b> Distinguish Between Fantasy and Reality	<b>More Word Work:</b> Word Families; Word Sort <b>Grammar:</b> Pronouns <b>Writing:</b> List, Sentences, Story
<b>Monitoring Progress / Additional Instruction, pp. 338–341</b>						

## Unit 10 Planner

Selection	Phonemic Awareness	Phonics	High-Frequency/Concept Words	Fluency	Comprehension	Language Arts
<b>Lessons 1–5, pp. 344–353</b> Intervention Reader 13, <b>I Am a Bug</b>	Phoneme Isolation, Blending, Addition	/u/u – initial, medial	<b>High-Frequency Word:</b> <i>look</i> ; bonus: <i>me</i> <b>Oral Concept Words:</b> Opposites	Letter, Sound, Word Fluency	<b>Strategy:</b> Monitor Comprehension/ Reread <b>Skill:</b> Use Photographs	<b>More Word Work:</b> Word Families; Word Sort <b>Grammar:</b> Pronouns <b>Writing:</b> Lists, Sentences, ABC Page
<b>Lessons 6–10, pp. 354–363</b> Intervention Reader 14, <b>Zip Can Win!</b>	Phoneme Isolation, Blending, Substitution	/j/j – initial /kw/qu – initial /z/z – initial	<b>High-Frequency Word:</b> <i>little</i> ; bonus: <i>where</i> <b>Oral Concept Words:</b> Position Words	Letter, Sound, Word Fluency	<b>Strategy:</b> Monitor Comprehension/ Reread <b>Skill:</b> Identify Cause and Effect	<b>More Word Work:</b> Word Families; Word Sort <b>Grammar:</b> Pronouns <b>Writing:</b> Chart, Sentences
<b>Lessons 11–15, pp. 364–373</b> Intervention Reader 15, <b>Gus Duck</b>	Phoneme Isolation, Blending, Substitution, Addition	/y/y – initial	<b>High-Frequency Word:</b> Review <b>Oral Concept Words:</b> Sound Words	Letter, Sound, Word Fluency	<b>Strategy:</b> Monitor Comprehension/ Reread <b>Skill:</b> Identify Setting	<b>More Word Work:</b> Word Families; Word Sort <b>Grammar:</b> Pronouns <b>Writing:</b> Lists, Sentences, Counting Book
<b>Monitoring Progress / Additional Instruction, pp. 376–379</b>						

**Additional Resources** ..... T1–T16





# READING Triumphs INTERVENTION

## Program Overview



### Who is Reading Triumphs for?

**Reading Triumphs** is a comprehensive reading intervention program designed for students in Kindergarten through Grade 6 who have a gap in acquiring basic reading skills. **Reading Triumphs** offers early, frequent intensive instruction to close the achievement gap.

### How do I use Reading Triumphs?

- within the reading/language arts block for small group skills instruction
- for Tier 3 intervention instruction
- before- or after-school intervention and tutorial programs
- during summer school

### Why is Reading Triumphs effective?

- mix of fiction and nonfiction reading
- targeted lessons focused on priority skills including Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency, Writing, and Grammar
- scaffolded, small group, research-based skills lessons that provide ample practice for students in I Do/We Do/You Do format
- suggestions for immediate corrective feedback
- easy-to-follow lesson plans, incorporating daily and weekly routines
- repetition and review of skills taught
- additional instruction for those skills with which students continue to struggle

### How do I know where to place my students in Reading Triumphs?

Use the results from your school or district screening assessment to identify students who are at risk. Then use the diagnostic assessment in **Reading Triumphs** Assessment to determine where to place each student in the program.

### How do I know when my students are ready to exit Reading Triumphs?

Multiple assessment opportunities are offered in **Reading Triumphs** to monitor students' progress.

- Daily informal Quick Checks allow teachers to immediately identify specific skills that students understand and skills for which students need continued instruction and practice.
- Weekly Assessment (Grades 1–6) helps identify specific skills students continue to struggle with after a week's worth of instruction, practice, and review.
- Mid-Unit Assessment (Grades 1–6) monitors students' mastery of skills taught over a 2-week period of time. This is a cumulative assessment of skills.
- End-of Unit Assessment (Grades K–6) monitors progress over a 5-week period of time, or a 3-week period for Kindergarten. This is also a cumulative assessment of skills.
- Exit Assessment is a series of assessments that can be offered every 6–9 weeks to help teachers determine students who have done well on the weekly and unit tests and may no longer need intensive intervention.

# Components

## Reading and Oral Language Development



**Readers with Audio**  
**Kindergarten**  
 Motivate and provide reading practice



**Anthologies with Audio**  
**Grades 1–6**  
 Anthologies that provide practice and allow readers to succeed



**Oral Vocabulary Development Cards**  
**Kindergarten–Grade 1**  
 Provide opportunities for children to gain rich oral vocabulary in a story context

## Instruction



**Teacher's Editions**  
**Kindergarten–Grade 6**  
 Instruction for phonemic awareness, phonics, high-frequency words, vocabulary, fluency, comprehension, writing, and grammar



**Comprehension Cards**  
**Kindergarten–Grade 6**  
 Two-sided cards help students visualize comprehension skills



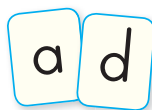
**Teacher's Manual, Summer School**  
**Grades 1–6**  
 Addresses pacing and scheduling needs for instruction and assessment

## Skills Practice

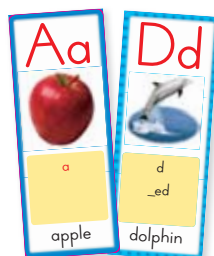


**Student Practice Books**  
 (including Take-Home Stories)

**Online Teacher's Annotated Practice Books**  
**Kindergarten–Grade 6**



**Letter Cards**

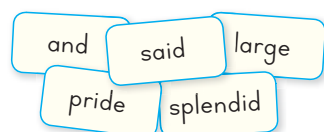


**Sound-Spelling Cards**

## Assessment



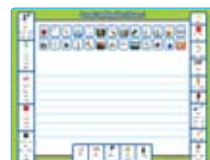
**Assessment Blackline Masters**  
**Kindergarten–Grade 6**



**Word Cards**



**Photo Cards**



**Sound-Spelling WorkBoards**

## Digital Solutions

Reading Triumphs  
**ConnectED**

Visit our online resource center at  
<http://connected.mcgraw-hill.com>

### ✓ Student Materials

- Reading Triumphs **StudentWorks<sup>Plus</sup>**  
 Available online and on CD-ROM  
Interactive Student Book
- **AUDIO** Listening Library Audio Download
- **IWB** Interactive White Board  
 Activities for Comprehension and Phonics

### ✓ Teacher Materials

- Teacher's Edition Online
- Reading Triumphs **TeacherWorks<sup>Plus</sup>**  
All-In-One Planner and Resource Center
- Online Assessment
- **ExamView**  
Test Generator
- Video Reader Library
- **CD-ROM** Classroom Presentation Toolkit (CPT)  
 Available online and on CD-ROM
- **DVD** Professional Development DVD





# Instructional Plan

*Reading Triumphs* is a comprehensive Tier 3 intervention program with an instructional plan that is flexible enough to meet the needs of your students. The program provides strong support and guidance to meet your teaching needs. It is a complete, research-based intervention reading program built on the findings of the National Reading Panel.

## Research-Based Lessons

Instructional lessons provide the building blocks students need for mastering the reading skills and strategies they need to succeed. Each lesson methodically presents direct and explicit

- teaching routines for **decoding** skills and strategies—Phonemic Awareness, Phonics, and Structural Analysis
- instruction of **high-frequency words** and **vocabulary words** with multiple opportunities to encounter them in text
- instruction of **vocabulary strategies**
- instruction of **fluency** skills with ample opportunities to read and reread for fluency
- instruction of reading **comprehension** skills and strategies, including instructional strategies for using graphic organizers, monitoring comprehension, identifying story structure and text structure, generating and answering questions, and summarizing texts
- instruction of **grammar** and **writing** skills with daily opportunities for practice

## Instructional Routine

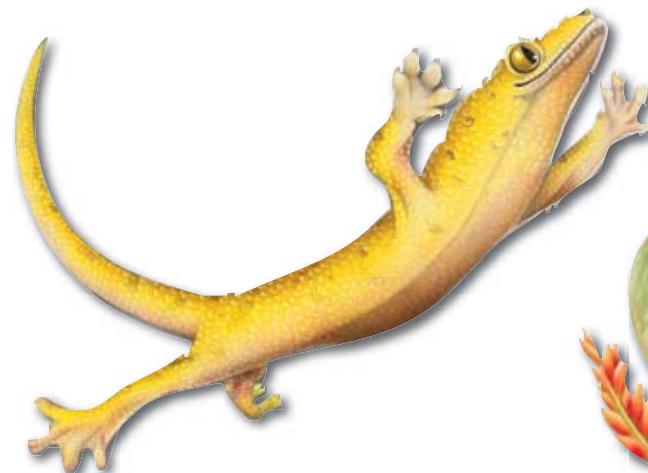
The lesson structure follows a predictable, practical, and effective instructional design:

- I Do** direct, explicit instruction of the strategy or skill with the teacher modeling and thinking aloud to illustrate cognitive processes
- We Do** guided practice that the teacher and students do together
- You Do** practice that students do to demonstrate their understanding

## Corrective Feedback

*Reading Triumphs* Corrective Feedback routines include suggested modeling or scaffolding of a skill in a way that addresses an error but is not critical of students. If students continue to have difficulty, the lesson can be repeated and the Additional Instruction lessons can be used to provide more modeling, scaffolding, and practice.

*Reading Triumphs* provides the instructional tools and practice opportunities to help struggling readers improve key reading skills and strategies. It also provides the tools and a clear pathway for students to exit the program as soon as they are ready to handle grade-level curriculum successfully.





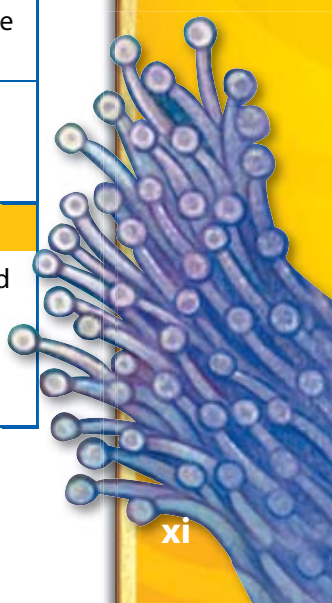
# Assessments



## Screening and Monitoring Progress

**Reading Triumphs** Assessments can help you to monitor student progress regularly and to make informed decisions about individual instructional plans, including when a student may be ready to transition to the next level of instruction.

Assessment	What it measures	Purposes
<b>Screeners</b>		
<b>DIBELS</b> Dynamic Indicators of Basic Early Literacy Skills	A reliable and valid measure of initial sound fluency, letter naming fluency, phoneme segmentation fluency, and oral reading fluency	To identify students' early literacy development To monitor progress
<b>TPRI</b> Texas Primary Reading Inventory	A reliable and valid measure of phonemic awareness, letter names and sounds, and word identification TPRI also includes reliable and valid measures of reading fluency, listening comprehension, reading comprehension, and vocabulary.	To identify students who may need intervention To monitor progress and diagnose
<b>Reading Triumphs Program Assessments</b>		
Diagnostic Placement	Specific skill knowledge	To determine placement in <b>Reading Triumphs</b>
Quick Check (informal observation)	Informal teacher observations of each lesson	To determine how effectively students participate in and complete a lesson
Monitoring Progress <ul style="list-style-type: none"> <li>• Weekly Assessment (Grades 1–6)</li> <li>• Mid-Unit Assessment (Grades 1–6)</li> <li>• End-of-Unit Assessment (Grades K–6)</li> </ul>	Phonemic awareness, phonics and decoding, high-frequency words, vocabulary words, vocabulary strategies, and comprehension	To monitor mastery of skills. To cumulatively assess mastery of skills and evaluate ability with grade-level skills. To cumulatively assess mastery of skills, evaluate ability with grade-level skills, and determine readiness to take an exit test
Fluency Assessment (Grades 1–6)	Oral reading accuracy, speed, and expression	To verify or clarify instructional decisions for individuals, weekly or every two weeks
<b>Exiting the Program</b>		
Exit Assessments	Phonemic awareness, phonics and decoding, high-frequency words, vocabulary words, vocabulary strategies, and comprehension	To determine if a student has reached a sufficient level of proficiency to meet grade-level standards





Oral Vocabulary Development Cards



Oral Vocabulary Development Cards

**Working with Words**

- **Phonemic Awareness**
- **Phonics**

**Words to Know**

- **Concept Words**
- **Build Fluency**

**Time to Read**

- **Oral Vocabulary Development Cards**
- **Comprehension**
- **Write**

**Language Arts**

- **Grammar**
- **Writing**

**Assessment**

- **Informal**
- **Formal**

**Week 1, Lessons 1–5**

**Phonemic Awareness**

- Sentence Segmentation
- Syllable Segmentation
- Rhyme

**Phonics**

- Letter Identification

**Concept Words**

- Size Words

**Read**

- “The Knee-High Man”

**Strategy:** Recognize Story Structure

**Skill:** Make Predictions

**Writing Prompts**

Story Response

**Grammar**

- Naming Words

**Writing**

- Shared Writing: List
- Interactive Writing: Sentences



Phonemic Awareness, Concept Words, Comprehension

**Week 2, Lessons 6–10**

**Phonemic Awareness**

- Sentence Segmentation
- Syllable Segmentation
- Onset and Rime Blending

**Phonics**

- Letter Identification

**Concept Words**

- Color Words

**Fluency**

- Letter Fluency

**Read**

- “The Three Little Butterflies”

**Strategy:** Recognize Story Structure

**Skill:** Identify Setting

**Writing Prompts**

Story Response

**Grammar**

- Naming Words

**Writing**

- Shared Writing: List
- Interactive Writing: Sentences



Phonemic Awareness, Concept Words, Comprehension

**Additional Instruction, pages 34–37**





Oral Vocabulary Development Cards

### Week 3, Lessons 11–15

#### Phonemic Awareness

- Sentence Segmentation
- Rhyme
- Onset and Rime Blending

#### Phonics

- Letter Identification

#### Concept Words

- Opposites

#### Fluency

- Letter Fluency

#### Read

- “The Three Bears”

**Strategy:** Recognize Story Structure

**Skill:** Make Predictions

#### Writing Prompts

Story Response

#### Grammar

- Naming Words

#### Writing

- Shared Writing: List
- Interactive Writing: Sentences

**Quick Check** Phonemic Awareness, Concept Words, Comprehension

- **Unit Assessment, Assessment Book pp. 24–35**





Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "The Knee-High Man"
- Practice Book: p. 1
- Large Letter Cards: *Aa-Zz*
- Letter Tiles: *Aa-Zz*

- hand puppet
- index cards

## Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Identify words in a sentence

Read aloud the following rhyme.

We see Ryan, Maria, Sarah, and Bill.  
We see Patrick, Susanna, Lim, and Jill.  
Some names are long. Names can be short, too.  
Say each name again to remember who's who.

- I Do**
- Use the puppet to read line 1 of the rhyme and identify each word in the sentence.
  - Say the sentence: *Some names are long.* This sentence has four words. Listen as I count the words on my fingers: *Some names are long.*
  - Repeat with the sentence: *Names can be short, too.*

- We Do**
- Say the sentence: *Bill is a short name.* Listen as I say the sentence again. Let's use our fingers to count how many words are in this sentence. Repeat the sentence with a slight pause between each word. How many words are in the sentence?
  - Repeat with the following sentences: *I see Tim.* *Alexandra is a long name.* *Jill's name is short.*

- You Do**
- Read the rhyme aloud to children. Say each word after me: *We, see, Ryan, Maria, Sarah, and, Bill.*
  - Repeat line 1 of the rhyme. Have children say and clap once for each word with you.
  - How many words are in this sentence? (7)
  - Repeat with line 2.

See **Practice Book** page 1.

### CORRECTIVE FEEDBACK

Say the sentence *Paul is my friend.* This sentence has four words. Listen as I say and count them again. Now listen to this sentence: *Liz and Tim are friends.* How many words are in this sentence? (5)

### Quick Check

Can children identify how many words are in a sentence? If not, use **Additional Instruction** pp. 34–37.

### ► Follow-Up Activity: Phonemic Awareness

**Objective** Identify words in sentences

**Sing a Song** Sing a familiar song with children that accentuates a single word, such as "Pop Goes the Weasel."

All around the mulberry bush,  
The monkey chased the weasel,  
The monkey thought t'was all in fun,  
Pop! goes the weasel.

- Repeat the song. Have children tell how many words are in each sentence. Then give children practice in identifying a single word. Tell them to pop out of their seats when they hear *pop*.
- Repeat the activity, this time having children listen for the word *weasel*. Have children perform an action of their choosing when they hear the word.
- Continue by focusing on words such as *monkey* and *mulberry*.

### ► Alphabet Activity

**Identify the First Letter in a Name** Engage children in a singing activity to identify the first letter in their names.

- Write each child's name on an index card and give it to him or her.
- Display a **Large Letter Card** that represents the first letter in a child's name. Sing the following to the tune of "Skip to My Lou."

- Whose name starts with the letter *P*? Whose name starts with the letter *P*? Whose name starts with the letter *P*? Please stand up right now.
- Repeat with other **Letter Cards** until all children are standing.

**ELL** For children whose native languages do not use the symbols of the Latin alphabet, provide additional practice in recognizing their written names and saying them. For more support for English Language learners, see pages T6–T7.

## Words to Know

### ► Concept Words: Size Words

**Objective** Develop oral vocabulary

- Reread the rhyme. Explain that some names have more letters in them than others.
- Use **Large Letter Cards** or **Letter Tiles** to spell the names *Lim* and *Susanna*. Count the number of letters in each name. *The name Lim has three letters. The name Susanna has seven letters.*
- Explain that the words *short* and *long* tell about size. *Lim is a short name. Susanna is a long name.*
- Have children stand to form two groups: children with long hair and children with short hair. List children’s names on a two-column chart labeled *Long Hair* and *Short Hair*.
- Explain that the words *big* and *little* are also size words. Point to the chalkboard. *This chalkboard is very big. The piece of chalk is little.*
- Ask children to name things in the classroom that are *big* and *little*.

## Time to Read

### ► Read “The Knee-High Man”

**Objective** Develop listening comprehension;  
**Recognize story structure: Make predictions**

**Before Reading** Display “The Knee-High Man,” Card 1. Read the title. Ask children to tell what they think is happening in the picture. *Who is the man talking to? What do you notice about the size of the man? What do you think he is saying to the horse?*

- Explain that when we read a story, we can use the words in the story and the clues in the pictures to figure out what will happen next. This is called *making a prediction*.
- Help children set a purpose for reading. *Let’s find out what the man is saying to the horse.*

**During Reading** Read the story. Check children’s comprehension using **Listening Comprehension**, **Act It Out**, and **Read the Picture** prompts.

- After reading Card 2, make a prediction with children—use the words and the pictures to tell what they think will happen next. Display Card #2. *We can use clues in the story to help us predict what will happen next. We know that the knee-high man followed the horse’s advice right away. So we could make a prediction that he will probably follow the bull’s advice too.*

**After Reading** Discuss and confirm children’s predictions. *Was your prediction correct? Which clues in the text or pictures helped you to make your prediction?*

**IWB Online Comprehension Lessons:** Make and Confirm Predictions Use the story to model the skill.

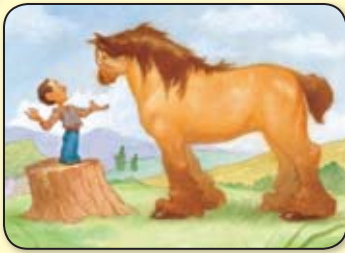
### ► Write

**Objective** Draw a picture

- Have children think about the different characters the knee-high man asked for advice.
- Ask children to choose the character that gave the best ideas to the knee-high man. Have children draw a picture of the knee-high man talking to this character.

See the Shared Writing and Concepts of Print lessons on page 33.





Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "The Knee-High Man"
- Practice Book: pp. 2, 187
- Photo Cards: *alligator, ant, bus, balloon, banana, book, bridge, dog, envelope, feather, giraffe, goat, gorilla, guitar, horse, mouse, kangaroo, kitten, ox, rabbit*
- Large Letter Cards: A–Z
- Letter Tiles: A–Z
- markers or counters
- pocket chart

## Working with Words

### ► Phonemic Awareness

#### Objective Identify syllables in words

Read aloud the following rhyme.

We see Ryan, Maria, Sarah, and Bill.  
We see Patrick, Susanna, Lim, and Jill.  
Some names are long. Names can be short, too.  
Say each name again to remember who's who.

- I Do**
- Tell children you will say words from the rhyme and use the **Sound-Spelling WorkBoard**. Place one marker for each syllable of the word you say.
  - Listen to the word I say: *Ryan*. I have two markers to stand for the two word parts in *Ryan*: *Ry-an*. Listen as I say each part again: *Ry-an*.
  - As you say the syllables, touch each marker.
  - Repeat for *Maria* and *Bill*.

- We Do**
- Reread line 2 of the rhyme.
  - Explain that you will say some more words from the rhyme. Use the **Sound-Spelling WorkBoard**. Tell children you will need their help.
  - Listen to the word I say in parts: *Pa-trick*. Say the name in parts with me: *Pa-trick*. I will use two markers to show the two word parts in *Pa-trick*.
  - Say each part of the word with me: *Pa-trick*. Clap as you say each word part: *Pa-trick*.
  - Continue with *Susanna* and *Jill*.

- You Do**
- Read lines 3 and 4 of the rhyme to children.
  - Say *long*. How many word parts do you hear in the word *long*? Have children place one marker on the **Sound-Spelling WorkBoards**.

- Ask children to say the word with you and clap once for one word part: *long*.
- Then have children say the following words and use the markers and the **Sound-Spelling WorkBoards** to show how many word parts they hear: *short, name, again, remember*.

- ELL** Remind children of expressions they can use to request assistance from the teacher or their partners, such as *Can you repeat that, please?* For more support, see pages T6–T7.

See **Practice Book** page 2.

#### CORRECTIVE FEEDBACK

Point to an object in the classroom. Listen as I say the word *rug*. I will clap the parts I hear: *rug*. Say the word and clap the word part with me: *rug*. Now say the word *table*. Clap as you say each part with me: *ta-ble*. How many parts do you hear?

#### Quick Check

Can children identify syllables in words? If not, use **Additional Instruction**, pp. 34–37.

### ► Follow-Up Activity: Phonemic Awareness

#### Objective Identify syllables in words

**Categorize Pictures** Have children identify the number of syllables in picture names and group names with the same number of syllables.

- Display **Photo Cards** *book, banana, bus, balloon, dog, envelope, feather, guitar, and kangaroo* in the pocket chart.
- Ask children to identify the pictures.
- Say *book*. Clap once to show that the word has one word part. Then have children say the word with you and clap for each word part. How many word parts does the word *book* have?

- Repeat with each picture name.
- Have children group the pictures into names with one, two, and three parts or syllables.

### ► Alphabet Activity

**Letter Hunt** Engage children in an activity to find the first letter in their names.

- Display a set of capital **Large Letter Cards** or **Letter Tiles** face up on a table in random order.
- Have children find the letter that begins their name.
- Ask each child to say his or her name and point to and name the letter that begins the name.
- Then point to each letter that begins a child's name and have children say the name after you.

## Words to Know

### ► Concept Words: Size Words

**Objective** Develop oral vocabulary

- Remind children that last time they talked about the size words *long*, *short*, *big*, and *little*. Remind children of how they grouped themselves as having long hair or short hair.
- Ask children to think about animals that are long or tall, short, big, or little. To prompt children, display **Photo Cards** *ant*, *alligator*, *dog*, *goat*, *gorilla*, *horse*, *kangaroo*, *kitten*, *ox*, and *rabbit*. Have children describe each animal using a size word. Then have them suggest other animals they know and tell the animal's size.
- Begin a new chart with four columns, each labeled with one size word. List the names of animals as children suggest them. Point out that some animals may be on more than one list.

See *Size Words* page at end of **Practice Book**.

### CORRECTIVE FEEDBACK

Display the **Photo Cards** for *giraffe* and *mouse*. The *giraffe* has a *long* neck. The *mouse* has *short* legs.

#### Quick Check

Can children understand and use size words? If not, use **Additional Instruction**, pp. 34–37.

## Time to Read

### ► Read “The Knee-High Man”

**Objective** Develop oral vocabulary; Recognize story structure: Make predictions

**Before Reading** Display “The Knee-High Man,” Card 1. Ask children what they remember about the story. Remind them of the predictions they made.

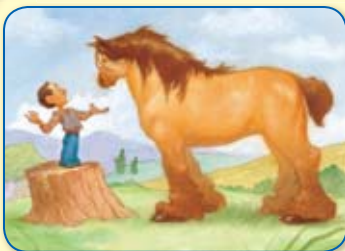
**During Reading** Read the story. During the second reading, pause throughout to develop children's oral vocabulary.

- As you read each card, focus on this week's concept of size words. Use the **Oral Language** prompts to discuss the size words *small*, *huge*, and *tiny*.
- Discuss the concept of size with children. Stand up to show children what size “knee-high” is. Name objects in the classroom that are “knee-high.”
- Use the **Oral Language** prompts to define and discuss the words *directions*, *stuffed*, and *puzzled*. *If you are puzzled by the directions for something you do in school, what should you do?*
- Use the prompts to develop children's understanding of **Wonderful Words** *advice*, *disappointed*, and *defend*. Ask children to share a time when they felt disappointed. *Can you name a time when you were disappointed about something? What was it?*

**After Reading** Have children discuss the story using newly acquired vocabulary. *If you could be a different size for a day, would you rather be tiny like the man in the story or huge like a bull?* Ask them to explain why.

- ELL** Help children recognize that “Of course” is an expression that means yes. Help them think of other examples of other expressions they may know. For more support, see pages T6–T7.

See Vocabulary and Grammar lessons on page 32.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "The Knee-High Man"
- Practice Book: pp. 3, 4
- Photo Cards: *bat, box, car, fan, fox, gate, hat, jet, king, lock, man, net, plate, ring, rock, rope, soap, sock, star*
- Large Letter Cards: *Aa–Zz*
- Letter Tiles: *Aa–Zz*

- Comprehension Cards
- hand puppet
- index cards
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

#### Objective Identify rhyming words

Read aloud the following rhyme.

We see Ryan, Maria, Sarah, and Bill.  
We see Patrick, Susanna, Lim, and Jill.  
Some names are long. Names can be short, too.  
Say each name again to remember who's who.

- I Do**
- Read the rhyme aloud to children. Use the puppet to explain rhyming words.
  - Words rhyme when they sound alike at the end. Listen to the words I say: *Bill, Jill*. The name *Bill* rhymes with *Jill*. Both words end with the same sounds, /iilll/. Listen again to the words: *Bill, Jill*.
  - Display **Photo Cards** *fan* and *man*. Use the puppet to identify the words.
  - This is a picture of a fan. Say the word with me: *fan*. This is a picture of a man. Say the word with me: *man*.
  - The words *fan* and *man* rhyme. They both have the /an/ sounds at the end.

- We Do**
- Display **Photo Cards** for *gate* and *plate*. This is a picture of a gate. Say the word with me: *gate*. This is a picture of a plate. Say it with me: *plate*. Do the words *gate* and *plate* rhyme? Do the words have the same ending sounds? Yes, *gate* and *plate* rhyme because they have the same ending sounds, /āt/.
  - Continue with *rock, sock, rope, soap, jet* and *net*. Mix the card pairs to have rhyming pairs and non-rhyming pairs.

- You Do**
- Display **Photo Cards** *car* and *star*.
  - Say *car, star*. Do both words end the same? Do the words *car* and *star* rhyme?
  - Then ask children to say *car, star* with you. Display **Photo Cards** *bat, box, hat, king, fox, and ring*. Have children say the picture names and tell which picture names rhyme.

See **Practice Book** page 3.

### CORRECTIVE FEEDBACK

Display **Photo Cards** *lock* and *rock*. Say the picture names with me: *lock, rock*. The word *lock* rhymes with *rock* because they have the same sounds at the end: /ok/. Now listen to another word: *clock*. Does *clock* rhyme with *lock* and *rock*?

### Quick Check

Can children hear and recognize words that rhyme? If not, use Additional Instruction, pp. 34–37.

### ► Follow-Up Activity: Phonemic Awareness

#### Objective Identify rhyming words

**I Spy Rhyming Pictures** Play a game of "I Spy" using **Photo Cards** of your choosing and oral clues.

- Display the **Photo Cards** in the pocket chart and ask children to identify the pictures.
- Provide a rhyming word clue for one of the pictures such as **Photo Card** *fox*. I spy a picture whose name rhymes with *box*. What is the picture I spy? (*fox*)
- Repeat with each picture name.
- Play again and ask children to provide the rhyming word clues.



► **Alphabet Activity**

**Build-a-Name** Have children use **Large Letter Cards** or **Letter Tiles** to build their names.

- Write each child’s name on an index card. Present the names to them.
- Tell children to look at the letters in their name. Talk about who has a long name and who has a short name.
- Provide children with **Letter Cards** or **Letter Tiles** to build their name by matching the letters on cards to those in their name written on the board.

See **Practice Book** page 4.

**Words to Know**

► **Oral Vocabulary: Choose and Exactly**

**Objective** Develop oral vocabulary

**Define** Which animals does the knee-high man choose to ask for advice? He chooses to ask the horse, the bull, and the owl for advice. *Choose* means “to pick something or someone.”

- Say the word with me: *choose*.

**Example** *Sometimes it is hard to choose what game to play with a friend.*

**Ask** What did you choose to wear to school?

**Define** The knee-high man did exactly what the horse, the bull, and the owl said to do. *Exactly* means “just as you were told.” The knee-high man chooses to do exactly what the others tell him to do.

- Say the word with me: *exactly*.

**Example** *When I play a game, I do exactly what the directions say to do.*

**Ask** Who could tell you exactly how to make cookies?

**Time to Read**

► **Read “The Knee-High Man”**

**Objective** Retell the story; Recognize story structure: Make predictions

**Before Reading** Display **Oral Vocabulary Development Card 1** for “The Knee-High Man.” Ask children to tell what they learned from the story. *How does the knee-high man feel at the beginning of the story? Does he feel the same way or a different way by the end of the story?*

**During Reading** Remind children that using clues from the story can help them to figure out what will happen next. *When you tell what you think will happen next you make a prediction.* Ask children to predict what the knee-high man will say the next time he sees the horse or the bull.

**After Reading** Display one **Oral Vocabulary Development Card** at a time.

- Ask children to retell the story using the **Retell the Story** prompts on Card 4.

**ELL** Some children may be confused by unfamiliar words. Encourage children to always seek clarification when they encounter a word or phrase that does not make sense to them. For more support, see pages T6–T7.

**IWB** **Online Comprehension Lessons:** Make and Confirm Predictions Use the story to model the skill.

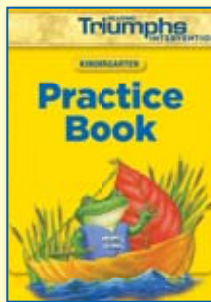
**CORRECTIVE FEEDBACK**

If children cannot make a prediction, use **Comprehension Cards: Make Predictions**.

**Quick Check**

Can children make predictions? If not, use **Additional Instruction**, pp. 34–37.

See the Interactive Writing lessons on page 33.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 5–6
- Sound-Spelling WorkBoards
- Large Letter Cards: *Aa–Zz*
- Letter Tiles: *Aa–Zz*
- Photo Cards: *anchor, ant, astronaut, balloon, banana, bus*
- markers or counters
- pocket chart
- small pieces of paper

## Working with Words

### ► Phonemic Awareness

#### Objective Identify syllables in words

Read aloud the following rhyme.

We see Ryan, Maria, Sarah, and Bill.  
We see Patrick, Susanna, Lim, and Jill.  
Some names are long. Names can be short, too.  
Say each name again to remember who's who.

- I Do**
- Read line 1 of the rhyme aloud. Tell children you will say words from the rhyme. Use the **Sound-Spelling WorkBoard**. Place one marker in a box for each syllable in the word you say.
  - Listen to the word I say: *Bill*. I have one marker to stand for the one word part in *Bill*. Listen as I say the word again: *Bill*.
  - Repeat for *Sarah* and *Maria*.
  - As you say the syllables, touch each marker you have placed on the **Sound-Spelling WorkBoard**.

- We Do**
- Reread lines 2–4 of the poem.
  - Tell children you will say some more words from the rhyme and use the **Sound-Spelling WorkBoard**.
  - Listen to the word I say: *Lim*. Say the name with me: *Lim*. How many word parts do you hear in *Lim*? Clap once for each part you say: *Lim*. How many markers will I put in the boxes?
  - Continue with *Patrick, Susanna, names, short, again, and remember*.

- You Do**
- Display **Photo Cards** *ant, anchor, astronaut, bus, balloon, and banana* in the pocket chart. Point to **Photo Card** *ant*.

- Say the picture name with me: *ant*. How many parts do you hear in the word *ant*? Have children place one marker on the **Sound-Spelling WorkBoards**.
- Ask children to say the word with you and clap once for one part: *ant*.
- Have children identify the remaining **Photo Cards**, saying the picture names, and placing markers in the boxes to show how many parts they hear: *anchor, astronaut, bus, balloon, banana*.

#### CORRECTIVE FEEDBACK

Point to an object. Listen as I say the word *door*. I will clap the parts I hear: *door*. Say the word with me and clap once for the one word part: *door*. Now say the word *window*. Clap as you say each part with me: *win-dow*. How many parts do you hear?

#### Quick Check

Can children identify syllables in words? If not, use Additional Instruction, pp. 34–37.

### ► Follow-Up Activity: Phonemic Awareness

#### Objective Identify syllables in words

- Syllable Search** Have children find classroom objects whose names have one, two, or three syllables.
- Give each child a small piece of paper with the numeral 1, 2, or 3 written on it.
  - Have children hunt for objects in the classroom with names that have the same number of parts shown. Examples include: one-syllable words: *flag, chalk, door*; two-syllable words: *window, table, easel*; three-syllable words: *calendar, computer, telephone*.
  - Check to see if each child has chosen the correct number of syllables by having her or him say the word and clap each word part for you.
  - Have children trade numbers and play again.

► **Alphabet Activity**

**Name Scramble** Have children use **Large Letter Cards** or **Letter Tiles** to unscramble and build their names.

- Provide children with **Letter Cards** or **Letter Tiles** for the letters in their first names.
- Give a signal and have children arrange the letters in the correct order to spell their first names.
- Check each child’s name. Then have them mix up the letters again and repeat the activity.
- Ask children to compare their names with a partner’s to find out whose name is longer or shorter.

**Words to Know**

► **Oral Vocabulary: Choose and Exactly**

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they listened to, “The Knee-High Man.” *The knee-high man was sad because he was so small. He needed to choose someone to give him advice. Choose means “to pick someone or something.”*

- *Why do you think the knee-high man chooses to ask the horse and the bull? Why do you think he chooses to ask the owl, too?*
- Remind children that *exactly* means “just as you are told.” *Why do you think the knee-high man did exactly what the horse and bull told him to do?*
- Have children discuss what advice the owl gives the knee-high man and what happens when he does exactly what the owl says.

**Connect** *Which would you choose—to play in the park, or to play at home this afternoon? When do you follow the rules of a game exactly?*

**Time to Read**

► **Read Take-Home Book**

**Objective** Develop oral language; Recognize story structure: Make predictions

- Demonstrate correct book-handling techniques for children, such as proper orientation with the front cover in front and right-side up, not upside down. Have children make predictions based on the cover of the book.
- Tell children this is a wordless book which can be read by using your own words to tell what is happening in the pictures.
- Read the **Take-Home Book** together.
- Have children tell what is happening on each page.
- After reading, review how to use clues in the art to make a prediction. Have children look at the illustration on page 3 again. *The fox is swimming away with the gingerbread boy on his back. The fox is looking at the gingerbread boy and smiling. We could predict that the fox is going to have the gingerbread boy for lunch. Is our prediction correct? If the woman makes another gingerbread boy, what do you predict she will tell him?*
- Have children think about other predictions they made about the story. Discuss whether or not children’s predictions were correct.

**ELL** Remind children that they can use non-verbal cues to share information when they are not able to do so verbally. Encourage children to use visuals. For more support, see pages T6–T7.

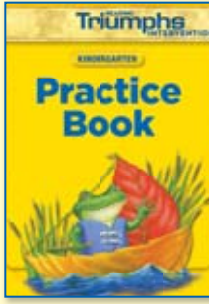
See **Practice Book** pages 5–6.

► **Write**

**Objective** Draw a picture

- Ask children to draw their favorite part of the story.
- Have them tell you what is happening in their picture.





Practice Book

## Materials

- Practice Book: pp. 4, 7, 8; Take-Home Book pp. 5–6
- Photo Cards: *box, fan, fox, jet, king, lock, man, net, ring, rock, rope, six, soap, sock*
- hand puppet
- pocket chart
- paper
- crayons or markers

## Online Resources

- Bibliography

## Working with Words

### ▶ Phonemic Awareness

#### Objective Identify rhyming words

Read aloud the following rhyme.

We see Ryan, Maria, Sarah, and Bill.  
We see Patrick, Susanna, Lim, and Jill.  
Some names are long. Names can be short, too.  
Say each name again to remember who's who.

- I Do**
- Use the puppet to review rhyming words.
  - Words rhyme when they sound alike at the end. The name *Bill* rhymes with *Jill*. Both words end with the sounds /iilll/. Listen as I say the words again: *Bill, Jill*. The words *fill, hill, and will* also rhyme. Say the rhyming words after me: *Bill, Jill, fill, hill, will*.
  - Repeat for *too* and *who*. Then say *shoe, blue, do*.
- We Do**
- Display **Photo Cards** *jet* and *net* in the pocket chart. Use the puppet to identify the pictures.
  - Say the picture names with me: *jet, net*. Both words end with /et/. What sound do the words *pet* and *set* end with? (/et/)
  - Say each word after me: *jet, net, pet, set*. Do the words rhyme?
  - Can you say another word that rhymes with *jet, net, pet, and set*?
  - Continue with **Photo Cards** *man* and *fan, lock* and *sock*, and the words *can, pan* and *block, rock*.
- You Do**
- Display **Photo Cards** *box, mix, king, six, soap, fox, lock, rope, ring, and rock*.
  - Ask children to say the picture names.

- Ask children to find picture names that rhyme. Who can find two pictures whose names rhyme? Have children place the pictures together.
- Then ask children to say the picture names that rhyme: *box, fox; mix, six; king, ring; soap, rope; lock, rock*.
- Ask children to generate more words that rhyme. Who can say another word that rhymes with *box* and *fox*? Continue with the remaining word pairs.

### CORRECTIVE FEEDBACK

Display **Photo Cards** *lock* and *rock*. Say the picture names with me: *lock, rock*. The words *lock* and *rock* rhyme because they end with the same sounds: /ok/. Now listen to another word: *sock*. Does *sock* rhyme with *lock*?

### Quick Check

Can children identify words that rhyme? If not, use Additional Instruction, pp. 34–37.

### ▶ Follow-Up Activity: Phonemic Awareness

#### Objective Identify rhyming words

**Rhyme Scramble** Have children find and match pictures whose names rhyme.

- Distribute **Photo Cards** *box, fan, fox, jet, king, man, net, ring, rock, rope, sock, and soap* to children. Have each child whisper the picture name to you.
- When you give the signal, have children move around the room to search for the child whose picture name rhymes with their own.
- Tell children to stand together once they have a matched pair.
- Ask children to name their pictures to check for rhyming words. After partners identify their rhyming picture names, the group can suggest other words that rhyme with them.

## ▶ Alphabet Activity

**Tracing Names** Have children trace the letters in their name.

- Give each child a model of his or her name written in large letters on paper. Have children choose a favorite color crayon or marker and trace over each letter in their name.
- Have children identify the first letter in their name.
- Model how to point to each letter on **Practice Book** page 4 as you name it. When children hear their letter called out, they can line up alphabetically.
- Have children march around the room to music, holding up their names as they walk.

See **Practice Book** pages 4, 7.

## Words to Know

### ▶ Oral Vocabulary: *Choose and Exactly*

**Objective** Develop oral vocabulary

**Confirm** Review the words *choose* and *exactly* with children. Remind children that *choose* means “to pick someone or something.” *The knee-high man chooses to do what the horse, bull, and owl suggested.* Remind children that *exactly* means “just the way you were told.” *The knee-high man did exactly what the animals said to do.*

**Discuss** Have children finish the following sentence starters: *When my friends and I see snow falling, we choose to \_\_\_\_\_ and If I do exactly what my parents say, I will be able to \_\_\_\_\_.*

**Connect** Describe a time when you chose to follow the directions to make something. Did you do exactly what the directions said? Tell what happened.

For additional support with Oral Language, see **Practice Book** page 8.

## Time to Read

### ▶ Read Take-Home Book

**Objective** Develop oral language; Recognize story structure: Make predictions

- Look at the story’s pictures with children. Ask them to think about the predictions they made last time.
- **Partner Reading** Have children use the illustrations to tell the story to a partner.
- *What predictions did you make? How did you use the pictures to make your predictions? Were your predictions correct?*

**ELL** Allow children to respond in their native language if they are very limited proficient. Ask a more proficient ELL student to repeat the answer in English. For more support, see pages T6–T7.

See **Practice Book** pages 5–6.

### ▶ Self-Selected Reading

**Objective** Read Independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "The Three Little Butterflies"
- Practice Book: pp. 9, 12
- Photo Cards: *balloon, banana, boots, bus, butter, leaf, lemon, yellow, yo-yo*
- hand puppet
- blocks or markers

## Working with Words

### ► Phonemic Awareness

**Objective** Identify words in sentences

Read aloud the following rhyme.

Look at my big, soft quilt.  
It covers up my bed.  
Some squares are yellow, green, and blue.  
My favorite squares are red.

- I Do** ■ Have the puppet read line 1 of the rhyme. Display blocks or markers. Have the puppet slowly repeat the words in line 1. As you say each word, model segmenting sentences into words by moving a block forward into a row. Then count the blocks or markers. *This sentence has six words.*
- We Do** ■ Provide children with blocks or markers. *Listen as I say sentence 2. Say each word after me. Move one block (or marker) for each word you say. The sentence has five words.*
- You Do** ■ Read line 3 of the rhyme to children. *Say each word again with me. Move a block (or marker) for each word you hear and say. How many words are in the sentence?*
  - Repeat with line 4.

See **Practice Book** page 9.

### CORRECTIVE FEEDBACK

Repeat line 1 of the rhyme. *This sentence has six words. Let's count them with our fingers as we say the sentence: Look at my big, soft quilt. Now listen as I say another sentence: I have a blue blanket. How many words are in the sentence? (5)*

### Quick Check

Can children identify how many words are in a sentence? If not, use **Additional Instruction**, pp. 34–37.

### ► Follow-Up Activity: Phonemic Awareness

**Objective** Identify words in sentences

**What's Missing?** Play a memory game to focus on individual words.

- Place six blocks in a row on a table.
  - Say the sentence: *I like apples for a snack* as you point to each block that represents a word.
  - Have children repeat the sentence as you point to each block again.
  - Tell children to cover their eyes while you remove one block.
  - Ask children to uncover their eyes and say the sentence as they point to each block.
  - Then have children name the word that is missing from the sentence.
  - Continue by removing different blocks.
- ELL** Remind children of expressions they can use to request assistance from the teacher, such as *Can you show me again, please? Can you repeat that, please?* For more support, see pages T6–T7.



► **Alphabet Activity**

**Recognize Letters in the Alphabet** Have children turn to **Practice Book** page 12. Sing “The Alphabet Song” with children as they point to each letter.

- Then sing the song again and periodically stop and ask children to name the next letter.
- Afterward, have children use the **Practice Book** page to name the letter that comes next.
- Which letter comes after *g*? Which letter comes before *t*? Which letter is between *m* and *o*?

See **Practice Book** page 12.

**Words to Know**

► **Concept Words: Color Words**

**Objective** Develop oral vocabulary

- Reread the rhyme. Explain that some words in the rhyme name the colors of the quilt.
- Write *yellow, green, blue, and red* across the top of chart paper. Frame each word with your hands as you talk about it. *The word yellow names a color. Say the color word with me: yellow.*
- Display **Photo Cards** *banana, leaf, yo-yo, balloon*.
- Show **Photo Card** *banana*. *A banana is yellow. Let’s write banana under yellow on the chart.*
- Repeat the procedure using the color words *green, blue, and red* and the **Photo Cards** *leaf, yo-yo, and balloon*. Have children sort the remaining photo cards by color and add the word to the chart.
- Then have children identify other objects in the classroom that are yellow, green, blue, and red.

**CORRECTIVE FEEDBACK**

Display the **Photo Cards** for *yellow, lemon, boots, bus, and butter*. Point to the yellow **Photo Card**. *This is the color yellow. The lemon, boot, bus, and butter are all the color yellow.*

**Quick Check**

Can children understand and use color words? If not, use **Additional Instruction**, pp. 34–37.

**Time to Read**

► **Read “The Three Little Butterflies”**

**Objective** Develop listening comprehension; Recognize story structure: Identify setting

**Before Reading** Display “The Three Little Butterflies,” Card 1. Read the title. Explain that a *butterfly* is an insect with a long body and wide wings that are usually brightly colored. *How do these butterflies look the same? How do they look different? Where are the butterflies? Describe the picture.*

- Explain to children that when and where the story takes place is called the *setting*. Tell them that the setting at the beginning of the story is a beautiful garden during the daytime.
- Help children set a purpose for reading. *Let’s find out what happens to the butterflies.*

**During Reading** Read the story. Check listening comprehension using the **Listening Comprehension, Act It Out, and Read the Picture** prompts.

- Reread the first paragraph of **Card 1**. *We learn a lot about the setting of the story. The story takes place in a beautiful sunny garden. The butterflies dance among their friends, the colorful flowers. Now read the second paragraph. What do we learn about the setting now?*

**After Reading** Ask children to describe how the setting changes. Lead them to talk about the changes in weather and in location as the butterflies move from one flower to the next.

► **Write**

**Objective** Draw a picture

- Remind children that the butterflies were different colors.
- Have children use their favorite color to draw a picture of a butterfly.
- Tell children to check the color words on the chart paper to label their pictures. Ask them to let you know if they need a different color word.

See the Shared Writing lesson on page 33.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "The Three Little Butterflies"
- Practice Book: pp. 10, 12, 188
- Sound-Spelling WorkBoards
- Photo Cards: *ambulance, ant, balloon, bike, bird, bus, carrots, celery, comb, envelope, feet, gorilla, hook, jacket, nest, undershirt, vine, zucchini*
- Large Letter Cards: *Aa-Zz*
- markers or counters
- pocket chart

## Working with Words

### ► Phonemic Awareness

#### Objective Identify syllables in words

Read aloud the following rhyme.

Look at my big, soft quilt.  
It covers up my bed.  
Some squares are yellow, green, and blue.  
My favorite squares are red.

- I Do**
- Tell children you will say a word from the rhyme. Place one marker in a box on the **Sound-Spelling WorkBoard** for each syllable you say.
  - Listen to this word: *quilt*. The word *quilt* has one part. I will put one marker in the sound box to stand for the one word part in the word *quilt*. Listen as I say it again: *quilt*. As you say the word, touch the marker.
  - Repeat for *bed*, *covers*, and *soft*.

- We Do**
- Reread lines 3 and 4 of the rhyme.
  - Tell children you will say some more words from the rhyme and use the **WorkBoard**. This time, you will need their help.
  - Listen to this word: *squares*. Say the word with me: *squares*. Clap as you say each word part: *squares*. The word *squares* has one word part. I will place one marker to show the one part in the word *squares*.
  - Continue with the words *green*, *my*, and *yellow*.

- You Do**
- Read line 4 of the rhyme to children.
  - Say *favorite*. How many parts do you hear in the word *favorite*? Say the word with me: *fa-vor-ite*. Then have them say the word with you and clap once for each part: *fa-vor-ite*. Have them place three markers on the **WorkBoards** to show the number of syllables they hear in the word *favorite*.

- Ask each child to name his or her favorite color. Then have children repeat the color name and use the markers and the **Sound-Spelling WorkBoards** to show how many parts they hear in the word.

See **Practice Book** page 10.

### CORRECTIVE FEEDBACK

Listen as I say the word *yellow*. I will clap the parts I hear: *yel-low*. Say the word and clap the word parts with me: *yel-low*. There are two word parts. Now say the word *purple*. Clap as you say each part with me: *pur-ple*. How many word parts did you hear?

### Quick Check

Can children identify how many syllables are in a word? If not, use **Additional Instruction**, pp. 34–37.

### ► Follow-Up Activity: Phonemic Awareness

#### Objective Identify syllables in words

**Graph It** Have children identify the number of syllables in picture names and create a picture graph.

- Write the numerals 1, 2, and 3 on slips of paper. Place them in the first row in the pocket chart.
- Distribute **Photo Cards** *ambulance, ant, balloon, carrots, comb, envelope, feet, gorilla, and jacket*.
- Have children identify the pictures.
- Then ask each child to repeat his or her picture name while clapping once for each syllable.
- Have the child place the **Photo Card** in the pocket chart under the numeral showing the number of syllables.
- Repeat until each **Photo Card** is in the pocket chart. Then say and clap each picture name together again.

► **Alphabet Activity**

**Alphabet Recognition** Have children turn to **Practice Book**, page 12. Recite the alphabet with children as they point to each letter.

- **Letter Jump-Up** Engage children in a movement activity to practice identifying letters.
- Distribute one or two **Large Letter Cards** to each child.
- Randomly call out a letter. The child who is holding the corresponding **Letter Card** should jump up and say the name of the letter.
- As children jump up, have them hold up the **Letter Card** so everyone can see it as you check for accuracy.

See **Practice Book** page 12.

**Words to Know**

► **Concept Words: Color Words**

**Objective** Develop oral vocabulary

- Remind children that last time they talked about color words *red, green, blue, and yellow*. Review the color chart they made.
- Explain that today they will play a riddle game using color words. In the pocket chart, display **Photo Cards** that represent each of the four colors: *bird, bike, bus, celery, comb, envelope, hook, jacket, nest, undershirt, vine, and zucchini*.
- Present a riddle using a color word. *I'm thinking of something that is yellow. It has two tires, and you ride on it. What is it?* The child who guesses *bike* can give the next set of clues.

See *Color Words* page at end of **Practice Book**.

**Time to Read**

► **Reread "The Three Little Butterflies"**

**Objective** Develop oral vocabulary; Recognize story structure: Identify setting

**Before Reading** Display "The Three Little Butterflies," Card 1. Have children identify the setting of the story.

**During Reading** Read the story. During the second reading, pause throughout to develop children's oral vocabulary.

- As you read each card, focus on this week's concept, color words. Use the **Oral Language** prompts to discuss the color words *white, red, and yellow*. Further develop words that name colors by discussing the word *butterfly* and the colors children have seen on butterfly wings.
- Use the **Oral Language** prompts to define and discuss the words *enter* and *storm*. Have children share experiences. *Why is it best to enter a building during a storm?*
- Use the prompts to develop children's understanding of **Wonderful Words** *decided, politely, and soaked*. Ask children to role-play speaking politely to a friend. Have children think of a situation when they got soaked for fun.

**After Reading** Encourage children to discuss the story using newly acquired vocabulary.

**ELL** Remind children that they can use non-verbal cues to share information when they are not able to do so verbally. Encourage children to use gestures or pantomime. For more support, see pages T6–T7.

See Vocabulary and Grammar lessons on page 32.





Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "The Three Little Butterflies"
- Practice Book: pp. 11, 12
- Photo Cards: *bat, bus, car, dog, fan, goat, jet, nut, peach, rock, soup, teeth*
- Large Letter Cards: A–Z
- hand puppet
- pocket chart

## Working with Words

### ► Phonemic Awareness

#### Objective Blend onsets and rimes

Read aloud the following rhyme.

Look at my big, soft quilt.  
It covers up my bed.  
The squares are yellow, green, and blue.  
My favorite squares are red.

- I Do**
- Tell children that the puppet likes to say words in parts. Start with the word *bed* from the rhyme.
  - Listen as the puppet says the beginning sound of the word and the rest of the word: /b/ /ed/. Now listen as the puppet blends the sounds to say the word: *bed*.
  - Say the beginning sound and the rest of the word with the puppet: /b/ /ed/, *bed*.
  - Repeat the procedure using /b/ /ig/, /kw/ /ilt/, /r/ /ed/.

- We Do**
- Display **Photo Cards** *bus* and *fan* in the pocket chart. Use the puppet to identify the pictures.
  - One picture shows a /b/ /us/. Say the beginning sound and the rest of the word with me: /b/ /us/. Blend the sounds and say the word: *bus*.
  - Listen to this word, *fuss*. Say the beginning sound and the rest of the word with me /f/ /us/. Continue with *Gus* and *Russ*.
  - Repeat with **Photo Card** *fan* and these words: /m/ /an/, /k/ /an/, /r/ /an/, /t/ /an/.

- You Do**
- Display **Photo Card** *jet*.
  - This is a *jet*. Repeat the word and say the beginning sound and the rest of the word: *jet*. (/j/ /et/)

- Say the beginning sound and the rest of the words for each word you say. Have children blend the onset and rime: *get, let, met*; and *cat, sat, mat*.

See **Practice Book** page 11.

#### CORRECTIVE FEEDBACK

Display **Photo Card** *rock*. Say the beginning sound and the rest of the word with me: /r/ /ok/. Blend the sounds: /rrrook/, *rock*. What is the word?

#### Quick Check

Can children blend onsets and rimes? If not, use **Additional Instruction**, pp. 34–37.

### ► Follow-Up Activity: Phonemic Awareness

#### Objective Identify onsets and rimes

**Name that Picture** Have children play a game using onsets and rimes to identify pictures.

- In a pocket chart, display and name **Photo Cards** *bat, bus, car, dog, goat, nut, peach, soup, and teeth*.
- Say the onset and rime for the word *dog*: /d/ /ôôôg/. Have a child repeat the beginning sound and the rest of the word, and blend the sounds: /dôôôg/, *dog*. Have child point to the *dog* **Photo Card**.
- Continue playing until the onset and rime of each picture name has been blended.

### ► Alphabet Activity

**Naming Letters** Have children turn to page 12 in the **Practice Book**. Chant the alphabet with children as they point to each letter.

- Give each child one capital **Large Letter Card** to hold. Ask each child to name the letter on his or her card.
- Write one letter on the board. Have children chorally say the letter name.

- Have the child who is holding the corresponding **Letter Card** come forward to match the letter on the card to the one on the board.

See **Practice Book** page 12.

## Words to Know

### ► Oral Vocabulary: *Replied* and *Welcome*

**Objective** Develop oral vocabulary

**Define** In the story we read last time, each butterfly asked a flower if she might come in out of the rain, and each flower replied in the same way. *Replied* means “answered.”

- Say the word with me: *replied*.

**Example** *When I asked a friend what she will choose for lunch today, she replied, “Grilled cheese.”*

**Ask** Has anyone ever asked you what your favorite movie is? What have you replied?

**Define** Each flower in the story would welcome only the butterfly that was the same color as the flower. The other butterflies had to stay outside. *Welcome* means “to invite someone to come inside in a friendly way.” The yellow daffodil said the yellow butterfly was welcome but not the other two butterflies.

- Say the word with me: *welcome*.

**Example** *When friends come to visit me in my home, I open the door and welcome them with a big smile on my face. This lets my visitors know that I am glad they have come.*

**Ask** When your friends stop by your home, how do you welcome them to come in and play?

## Time to Read

### ► Read “The Three Little Butterflies”

**Objective** Retell the story; Recognize story structure: Identify setting

**Before Reading** Display Card 1 of “The Three Little Butterflies.” Ask children to think about the story characters. *In what ways do the butterflies in the story act like real butterflies you have seen? In what ways are the butterflies make-believe?*

- Remind children that the *setting* of a story is where and when it takes place.

**During Reading** As you read, pause occasionally to talk about the setting.

**After Reading** Ask children to tell how the setting of the story changes in the end when the sun comes out again.

- Have children retell the story using the **Retell the Story** prompts on Card 4. Tell them to think about the setting as they retell the story.

**ELL** Remind children that they can use non-verbal cues to share information when they are not able to do so verbally. Encourage children to use visuals. For more support, see pages T6–T7.

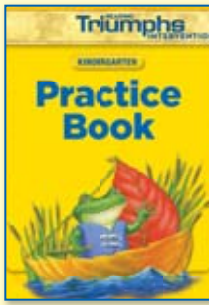
### **CORRECTIVE FEEDBACK**

The setting of the story is a garden. There are flowers. What else is in the setting? What time of day is it?

#### **Quick Check**

Can children identify the setting of a story? If not, use **Additional Instruction**, pp. 34–37.

See the Interactive Writing and Concepts of Print lessons on page 33.



Practice Book

## Materials

- Practice Book: p. 12; Take-Home Book, pp. 13–14
- Sound-Spelling WorkBoards
- Photo Cards: *comb, doll, jacket, lamp, undershirt*
- Large Letter Cards: *A–Z*
- Letter Tiles: *A–Z*
- markers or counters
- squares of construction paper

## Working with Words

### ► Phonemic Awareness

#### Objective Identify syllables in words

Read aloud the following rhyme.

Look at my big, soft quilt.  
It covers up my bed.  
Some squares are yellow, green, and blue.  
My favorite squares are red.

- I Do**
- Tell children you will say some words from the rhyme. Use the **Sound-Spelling WorkBoard**. Place one marker in a box for each syllable in the word you say. As you say the syllables, touch each marker you have placed in the box(es).
  - Listen to the word I say: *big*. Say the word with me: *big*. I will put one marker in the box to show the word *big* has one word part.
  - Another word for *big* is *gigantic*. Say the word with me: *gi-gan-tic*. *Gigantic* has three word parts so I will put three markers in the boxes.
  - Continue with the word *quilt* from the rhyme. Repeat with *blanket*.

- We Do**
- Reread the rhyme. Tell children you will need their help as you say some more words.
  - Listen to the word I say: *squares*. Say the word with me: *squares*. How many parts do you hear in *squares*? Clap once for each part you say: *squares*. How many markers will I put in the boxes?
  - Another word for the *squares* on a quilt is *patches*. Say the word with me: *patch-es*. Clap once for each part. How many markers should I use?
  - Continue with *favorite*, from the rhyme. Repeat with *best*.

- You Do**
- Display **Photo Cards** *comb, doll, undershirt, lamp, and jacket*. Explain that these are things found in a bedroom.
  - Say the first picture name with me: *comb*. How many word parts do you hear in *comb*? Have children place one marker in a box on the **Sound-Spelling WorkBoards**.
  - Then ask children to say the word with you and clap once for one word part: *comb*.
  - Continue by having children identify each picture name and use the markers and the boxes to show how many word parts they hear.

#### CORRECTIVE FEEDBACK

Point to an object in the classroom. Listen as I say *easel* and clap the parts I hear: *ea-sel*. Say the word and clap with me: *ea-sel*. Now say *calendar*. Clap as you say each part with me: *cal-en-dar*. How many parts do you hear?

#### Quick Check

Can children identify syllables in words? If not, use Additional Instruction, pp. 34–37.

### ► Follow-Up Activity: Phonemic Awareness

#### Objective Identify syllables in words

- Build a Quilt** Have children use squares of colored construction paper to indicate the number of syllables they hear in words.
- Give each child several small squares of construction paper.
  - Have children listen to and repeat each word you say and place one square on the table for each syllable they hear. Begin with *table*.
  - Check to see if each child has chosen the correct number of squares to display. Say a new word and have children continue in the same manner.
  - Use the words *telephone, music, computer, vest, mirror, and socks*.



### ► Alphabet Activity

**Alphabet Recognition** Have children turn to **Practice Book** page 12. Sing “The Alphabet Song” as children point to each letter.

- **Match It** Distribute capital **Large Letter Cards** or **Letter Tiles**, one per child. Write a lowercase letter on the board. Ask the child with the corresponding capital **Letter Card** to come forward, match it, and say the letter name.
- Give the child a new capital **Letter Card** before being seated.
- Write the next letter on the board. Repeat the procedure until all 26 letters have been identified.

See **Practice Book** page 12.

**ELL** Provide additional practice in recognizing and naming letters for children whose native languages do not use the symbols of the Latin alphabet. For more support, see pages T6–T7.

## Words to Know

### ► Oral Vocabulary: *Replied* and *Welcome*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they listened to: “The Three Little Butterflies.” *In the story, the butterflies were out in a rainstorm. The door of their home was locked, so they asked their flower friends for help. Each flower replied by saying the one butterfly who was the same color as the flower could come in, but not the others. Replied means “answered.”*

- Think of another way that each flower could have replied. If you were a flower, how would you have replied when the butterflies asked for help?
- Remind children that *welcome* means “to greet or invite someone to come inside in a friendly way.” *Why do you think the flowers did not welcome all three butterflies?*

**Connect** Have children discuss how the butterflies must feel about their flower friends now after they all replied in a way that made them feel not welcome. Ask children to suggest what the butterflies might do the next time it looks like there might be a storm.

## Time to Read

### ► Read Take-Home Book

**Objective** Develop oral language; Recognize story structure: Identify setting

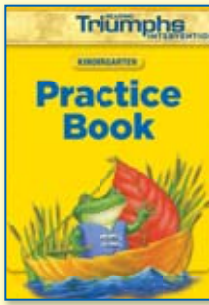
- Demonstrate correct book-handling techniques for children, such as proper orientation with the front cover in front and right-side up, not upside down.
- Look at the pictures and discuss what children see. Prompt children to describe the setting of the story, or where the story takes place. Work with children to confirm the story setting by describing details they see in each picture.
- Have children look at page 1 of the story. *We can see that the carrot has lots of space to grow. There is a fence around it to keep away animals that might try to eat the plant. The sun’s rays must be strong, as the man is wearing a hat. The story takes place during the morning or afternoon, when the sun’s rays are strong. The man is also wearing boots, so the soil around the plant must be wet. This seems like a good setting for the plant to grow.*
- Have children make predictions about the story.
- **Partner Reading** Have children tell the story to each other using the illustrations.
- After reading, discuss children’s predictions and whether or not they were correct.

See **Practice Book** pages 13–14.

### ► Write

**Objective** Draw a picture

- Ask children to recall where the story takes place.
- Have them draw a picture to show this place and draw themselves in it.
- Have each child tell about the picture by describing what they are doing in it.



Practice Book

## Materials

- Practice Book: p. 12, 15, 16; Take-Home Book, pp. 13–14
- Photo Cards: *book, deer, dog, fan, fish, fox, goat, horse, lock, mouse, net, quail, seal, top, yak*
- Large Letter Cards: *Aa–Zz*
- Letter Tiles: *Aa–Zz*
- hand puppet
- pocket chart
- index cards

### Online Resources

- Bibliography

## Working with Words

### ▶ Phonemic Awareness

#### Objective Blend onsets and rimes

Read aloud the following rhyme.

Look at my big, soft quilt.  
It covers up my bed.  
Some squares are yellow, green, or blue.  
My favorite squares are red.

- I Do**
- Use the puppet to review onset and rime.
  - Our puppet is thinking of a word from the rhyme. Listen as the puppet says the word in parts: /l/ /ŭk/. Now I'll blend the sounds to say the word: /llŭk/, *look*. Say the word parts and the word with me: /l/ /ŭk/, *look*.
  - Repeat the procedure using /b/ /ig/, *big*; /s/ /ôft/, *soft*; /b/ /ed/, *bed*.

- We Do**
- Display **Photo Cards** *top* and *net* in the pocket chart. Use the puppet to identify the pictures.
  - One picture shows a /t/ /op/. Say the sounds with me: /t/ /op/. Blend the sounds and say the word: *top*.
  - Listen to this word, *hop*. Say the beginning sound and the rest of the word with me: /h/ /op/, *hop*. Continue with /m/ /op/ and /p/ /op/.
  - Repeat with **Photo Card** *net* and the words /b/ /et/, /l/ /et/, and /m/ /et/.

- You Do**
- Display **Photo Cards** *book* and *fan*.
  - Point to **Photo Card** *book*. This is a /b/ /ŭk/. Repeat the sounds, blend them, and say the word: /b/ /ŭk/, /bŭk/, *book*. Point to **Photo Card** *fan*. This is a /f/ /an/. Repeat the sounds, blend them, and say the word: /f/ /an/, /fan/, *fan*.

- Have children blend the onset and rime for each of the following words: /k/ /ŭk/ (*cook*), /h/ /ŭk/, (*hook*), /l/ /ŭk/, (*look*), /t/ /ŭk/, (*took*), /k/ /an/ (*can*), /m/ /an/ (*man*), /p/ /an/ (*pan*), /r/ /an/ (*ran*).

### CORRECTIVE FEEDBACK

Display **Photo Card** *lock*. Say the beginning sound and the rest of the word with me: /l/ /ok/. What is the word?

### Quick Check

Can children identify onsets and rimes? If not, use Additional Instruction, pp. 34–37.

### ▶ Follow-Up Activity: Phonemic Awareness

#### Objective Blend onset and rime

**Name that Animal** Have children identify pictures of animals using onset and rime as clues.

- Display **Photo Cards** *deer, dog, fish, fox, goat, horse, mouse, quail, seal, and yak*. Have children identify each picture.
- Give an oral clue using onset and rime. I'm thinking of a /g/ /ôt/. Who can blend the sounds and find the animal?
- Once a child has identified the *goat*, continue the routine with the remaining photo cards.

### ▶ Alphabet Activity

**Alphabet Recognition** Have children turn to **Practice Book**, page 12. Recite the alphabet together as children point to each letter.

- **Make a Name** Write each child's name on an index card. Then place a set of capital and lowercase **Large Letter Cards** or **Letter Tiles** on the table.
- Have each child build his or her name with the **Letter Cards** or **Letter Tiles** using the index card as a guide.

- Afterward, have children read their names and say how many letters are in their names.

See **Practice Book** pages 12, 15.

- ELL** Pair English Language Learners with children who are more proficient in English and model this exchange: Partner 1: *Hello, my name is \_\_\_\_\_.* Partner 2: *Hello, \_\_\_\_\_.* For more support see pages T6–T7.

## Words to Know

### ► Oral Vocabulary: *Replied* and *Welcome*

**Objective** Develop oral vocabulary

**Confirm** Review the words *replied* and *welcome* with children. Remind children that the word *replied* means “answered.” *The flowers replied when the butterflies asked if they could all come inside to get out of the rain. Each flower replied that it would only welcome one butterfly in. The word welcome means “a friendly way to greet or invite someone to come in.”*

**Discuss** Have children finish the following sentence starters: *When my friends asked if they could play with me, I replied \_\_\_\_\_* and *When my friends come to my home, I welcome them by \_\_\_\_\_.*

**Connect** Describe a time when your family had visitors. How does your family welcome relatives or friends when they come for a visit? How do the relatives or friends reply to let you know that they are glad to see you, too?

For additional support with Oral Language, see **Practice Book** page 16.

## Time to Read

### ► Read Take-Home Book

**Objective** Develop oral language; Recognize story structure: Identify setting

- Have children look at the pictures and recall what the story was about. Remind children that the setting of a story is when and where a story takes place. Ask children to tell when and where the story takes place. Work with children to discuss how the story would change if it had a different setting.
- **Partner Reading** Have children use the illustrations to tell the story to each other.

See **Practice Book** pages 13–14.

### ► Self-Selected Reading

**Objective** Read Independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.





Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "The Three Bears"
- Practice Book pp. 17, 20
- Large Letter Cards: *Aa–Zz*
- Photo Cards: *helicopter, horse, inchworm, jet, penguin*

- blocks or markers

## Online Resources

- **IWB** **Interactive White Board:** Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Identify number of words in a sentence

Read aloud the following rhyme.

Up the ladder and down the slide.  
In the tunnel we crawl and hide.  
We swing high and we swing low.  
The park is a place we like to go.

- I Do**
- Tell children that you will read the first line of the rhyme and count how many words are in the line. You will move a block for each word you say.
  - Listen as I say each word in line 1: *Up the ladder and down the slide*. I have one block to stand for each word I say. The line has seven words in it.
  - Repeat with line 2 from the rhyme.

- We Do**
- Provide children with blocks or markers. Slowly repeat the words in line 3 with children. Have children move a block or marker for each word they hear and say. *Say each word after me. Move one block (or marker) for each word you say. Count the blocks. How many words are in the sentence? (7)*

- You Do**
- Read line 4 of the rhyme to children. *Say each word with me. Move a block (or marker) for each word you hear and say. How many words are there? (9)*

See **Practice Book** page 17.

### CORRECTIVE FEEDBACK

Listen to this sentence: *I like to draw a picture*. Say the sentence with me. Hold up a finger for each word you say: *I like to draw a picture*. How many words do you hear? (6)

### Quick Check

Can children identify how many words are in a sentence? If not, use **Additional Instruction**, pp. 34–37.

### ► Follow-Up Activity: Phonemic Awareness

**Objective** Identify words in sentences

**Recite a Rhyme** Recite "Pease Porridge Hot" with children.

*Pease porridge hot; pease porridge cold.  
Pease porridge in the pot, nine days old.  
Some like it hot; some like it cold.  
Some like it in the pot, nine days old.*

- Slowly repeat each line of the rhyme with children. Have children hold up one finger or clap once for each word they say. Then have them say the number of words in each line.

### ► Alphabet Activity

**Alphabet Recognition** Have children turn to page 20 in the **Practice Book**. Sing "The Alphabet Song" with children as you model how to point to each letter.

- **Alphabet Path** Have children randomly place **Large Letter Cards** on the floor to form a path. Then have children walk alongside the path, naming the letters as they go.
- Slowly recite or sing "The Alphabet Song" while children rearrange the **Letter Cards** in alphabetical order.

See **Practice Book**, page 20.

## Words to Know

### ► Concept Words: Opposites

**Objective** Develop oral vocabulary

- Hold up two blocks that are the same and two that are different. Use the terms same and different in describing them. Explain that words can be the same or different, too. Then reread the rhyme. Point out that some words in the rhyme are opposites. *Opposites* are words like *hot* and *cold* that have completely different meanings from each other.
- Write the words *up* and *down*, and *high* and *low* on the board. Frame each word with your hands as you talk about it. *The words up and down are opposites. Follow me as I point up to the ceiling and then down to the floor. The words high and low are opposites, too. The ceiling is high and the floor is low.*
- Say the words with me as you point and look: *up, down, high, low.*
- Show **Photo Cards** *helicopter, horse, inchworm, jet, and penguin*. Identify the pictures with children. *Which things could you find up in the sky, or high in the sky? Which things could you find low on the ground, or down on the ground?*
- Ask children to name things they see in the classroom that are up high or down low.

### CORRECTIVE FEEDBACK

Opposites are words with completely different meanings. The opposite of *high* is *low*. The opposite of *stop* is *go*. What is the opposite of *yes*?

#### Quick Check

Can children understand and use opposites? If not, use Additional Instruction, pp. 34–37.

## Time to Read

### ► Read “The Three Bears”

**Objective** Develop listening comprehension;  
**Recognize story structure: Make predictions**

**Before Reading** Display “The Three Bears,” Card 1. Read the story title. Ask children to tell you what

they notice in the picture. *Who is in the picture? Who do you think lives in the cabin? Where do you predict the bears are going? Where is the girl going?*

- Explain that when we read a story, we can use words in the story and the clues in the pictures to figure out what will happen next. This is called *making a prediction*.
- Help children set a purpose for reading. *Let’s find out what the little girl will do.*

**During Reading** Read the story. Check children’s comprehension using **Listening Comprehension, Act It Out,** and **Read the Picture** prompts.

- After reading Cards 2 and 3, display Oral Language Card #3. *We can use clues in the story to help us predict what will happen next. We know from the words that Goldilocks ate the porridge, sat in the chairs, and then fell asleep in baby bear’s bed. We also know that the bears are going through the house, so we could make a prediction that the bears will find Goldilocks asleep in the house.*

**After Reading** Discuss children’s predictions. *Was our prediction correct? Which clues in the text or pictures helped to make the prediction?*

- ELL** Remind children to use non-verbal cues to share information when they are not able to do so verbally. Encourage them to use gestures to demonstrate words. For more support, see pages T6 and T7.

**IWB** **Online Comprehension Lessons:** Make and Confirm Predictions Use the story to model the skill.

### ► Write

**Objective** Draw a picture

- Remind children that we heard in the story that Goldilocks never went to the forest again. Have children think about where she might go instead.
- Have children draw a picture showing Goldilocks either going to a safe place or at a safe place. Ask them to describe their picture.

See the Shared Writing lesson on page 33.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "The Three Bears"
- Practice Book pp. 18, 20
- Photo Cards: *bear, box, boat, fan, fly, fox, goat, king, lock, man, pen, pear, ring, rope, sky, soap, sock, ten*
- Large Letter Cards: *Aa–Zz*
- hand puppet
- pocket chart

## Working with Words

### ► Phonemic Awareness

#### Objective Recognize rhyming words

Read aloud the following rhyme.

Up the ladder and down the slide.  
In the tunnel we crawl and hide.  
We swing high and we swing low.  
The park is a place we like to go.

- I Do**
- Review the concept of rhyme with children.
  - Listen to the words I say: *slide, hide*. The words *slide* and *hide* end with the same sounds: /id/. Listen again: *slide, hide*. Words that end with the same sounds are called *rhyming words*. The words *slide* and *hide* rhyme.
  - Say additional words that rhyme with *slide* and *hide*: *ride, tide, wide*. Ask children to repeat the words after you.
  - Repeat with *low* and *go*. Then say *bow, hoe, mow, no, so, and tow*, and have children repeat.

- We Do**
- Read lines 1 and 2 of the rhyme again. Have the puppet ask questions about words that rhyme.
  - Listen to the word I say: *down*. Say the word with me: *down*. *Clown* rhymes with *down*. Does *town* rhyme with *down*? Does *frown* rhyme with *down*?
  - Repeat the rhyming words with children: *down, clown, town, frown*.
  - Say three words and ask children to repeat the two words that rhyme. Use these words: *slide, pet, hide; no, cot, so*.

- You Do**
- Have the puppet ask children to identify words that rhyme and words that do not rhyme.

- Does *swing* rhyme with *wing*? Does *play* rhyme with *day*? Does *high* rhyme with *tree*? Does *high* rhyme with *sky*?
- Say three words and ask children to repeat the two words that rhyme. Use these words: *play, day, swing; low, high, go; round, play, ground; day, go, low*.

See **Practice Book** page 18.

#### CORRECTIVE FEEDBACK

Display **Photo Cards** *fly* and *sky*. Listen as I say the picture names: *fly, sky*. Say the words with me: *fly, sky*. Do *fly* and *sky* rhyme? Yes, *fly* and *sky* both end with /i/. They rhyme. Now listen to the words I say: *more, four*. Do *more* and *four* rhyme?

#### Quick Check

Can children identify words that rhyme? If not, use **Additional Instruction**, pp. 34–37.

### ► Follow-Up Activity: Phonemic Awareness

#### Objective Recognize rhyming words

**Rhyming Words Song** Teach a song about rhyming words sung to the tune of "Do You Know the Muffin Man?"

- Display **Photo Cards** *bear, box, boat, fan, fox, goat, king, lock, man, pen, pear, ring, rope, soap, sock, and ten* in the pocket chart. Name each **Photo Card** with children.
- Sing the song:  
*Do you know two words that rhyme?  
Two words that rhyme, two words that rhyme?  
Do you know two words that rhyme?  
They end with the same sounds.*

Ask children to name two pictures whose names rhyme. Insert the names in the song.



*Box and fox are words that rhyme.*  
*Are words that rhyme, are words that rhyme.*  
*Box and fox are words that rhyme.*  
*They end with the same sounds.*

- Repeat the song, pausing to have children name two new picture names that rhyme.
- Continue until all rhyming picture names have been identified.

### ► Alphabet Activity

**Alphabet Recognition** Have children turn to page 20 of the **Practice Book**. Recite the alphabet with children as they point to each letter.

- **Alphabet Match-Up** Engage children in a movement activity to identify capital and lowercase letters.
- Divide children into two equal groups to determine how many letter pairs you will need.
- Distribute the capital **Large Letter Cards** to one group and the lowercase **Letter Cards** to the other group, one per child.
- Have children walk around to find their letter's match. After checking for accuracy, redistribute the cards and have children match up again.

See **Practice Book** page 20.

## Words to Know

### ► Concept Words: Opposites

**Objective** Develop oral vocabulary

- Remind children that last time they talked about words that are opposites: *up, down, high, low*. Tell children that words that are opposites are completely different from each other. Have children say each word after you and demonstrate word meaning by standing up and sitting down, and by stretching high and bending low.
- **Today, we will talk about some other words that are opposites and then play a game.** Write *left, right, loud, and soft* on the board. Have children show their left hand and then their right. Have children say their names in a loud voice and then in a soft voice.

- Play "Simon Says" using words that name opposites. Directions can include: *jump up/sit down; hold up your right hand/hold up your left hand; shout out loud/whisper in a soft voice; reach high/bend low*.

**ELL** Clarify meaning of opposite words by using actions or describing classroom objects. For example: *I can open the door. I can close the door. The board is big. The sticky note is small.* Have children repeat the sentences as they act out the actions or point to the classroom objects. For more support, see pages T6–T7.

## Time to Read

### ► Read "The Three Bears"

**Objective** Develop oral vocabulary; Recognize story structure: Make predictions

**Before Reading** Display Card 1 of "The Three Bears." Ask children what they remember about the story. Remind them of the predictions they made.

**During Reading** Read the story. During the second reading, pause throughout to develop children's oral vocabulary.

- As you read each card, pause to focus on this week's concept of opposites. Use the **Oral Language** prompts to discuss *huge/big/tiny* and *hard/soft*. In addition, talk about *loud* shouts and *soft* whispers, and *high* and *low* beds.
- Use the **Oral Language** prompts to define and discuss the words *porridge* and *just right*. Invite children to share their own experiences. **What does it mean if something fits just right?**
- Then use the prompts to develop children's understanding of **Wonderful Words** *delicious, comfortable, and exhausted*. Ask questions to check for understanding of each word.

**After Reading** Encourage children to discuss the story using newly acquired vocabulary.

See Vocabulary and Grammar lessons on page 32.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "The Three Bears"
- Practice Book pp. 19, 20
- Photo Cards: *bus, corn, dog, fan, feet, gate, hat, jet, king, lock, man, net, pen, rock, zoo*
- Large Letter Cards: *Aa–Zz*
- Comprehension Cards

- hand puppet
- pocket chart

## Online Resources

- **IWB** Interactive White Board: Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Segment words into onsets and rimes

Read aloud the following rhyme.

Up the ladder and down the slide.  
In the tunnel we crawl and hide.  
We swing high and we swing low.  
The park is a place we like to go.

- I Do**
- Explain that the puppet will say the word *down* from the rhyme in parts.
  - The first sound in the word *down* is /d/. The rest of the word is /oun/. Listen: /d/ /oun/, /dounnn/, *down*.
  - Repeat for *park, like, and low*.
- We Do**
- Display **Photo Cards** *bus, corn, dog, fan, gate, and hat*. Have the puppet say the words in parts. Ask children to repeat the word parts.
  - Say the word *dog* with me: *dog*. The first sound in the word *dog* is /d/. Say the first sound with me: /d/. The rest of the word is /og/. Say the first sound and the rest of the word with me: /d/ /og/.
  - Continue by having the puppet say each picture name using the onset and rime and asking children to repeat.
- You Do**
- Display **Photo Cards** *jet, king, lock, man, net, pen, and rock*. Hold up **Photo Card** *man*. Listen as the puppet says this picture name in parts: /m/ /an/. What is the first sound in the word *man*? What is the rest of the word?
  - Have children say the other picture names and identify the first sound and the rest of the word.

See **Practice Book** page 19.

### CORRECTIVE FEEDBACK

Display **Photo Cards** *jet* and *net*. The first sound in the word *jet* is /j/ and the rest of the word is /et/. Say the word and first sound with me: /j/ /et/, *jet*. What are the first sound and the rest of the word in *net*?

### Quick Check

Can children segment words into onsets and rimes? If not, use **Additional Instruction**, pp. 34–37.

### ► Follow-Up Activity: Phonemic Awareness

**Objective** Segment words into onsets and rimes

**Guessing Game** Have children play a guessing game using onset and rime as clues to identify pictures.

- In a pocket chart, display and name **Photo Cards** *bus, corn, dog, fan, feet, gate, hat, jet, king, lock, man, net, pen, rock* and *zoo*. Provide clues for children to identify the pictures.
- I'm thinking of something you use to catch a fish. It's a /n/ /et/. What am I thinking of?
- Ask a child to respond by blending the sounds to say *net* and then pointing to the picture.
- Continue playing until each picture name has been identified.
- Then play the game by asking children to identify the first sound, and the rest of the word, in a picture name.
- I'm thinking of something you use to catch fish. What is the picture name and what is its first sound? What is the rest of the word?

### ► Alphabet Activity

**Alphabet Recognition** Have children turn to page 20 of the **Practice Book**. Chant the alphabet with children as they point to each letter.

- **Alphabet Match** Give each child one or more

**Large Letter Cards.** Use both capital and lowercase letters. Ask each child to identify the letter(s) he or she has.

- Allow children to look at classroom books to find their letters. Have each child say their letter name aloud and point to it in their book.
- Challenge children to find the letters in more than one book.

See **Practice Book** page 20.

## Words to Know

### ► Oral Vocabulary: *Cozy* and *Shocked*

**Objective** Develop oral vocabulary

**Define** In the story you will hear again today, the bear family leaves their cozy house in the forest to take a walk. *Cozy* means “warm and safe.”

- Say the word with me: *cozy*.

**Example** *On cold winter nights, I feel cozy when I wrap up in a blanket and sit in my big soft chair.*

**Ask** What place in your home feels cozy?

**Define** When the bears came home and walked over to Baby Bear’s bed, Goldilocks woke up and was shocked to see three bears standing over her. *Shocked* means “really surprised.” When Goldilocks was shocked by the bears, she ran away.

- Say the word with me: *shocked*.

**Example** *My friends gave me a surprise birthday party last year. I was shocked when I walked in and everyone shouted, “Surprise!”*

**Ask** Have you ever been shocked when someone really surprised you?

## Time to Read

### ► Read “The Three Bears”

**Objective** Retell the story; Recognize story structure: Make predictions

**Before Reading** Display Card 1 of “The Three Bears.” Ask children to think about the story characters. *Do you think the bears always went out for a walk if their porridge was too hot to eat? What else could they have done while they waited? Why do you think Goldilocks went into the bears’ house?*

- Remind children that using clues from the story can help to figure out what will happen next. *When you tell what you think will happen next you make a prediction.*

**During Reading** As you read, pause occasionally to discuss what predictions children had made in the first reading.

**After Reading** Ask children to predict what the bears might do in the future if their porridge is too hot to eat. Remind them to use clues about what happened in the story to help them make their predictions.

- Ask children to retell the story using the **Retell the Story** prompts found on Card 4.

**ELL** Remind children of expressions they can use to request assistance from the teacher or a partner, such as *Can you show me in the picture? Can you repeat it, please?* For more support, see pages T6–T7.

**IWB** **Online Comprehension Lessons:** Make and Confirm Predictions Use the story to model the skill.

### **CORRECTIVE FEEDBACK**

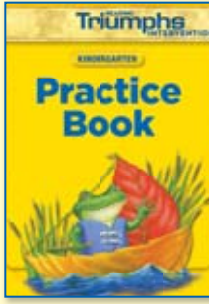
If children cannot make a prediction about a story, use **Comprehension Cards: Make Predictions**.

#### **Quick Check**

Can children make predictions about a story? If not, use **Additional Instruction**, pp. 34–37.

See the Interactive Writing lesson on page 33.





Practice Book

## Materials

- Practice Book: p. 20; Take-Home Book, pp. 21–22
- Photo Cards: *bike, book, dog, goat, hat, man, net, nut, pen, rake, rock, top*
- Large Letter Cards: *Aa–Zz*
- Letter Tiles: *Aa–Zz*
- hand puppet

## Working with Words

### ► Phonemic Awareness

**Objective** Identify rhyming words

Read aloud the following rhyme.

Up the ladder and down the slide.  
In the tunnel we crawl and hide.  
We swing high and we swing low.  
The park is a place we like to go.

- I Do**
- Use the puppet to talk about words that rhyme.
  - When I say this rhyme, I hear some words that end with the same sounds. I hear the word *low* and the word *go*. The words *low* and *go* both end with the /ô/ sound. The words *low* and *go* rhyme. Say the words with me: *low* and *go*.
  - Repeat with *slide* and *hide*.

- We Do**
- Read the rhyme again. Tell children you will need their help as you say some more words that rhyme.
  - We know that *slide* and *hide* rhyme. Listen to this word: *ride*. Does *ride* rhyme with *slide* and *hide*? Who can name another word that rhymes with *slide*, *hide*, and *ride*?
  - We know that *low* and *go* rhyme. Listen to this word: *bow*. Does *bow* rhyme with *low* and *go*? Who can name another word that rhymes with *low*, *go*, and *bow*?

- You Do**
- Display **Photo Cards** *man, net, nut, pen, and rake*.
  - Say each picture name with me. Who can find a picture whose name rhymes with *can*? What other words do you know that rhyme with *man* and *can*?
  - Repeat with the remaining picture names, having children name words that rhyme.

### CORRECTIVE FEEDBACK

Say the words *hat* and *cat*. The word *cat* rhymes with *hat* because they both have the same ending sounds, /at/. Now listen to another word: *pat*. Does *pat* rhyme with *hat*?

### Quick Check

Can children identify words that rhyme? If not, use **Additional Instruction**, pp. 34–37.

### ► Follow-Up Activity: Phonemic Awareness

**Objective** Identify rhyming words

- **Picture a Rhyme** Use **Photo Cards** to help children recognize and generate words that rhyme.
- Distribute one **Photo Card** per child: *bike, book, dog, goat, hat, man, net, nut, pen, rake, rock, top*. Identify each **Photo Card** with children.
- Give a rhyming word clue for one picture name. *Who has a picture whose name rhymes with Mike?*
- Have the child with **Photo Card** *bike* stand and say the two words: *bike, Mike*.
- Repeat with another rhyming word clue until each child has had a turn.

► **Alphabet Activity**

**Alphabet Recognition** Have children turn to page 20 of the **Practice Book**. Sing “The Alphabet Song” as children point to each letter.

- **Letter Round-Up** Display a **Large Letter Card** or **Letter Tile**. Then write a series of letters on the board. Some should be the same as the one on the **Letter Card** or **Letter Tile**. For example, display **Letter Card T**. On the board, write: *T L T R F T K*.
- Ask a child to circle the letters that are the same as the one on the **Letter Card** as they say the letter name.
- Afterward, ask the others to say the letter name out loud.
- Repeat the activity with a new letter.

See **Practice Book**, page 20.

**Words to Know**

► **Oral Vocabulary: Cozy and Shocked**

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they listened to: “The Three Bears.” *In the story, the bears lived in a cozy house with chairs and beds that were just the right size for each of them. Since everything was just right for the bears, they liked living in their cozy house. Cozy means “comfortable and warm.”*

- Display Card 3. *Look at the pictures of the bears’ house. What do you see inside that makes the house a cozy place to live?*
- Remind children that *shocked* means “really surprised.” Display Card 4. *Look at Goldilocks’ face. Does she look shocked to you? Why do you think seeing the bears when she woke up shocked her?*

**Connect** Have children discuss whether they think the bears were also shocked when they saw a girl sleeping in their cozy little house. What might the bears do the next time they leave their house to go for a walk?

**ELL** Some children may be confused by unfamiliar words. Encourage children to always seek clarification when they encounter a word or phrase that does not make sense to them. For example, *What does \_\_\_\_\_ mean?* For more support, see pages T6–T7.

**Time to Read**

► **Read Take-Home Book**

**Objective** Develop oral language; Recognize story structure: Make predictions

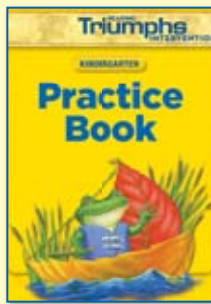
- Remind children that good readers think about what will happen next in a story. Look at the pictures and discuss what children see. Prompt children to use clues they see in the pictures to make predictions about that will happen next in the story. Explain that they can always change their prediction if something different happens.
- After reading, have children look at page 2. *This illustration shows the bird in its nest sitting on an egg. We could make a prediction that the egg will start to crack open someday. Is our prediction correct?* Have children look at the illustration on page 3. Ask them what prediction they could make. What clues could they use?
- Have children discuss any other predictions they made as they looked at the pictures and confirm whether their predictions turned out to be correct.
- **Partner Reading** Have children use the illustrations to tell the story to each other.

See **Practice Book** pages 21–22.

► **Write**

**Objective** Draw a picture

- Have children recall what happens in the story and how the story ends.
- Ask children to think about what might happen next if the story were to continue. Have them draw a picture to show what they think might happen after the story ends.
- Have each child tell about his or her picture.



Practice Book

## Materials

- Practice Book: p. 20, 23, 24; Take-Home Book, pp. 21–22
- Assessment Book
- Photo Cards: *bike, book, car, comb, door, fan, fork, gate, hat, jet, lock, man, map, mop, nut, pen*
- Large Letter Cards: *Aa–Zz*
- Letter Tiles: *Aa–Zz*
- hand puppet
- pocket chart

### Online Resources

- Bibliography

## Working with Words

### ► Phonemic Awareness

**Objective** Segment words into onsets and rimes

Read aloud the following rhyme.

Up the ladder and down the slide.  
In the tunnel we crawl and hide.  
We swing high and we swing low.  
The park is a place we like to go.

- I Do**
- Use the puppet to review onset and rime.
  - Our puppet is thinking about the first sound in the word *ride*. Listen as it says the first sound and then the rest of the word: /r/ /īd/. Say the first sound and the rest of the word with me: /r/ /īd/.
  - Repeat the procedure using: /d/ /oun/, *down*; /p/ /ārk/, *park*; /l/ /ō/, *low*; /l/ /īk/, *like*.

- We Do**
- Display **Photo Cards** *hat* and *jet* in a pocket chart. Use the puppet to identify the pictures.
  - Listen as I say the first sound and then the rest of the word in *hat*: /h/ /at/. Say the first sound and the rest of the word with me: /h/ /at/.
  - Continue with the words *mat*, *sat*, and *cat*.
  - Repeat with **Photo Cards** *jet* and the words *net*, *let*, *set*, *pet*, and *wet*.

- You Do**
- Display **Photo Cards** *nut* and *pen*.
  - Point to the picture of the nut. What is the first sound in the picture name? (/n/) What is the rest of the picture name? (/ut/)
  - Have children say the first sound and then the rest of the word for these words: *hut*, *cut*, *rut*; *Ben*, *hen*, *men*, *ten*.

### CORRECTIVE FEEDBACK

Display **Photo Cards** *map* and *man*. Say the word *map* with me. The first sound in *map* is /m/. The rest of the word is /ap/. Say the first sound and the rest of the word with me: /m/ /ap/. What is the first sound in the word *man*? What is the rest of the word?

### Quick Check

Can children segment words into onsets and rimes? If not, use **Additional Instruction**, pp. 34–37.

### ► Follow-Up Activity: Phonemic Awareness

**Objective** Segment words into onsets and rimes

- **Name that Animal** Have children identify pictures of everyday objects using onset and rime as clues.
- Display **Photo Cards** *book, bike, car, comb, door, fan, fork, gate, hat, lock, and mop*. Have children identify each picture.
- Give an oral clue using onset and rime. I'm thinking of something I drive. It is a /k/ /ār/. Who can blend the sounds and find the picture?
- Once a child has said and identified *car*, have a child give the next clue.

### ► Alphabet Activity

**Alphabet Recognition** Have children turn to page 20 of the **Practice Book**. Recite the alphabet together as children point to each letter.

- **Alphabet Match** Play a matching game with children, having them match capital and lowercase **Large Letter Cards** or **Letter Tiles**.
- Select eight letters. Place both capital and lowercase letters facedown.
- Have children turn over two cards or tiles at a time. If they match, set them aside. Play until all matches have been made.

See **Practice Book** pages 20, 23.



## Words to Know

### ► Oral Vocabulary: *Cozy* and *Shocked*

**Objective** Develop oral vocabulary

**Confirm** Review the words *cozy* and *shocked* with children. Remind children that the word *cozy* means “warm and safe.” *The three bears returned to their cozy home after taking a walk in the forest. When they got home, they found Goldilocks sleeping in Baby Bear’s bed. She was shocked when she woke up and saw the bears looking at her. The word shocked means “really surprised.”*

**Discuss** Have children finish the following sentence starters: *I feel cozy when I am \_\_\_\_\_ and I would feel shocked if my family told me \_\_\_\_\_.*

**Connect** Tell where a pet goes to feel cozy. Tell about a time when you were shocked by a wonderful surprise.

**ELL** Remember to model self-corrective techniques on a regular basis as you speak to children. Pretend to mispronounce words and self-correct. For more support, see pages T6–T7.

For additional support with Oral Language, see **Practice Book** page 24.

## Time to Read

### ► Read Take-Home Book

**Objective** Develop oral language; Recognize story structure: Make predictions

- Remind children that good readers think about what might happen next in a story as they read or look at the pictures. Discuss how thinking about what might happen next can help readers enjoy and understand the story better.
- Have children look at each picture in the story and recall what happens and why. Ask children to predict what they think might happen after the story ends.
- **Partner Reading** Have children tell the story to each other using the illustrations.

See **Practice Book** pages 21–22.

### ► Self-Selected Reading

**Objective** Read Independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

## Unit Assessment

Have children complete the **Unit Assessment** on **Assessment Book**, pages 24–35.

Reinforce vocabulary, grammar, writing, and listening and speaking skills every week.

### Materials

- Oral Vocabulary Cards: "The Knee-High Man," "The Three Little Butterflies," "The Three Bears"
- Photo Cards: *apple, baby, bird, camel, egg, farm, girl, kitten, mouse, nurse, piano, zoo*

## More Word Work Oral Vocabulary: Wonderful Words

Use the Oral Language prompts on the **Oral Vocabulary Development Cards** to review the meanings of the three Wonderful Words for each week. Then use the prompts below. Have children create sentences of their own using the words.

**Objective** Reinforce meanings of oral vocabulary

### WEEK 1

- **advice, disappointed, defend**
  - If you had trouble playing a game, who would you ask for *advice*?
  - If you wanted to play outside with a friend and it started to rain, would you be *disappointed*?
  - Would you *defend* a friend if someone said things not true about your friend?

### WEEK 2

- **decided, politely, soaked**
  - If you *decided* to take an umbrella with you, what did you think was going to happen?
  - If you ask a friend to do you a favor, why should you ask for the favor *politely*?
  - Why might you get *soaked* in a rain storm?

### WEEK 3

- **delicious, comfortable, exhausted**
  - Show us a face you would make if you just tasted the most *delicious* flavor of ice cream.
  - Show us how you would feel if you sat in a nice, soft, *comfortable* chair.
  - Show us how you would feel if you cleaned your room and were *exhausted*.

## Grammar: Naming Words (Nouns)

**Objective** Identify and use naming words (nouns)

### WEEK 1

- Tell children that they will learn about some naming words. *Naming words tell the names of people, animals, places, and things.*
- Display Card 1 of "The Knee-High Man." Point to the horse. *Horse is a naming word, a noun.* Point to and say *man, horse, grass, trees, hills,* and *clouds.* Tell children that *man* is naming a person. *Horse* is naming an animal. *Hills* is naming a place. *Grass, trees,* and *clouds* are naming things. Make four separate lists for naming words of people, animals, places, and things for this week's stories. and add the words above.

### WEEK 2

- Display Card 4 of "The Three Little Butterflies." Point to a butterfly. *Butterfly is a naming word, a noun.* Point to and say *grass, flowers, sun,* and *sky.* These are naming words, too.
- Using the same card, point to and say *tulip, daffodil, lily.* Tell children that they are naming words.
- Use **Photo Cards** to practice using nouns. Display each card and tell children to identify the naming word. Have them tell if the word names a person, animal, place, or thing.

### Listening and Speaking

Tell children to wait their turn to speak and to speak clearly.

### WEEK 3

- Display Card 3 of "The Three Bears." Tell children to identify things in the picture and say their names. Remind them that these are naming words. Record their responses in the list.
- Read this sentence that tells about the story: "*Papa Bear, Mama Bear, and Baby Bear lived in a cozy house in the great big forest.*" Have children identify the naming words in the sentence. (*papa bear, mama bear, baby bear, house, forest*) Add these words to the list of naming words.

## Writing: Lists and Sentences

**Objective** Write lists and sentences; Develop concepts of print

### WEEK 1

#### Shared Writing: List

- Explain to children that making a list is a good way to remember information and ideas. Tell them that today you will make a list together that tells what they know about “The Knee-High Man.” Write the heading “Story Animals.” Read the heading as you track the print.
- Display Cards 1–4. Have children name the animals in the story. List children’s responses. Then track the print as you read the list. Have children repeat.
- Make another list with the heading “Animal’s Advice.” Using the pictures, have children recall what advice each animal gave the Knee-High Man. List children’s responses. Track the print as you read the completed lists to children.

**Concepts of Print** Point out to children that the name of each animal is on a separate line in the lists. The names are written under one another. Use your finger to track the print as you read the words in the lists to show how print moves from left to right and top to bottom. Then have children track the print. Tell children to point out any letters they know.

#### Interactive Writing: Sentences

- Write and read aloud the sentence frames: *The horse told the knee-high man to \_\_\_\_.* *The owl told the knee-high man to \_\_\_\_.* Guide children in looking at the lists and suggesting words to complete each sentence. Encourage children to write any letters they know. Track print as you read the sentences.

### WEEK 2

#### Shared Writing: List

- Point out that a list is a good way to keep track of the different things in a story. Tell children that the class will make a list that shows the different kinds of butterflies and flowers in “The Three Little Butterflies.”
- Make two lists. Write the heading “Butterflies” at the top of the first list and the heading “Flowers” at the top of the second list. Read each heading as you track the print.
- Display Card 1 of “The Three Little Butterflies.” Tell children to name the color of each butterfly. Record children’s responses in the list.
- Have children name the flowers on Card 1. Record children’s responses in the second list. Then tell children to name the color for each kind of flower. Record children’s responses next to the name of each flower on the list. Track the print as you read the completed lists to children. Have children repeat.

#### Interactive Writing: Sentences

- Write the sentence frames: *Some butterflies are \_\_\_\_.* *Some flowers are \_\_\_\_.* Then have children look at the lists and suggest a word to complete each sentence. Point to the capital letter and period in each sentence and tell children that sentences begin with a capital letter and end with a mark. Encourage children to write any letters they know. Track print as you read the sentences.

### WEEK 3

#### Shared Writing: List

- Tell children that the class will make a list that shows the different sizes of the characters or things in “The Three Bears.” Display Cards 1–4 of “The Three Bears.”
- Make three lists with the headings: “Little,” “Medium,” “Big.” Remind children that making a list is a good way to remember information in a story. Point out that when you list things next to each other, it is easier to see how they are similar and different.
- Have children tell what animals or things in the story are “Little,” “Medium,” and “Big.” Record children’s responses under the appropriate list. Track the print as you read the completed lists to children. Have children repeat.

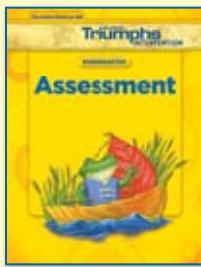
#### Interactive Writing: Sentences

- Write the sentence frames: *Papa Bear is \_\_\_\_.* *The bowl of porridge is \_\_\_\_.* *The chair is \_\_\_\_.* Then have children look at the lists and suggest a word to complete each sentence.
- Point to the capital letter and period in each sentence and remind children that sentences begin with a capital letter and end with a mark. Encourage children to write any letters they know. Track print as you read the sentences.

#### Listening and Speaking

Remind children to listen attentively as they share their ideas so they can stay on topic.





Assessment Book

Choose from the Additional Instruction for children who need more support. Use Unit Assessment to check children's progress.

## Working with Words

### Materials

- Sound-Spelling WorkBoards
- Photo Cards: *bike, blue, boat, box, car, chair, dog, fan, fish, goat, green, hair, house, lamp, light, man, moon, mouse, net, nine, queen, rope, soap, spoon, star, sun, vine, web, write, zoo*
- Large Letter Cards
- hand puppet
- blocks
- markers or counters
- index cards

### Phonemic Awareness

**Objective** Develop phonological awareness

#### Identify Words in a Sentence

##### Take a Step Back: Counting Words in a Sentence

Read aloud the following poem.

*There was a small duck.  
He swam round and round.  
He swam with the fish.  
Then he sat on the ground.*

Read aloud the first sentence. Make sure to pause between each word in the sentence. Explain to children that after you pause, you are going to read another word in the sentence. Read the sentence again, this time clapping for each word in the sentence. Have children repeat the sentence and clap for each word. After you say each word in the sentence again, place a block on a desk. Ask children to count the number of blocks they see. Explain that the first sentence has five blocks, which means it has five words. *There are five words in this sentence. Each word is a part of the sentence. This sentence has five words.* Repeat with the other sentences in the poem.

Read the following sentence aloud: *Mel likes to walk her dog.* Listen as I clap my hands for each word I say: *Mel likes to walk her dog.* Listen as I say the sentence again: *Mel likes to walk her dog.* This time I will clap my hands for each word and place a block on the desk. How many times did I clap? (six) How many blocks did I place on the desk? (six) How many words are in this sentence? (six) Repeat and model with these sentences: *The bus stops. Jill can play the drums.*

**Identify Words in a Sentence** Continue with each of the following sentences pausing between each word. Provide children with blocks or markers. Tell children to clap for each word they hear and place a block or marker on their desk for each word. Ask children to say how many words are in each sentence.

- Lessons 1–5: *Matt can swim. Lin will help her friend.*
- Lessons 6–10: *There are three dogs. My swim class is fun. Watch out!*
- Lessons 11–15: *Our class went to the zoo. Jack saw the snakes first.*

#### Identify Syllables in Words

**Take a Step Back: Counting Syllables** Explain that words have parts called *syllables*. Say the first name of a child in the class, syllable by syllable, and model clapping the name out. *When I say Kel-ly, I clap two times. The name Kelly has two syllables.* Repeat modeling, using the first and last names of children. Then have them say and clap their own names. *How many syllables does \_\_\_\_ have?*

**Identify Syllables in Words** Then tell children that you will say a word. Use the **Sound-Spelling WorkBoard** and place one marker for each syllable of the word you say on it. *Listen to this word: because. I have two markers to stand for the two parts in because: be-cause. Listen as I say each part again: be-cause.* As you say the syllables, touch each marker. Repeat with *wonderful* and *horse*.

Explain that you will say some more words. Use the **Sound-Spelling WorkBoard**. *Listen to a word I say in parts: sil-ly. Say the word in parts with me: sil-ly. I will use two markers to show the two parts.*

Have children say each part of the word with you: *sil-ly*. Then have them clap as they say each word part: *sil-ly*. Repeat with *excited*. Then have children

say each of these words after you and clap for each word part they hear. Have them place one marker for each syllable on their **Sound-Spelling WorkBoards**.

- Lessons 1–5: *jump, elephant, happy, understand*
- Lessons 6–10: *swim, grandfather, sleep, picture*

### Identify Rhyming Words

Read children the following poem.

*Jake's elephant is orange.  
My lion is green.  
Pauline drew a bluebird with a crown like a queen.*

*Saul likes his sea lions purple.*

*Leo makes his llama brown.*

*We are the most colorful zoo artists in town!*

Explain that rhyming words are words that have the same ending sounds. Point out that *green* and *queen* rhyme because they have the same sounds at the end. Have children repeat the words. Repeat with *brown* and *town*. **Do *brown* and *town* have the same sounds at the end? Do *brown* and *town* rhyme?**

- Lessons 1–5: Have children listen for the end sounds in *hop* and *stop*. Have them repeat the rhyming pair. Then display **Photo Cards** *blue, boat, car, chair, fan, goat, hair, house, man, mouse, star, zoo*. Say the picture names with children. Have them match pairs of words that rhyme. For example, *blue* and *zoo* rhyme. Ask children to think of other words that rhyme with *blue/zoo*. Continue until all cards have been used.
- Lessons 11–15: Repeat above procedure using the following **Photo Cards**: *green, light, moon, nine, rope, soap, spoon, queen, vine, write*.

**Blend Onset and Rime** Then tell children that the puppet likes to say words in parts. **Listen as the puppet says the beginning of the word and then adds the rest of the word: /m/ /ap/. Now listen as he blends the sounds to say the word: /mmaaap/, map. Say the beginning sound and the rest of the word: /m/ /ap/, /mmaaap/, map.** Repeat using /s/ /at/, /t/ /in/, /l/ /ok/, and /n/ /et/.

Display **Photo Card** *sun*. Use the puppet to identify the picture. **This picture shows a /s/ /un/. Say the beginning sound and the rest of the word with me: /s/ /un/. Blend the sounds and say the word: /ssuuunnn/, sun.** Display **Photo Cards** *bike, dog, goat, house, man, mouse, star, and zoo*. For each word, say the beginning sound and then the rest of the word. Have children blend the onset and rime.

**Segment Onset and Rime** Explain that the puppet will say the word *fast* in parts. **The first sound in the word *fast* is /f/. The rest of the word is /ast/. Listen: /f/ /ast/, /fffaasst/, *fast*.** Repeat for *mud, sip, melt, cup*.

Display **Photo Cards** *box, fish, lamp, net, and web*. Hold up **Photo Card** *net*. **Listen as the puppet says *net* in parts: /n/ /et/. What is the first sound in the word *net*? (/n/) What is the rest of the word? (/et/)** Have children say the other picture names, identify the first sound, and then the rest of the word.

**ELL** Review the meanings of words in the lesson that can be demonstrated in a concrete way. For more support, see pages T6–T7.

## ► Alphabet Activity

**Objectives** Recognize letters in the alphabet

**Identify the Letters in a Name** Write your name on the board. Display a set of capital **Large Letter Cards** face up on a table in order. Say your name and model for children how to find the letter it starts with. Hold up the letter card. **This is the letter \_\_\_\_\_. \_\_\_\_\_ starts with the letter \_\_\_\_\_.**

Write each child's name on an index card. Have each child look at the **Large Letter Cards** to find the letter that his or her name starts with. Have the child point to it. Then say the name of the letter as you draw it in the air. Have children repeat. Continue until all children have had a chance to identify the first letter of their name.

**Recognize Letters in the Alphabet** Give each child a **Large Letter Card** and identify it. As you sing the alphabet song, have children hop up when they hear the name of the letter they are holding.

**Alphabet Recognition** Display the **Sound-Spelling WorkBoard**. Sing "The Alphabet Song" as you point to each letter.

## Words to Know

### Materials

- Large Letter Cards: *a, e, d, g, n, o, r*
- Photo Cards: *bear, bowl, kitten, plate, star, zucchini*
- pocket chart

### ► Concept Words

#### Objective Develop oral vocabulary

**Size Words (Lessons 1–5)** Remind children that they have been talking about words that tell about size. *Some words have more letters than others.* Use **Large Letter Cards** to spell out the words *red* and *orange*. *The word red has three letters. The word orange has six letters. Red is a short word. Orange is a long word. Other words that tell about size are big and little.*

- Have children name things that are *big*. (*airplane, elephant, school bus, whale, horse, truck*) Then have them name things that are *little*. (*mouse, toy car, book, pencil, crayon, sandwich*) Repeat with things that are *short* and *long*.
- Then have partners work together to orally complete these sentences: *A \_\_\_\_\_ is big. A \_\_\_\_\_ is little. A \_\_\_\_\_ is long. A \_\_\_\_\_ is short.*

**Color Words (Lessons 6–10)** Remind children that words like *yellow, green, blue, and red* are color words. Display **Photo Card** *bowl*. *This bowl is red.* Display **Photo Card** *star*. *This star is yellow.* Display **Photo Card** *zucchini*. *This zucchini is green.* Display **Photo Card** *plate*. *This plate is blue.*

- Place **Photo Cards** *bowl, star, zucchini, and plate* in the pocket chart. Ask children to name other things that are *yellow, green, blue, and red*. As they say the name of something, have them come up and point to the **Photo Card** picture that is the same color.
- Then have children draw pictures of things that are *yellow, green, blue, and red* and complete this sentence: *A \_\_\_\_\_ is yellow (or green, blue, or red).*

**Opposites (Lessons 11–15)** Remind children that words can mean the same thing or different things. Explain that opposites are words like *big* and *small* that have completely different meanings from each other. Show **Photo Cards** *bear* and *kitten*. *We can use the word big to describe the bear. We can use the word small to describe the kitten.* Ask children if they think the bear is *short* or *tall*. (*tall*) Ask if they think a kitten is *short* or *tall*. (*short*)

- Discuss the meaning of other opposites with children: *thin, fat; fast, slow*.
- Ask children to think of animals that are *big* and *small*, and *fast* and *slow*. Then have them take turns completing the following sentences: *A \_\_\_\_\_ is big and a \_\_\_\_\_ is small. A \_\_\_\_\_ is fast and a \_\_\_\_\_ is slow.*

**ELL** Help children point to things around the classroom to describe size words, color words, and opposites. Use the item they point to in a sentence using a concept word. *A pencil is small. That book is red.*

## Time to Read

### Materials

- Oral Vocabulary Cards: “*The Knee-High Man*,” “*The Three Little Butterflies*,” “*The Three Bears*”

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

### ► Listening Comprehension

#### Objectives Review comprehension skills

**Make Predictions (Lessons 1–5)** Explain to children that when they read, they can use the words in the story and clues in the pictures to figure out what will happen next. *We can use clues in the story to help us predict what will happen next. This is called making a prediction.*

- Use the **Oral Vocabulary Development Cards** for “*The Knee-High Man*.” *Let’s read “The Knee-High Man.” As we read, let’s pay attention to clues in the text and pictures to help us make a prediction.*



- Read aloud Card 1. *As I look at the picture and read the words, I learn that the knee-high man wants to be as big as the horse. What does the knee-high man ask the horse? (He asks the horse how he could get big.)*
- Read aloud Cards 2 and 3. *Which characters do we meet on these cards? (the bull and the owl) What does the knee-high man ask the bull and the owl? (He asks them how he could be big.) Do you think the owl will help him get big? Why or why not? (Answers may vary.) What do you think will happen next? (Possible answer: The owl will give the knee-high man good advice.)*
- Read aloud Card 4. Have children retell the story.
- **Make Predictions** Have children look through picture books and make predictions about what they think will happen next. Have children identify picture and text clues in the story.

**Identify Setting (Lessons 6–10)** Explain to children that where and when a story takes place is called the *setting*. *As we read, we can pay attention to the setting and how it changes. This can help us understand the story better.*

- Use **Oral Vocabulary Development Cards** for “The Three Little Butterflies.” *Let’s read the story. As we read, let’s pay attention to when and where the story takes place.*
- Read aloud Card 1. *As I look at the picture and read the words, I learn that the story takes place in a beautiful, sunny garden. How does the setting change? (It starts to rain.)*
- Read aloud Cards 2 and 3. *What is the setting now? (in the garden where the red tulip lives; in the garden where the yellow daffodil lives) What happens in the story next? (The tulip will only help the red butterfly and the daffodil will only help the yellow butterfly, so the butterflies stay in the rain.)*
- Read aloud Card 4. *Where does this part of the story take place? (where the white lily lives in the garden) How does the setting change? (The sun pushes its way through the clouds. The rain stops and the butterflies play among the flowers in the garden.)*
- **Identify Setting** Have children look through picture books and identify where and when the stories they read take place.

**Make Predictions (Lessons 11–15)** Remind children that when they read, they can use the words in the story and clues in the pictures to figure out what will happen next. *We can use clues in the story to help us predict what will happen next. This is called *making a prediction*.*

- Use the **Oral Vocabulary Development Cards** “The Three Bears.” *As we read “The Three Bears,” let’s pay attention to clues in the text and pictures to help us predict what will happen next in the story.*
- Read aloud Card 1. *There are three characters in the beginning of this story: A papa bear, a mama bear, and a baby bear. Then I read that Goldilocks comes to their house. Why do the bears go for a walk? (to give their porridge time to cool down) What do you think Goldilocks will do next? (Possible answer: I think she will eat the porridge.) What clues help you make that prediction? (The story says that Goldilocks is hungry. She says that the porridge smells delicious.)*
- Read aloud Card 2. *What does Goldilocks do? (She tastes all three bowls of porridge and eats all of baby bear’s porridge.) We read that Goldilocks is tired and tries out all the beds. She decides that baby bear’s bed is just right. What do you think will happen next? (Possible answer: Goldilocks will fall asleep in baby bear’s bed.)*
- Read aloud Cards 3 and 4. *We read that the three bears come home and see that someone has eaten their porridge and has been sitting in their chairs. At the end of Card 3, I think that the bears will check in the bedroom because I think they would continue looking to see if anything else in their house has been used or broken. What clues tell me that my prediction is correct? (Card 4 says that they go into the bedroom and find Goldilocks sleeping in the baby bear’s bed.)*

**IWB Online Comprehension Lessons:** Make Predictions; Character, Setting, Plot

### Self-Selected Reading

Provide books for children to read for additional practice. Guide children to make predictions and identify the setting in fiction books.



Oral Vocabulary Development Cards



Oral Vocabulary Development Cards

**Working with Words**

- **Phonemic Awareness**
- **Phonics**

**Words to Know**

- **High-Frequency Words**
- **Concept Words**
- **Build Fluency**

**Time to Read**

- **Oral Vocabulary Development Cards**
- **Comprehension**
- **Write**

**Language Arts**

- **Grammar**
- **Writing**

**Assessment**

- **Informal**
- **Formal**

**Week 1, Lessons 1–5**

**Phonemic Awareness**

- Rhyme
- Phoneme Isolation

**Phonics**

- Initial /m/m

**High-Frequency Words**

- /

**Concept Words**

- Family Words

**Fluency**

- Letter, Sound, and Word Fluency; Connected Text

**Read**

- “Why the Crocodile Does Not Eat the Hen”

**Strategy:** Ask Questions

**Skill:** Identify Character

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

- Naming Words

**Writing**

- Shared Writing: Chart
- Interactive Writing: Sentences



Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

**Week 2, Lessons 6–10**

**Phonemic Awareness**

- Rhyme
- Phoneme Isolation

**Phonics**

- Initial /s/s

**High-Frequency Words**

- can

**Concept Words**

- Seasons

**Fluency**

- Letter, Sound, and Word Fluency; Connected Text

**Read**

- “The Seasons”

**Strategy:** Ask Questions

**Skill:** Compare and Contrast

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

- Naming Words

**Writing**

- Shared Writing: Chart
- Interactive Writing: Sentences



Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

**Additional Instruction, pages 72-75**



Oral Vocabulary Development Cards

**Week 3, Lessons 11–15**

**Phonemic Awareness**

- Phoneme Identity
- Phoneme Categorization

**Phonics**

- Review Initial /m/m and /s/s

**High-Frequency Words**

- Review *I* and *can*

**Concept Words**

- Weather Words

**Fluency**

- Letter, Sound, and Word Fluency; Connected Text

**Read**

- “The Little Ant”

**Strategy:** Ask Questions

**Skill:** Identify Character

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

- Naming Words

**Writing**

- Shared Writing: List
- Interactive Writing: Sentences

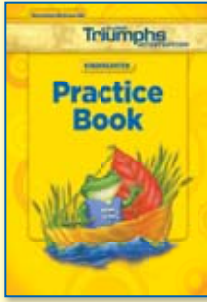


Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

- **Unit Assessment, Assessment Book pp. 36–47**







Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 21–22
- Photo Cards: *fly, house, man, map, moon, mop, mouse, mule, pie, ring, snow, string, toe*
- Large Sound-Spelling Card: *Map*
- Word Card: *l*
- Sound-Spelling WorkBoards

- self-stick notes
- pocket chart

## Online Resources

**IWB** Interactive White Board  
Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Identify rhyming words

Read aloud the following rhyme.

Mom makes *cookies* just for me.  
Oh! They are *so yummy!*  
They *crunch* and melt in my mouth,  
Right down into my *tummy!*

- I Do**
- Repeat the rhyme, emphasizing *yummy* and *tummy*. The words *yummy* and *tummy* have the same ending sounds. That means they rhyme.
  - Now listen to this sentence: *Can you see me? See and me* rhyme. Another word that rhymes with *see* and *me* is *tree*. Now say those words with me: *see, me, tree*. What rhymes with *see*?
  - I will say three words. Two words will rhyme: *man, fan, moon*. *Man* and *fan* rhyme because they have the same end sounds.

- We Do**
- Listen to these words: *top, dig, mop*. Let's say the words together. Which two words rhyme? Yes, *top* and *mop* rhyme. Continue with *fox, box, bake*; and *rake, rock, lock*.

- You Do**
- Reread the rhyme to children. Which word rhymes with *yummy*? Listen to another word I say: *crunch*. Which word rhymes with *crunch*: *lunch* or *bench*?
  - Display **Photo Cards** *house, mouse, ring, string, fly, pie, snow, toe* in random order. Say each picture name. Have children match the rhyming cards.

### CORRECTIVE FEEDBACK

Say the word *bake*. The word *bake* rhymes with the word *make*. Let's say the words together: *bake, make*. Which word rhymes with *make*?

### Quick Check

Can children identify rhyming words? If not, use Additional Instruction, pp. 72–75.

### ► Phonics

**Objective** Identify initial /m/m

- I Do**
- Display the *Map* **Sound-Spelling Card**.
  - This is the letter *m*. This is capital *M*. This is lowercase *m*. The letter *m* stands for the /mmm/ sound you hear at the beginning of *map*.
  - Listen for /m/ as I say the word: /mmmmap/, *map*.
  - Display **Photo Card** *mouse*. Place a self-stick note with a lowercase *m* written on it below the picture of the mouse.
  - This is a *mouse*. It begins with /m/. Listen for the /m/ sound as I say the word: /mmmous/, *mouse*.
  - Repeat with **Photo Cards** *mop* and *mule*.
- We Do**
- Write *me* on the board.
  - Read the rhyme and point to the letter *m* in *me*. The *m* in *me* stands for the /m/ sound. Say the sound with me as I point to the letter /mmm/.
  - Repeat for *makes, melt, my, and mouth*.
  - Have children say the words and /m/ sound with you again. Then have them draw a line under the letter that stands for the /m/ sound.
- You Do**
- Display **Photo Card** *man*. Place a self-stick note with a lowercase *m* below it. Have children say the picture name and point to *m*. Have them say the sound at the beginning of the word.
  - Repeat the above routine with each of the **Photo Cards**: *map, moon, mouse, and mop*.

**IWB** Online Phonics Lessons: Consonant *Mm*  
Throughout Unit 2, use the phonics instruction animations only.

**CORRECTIVE FEEDBACK**

Write the word *map*. This is the word *map*. Draw a line under *m*. This is the letter *m*. Say the name of the letter: *m*. *M* stands for the /m/ sound at the beginning of the word *map*. Say /m/ as I point to *m*.

**Quick Check**

Can children identify /m/ spelled *Mm*? If not, use Additional Instruction, pp. 72–75.

**Words to Know**

► **High-Frequency Word: /**

**Objective** Read high-frequency words

- Display **Word Card /** in the pocket chart.
- Point to the word */*. This is the word */*. It is spelled capital *I*. *I can jump rope*. What's the word?
- Have children chorally **read** and **spell** the word */* with you as you point to it.
- Have children **write** the word */* on their **Sound-Spelling WorkBoards**.
- Have children take turns finishing the sentence: *I can \_\_\_\_\_*. Write the sentences on the board.

**ELL** Model the meaning of */*. Have a child stand while you sit. Point to the child and yourself and say: *You are standing. I am sitting*. Have the child point to you and him or herself and say: *You are sitting. I am standing*. For more support, see pages T6–T7.

**CORRECTIVE FEEDBACK**

Point to and say */*. The word is */*. Point to the word and say it with me: */*. *I can read a book*. What's the word?

**Quick Check**

Can children read */*? If not, use Additional Instruction, pp. 72–75.

► **Concept Words: Family Words**

**Objective** Develop oral vocabulary

- Reread the rhyme with children. Point out that Mom makes cookies for her family. *How do people in your family work together? What do they do?* Discuss children's responses.

- Note whether children have mentioned brothers and sisters. *Many children have brothers and sisters. Let's find out how many brothers and sisters we have.*
- Make a tally chart labeled *Brothers* and *Sisters*. Help children make a tally mark for each brother and sister in their family. Discuss the results.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

- Explore the previous **Take-Home Book's** illustrations with children. Have them use the illustrations to tell how they make predictions.
- **Partner Reading** Have children tell the story to a partner, using the illustrations.

► **Response**

Ask children to respond to the previous **Take-Home Book** by talking about what happened in the story. Have them share the predictions they made about the text as they were reading and whether their predictions were correct.

See **Practice Book** pages 21–22.

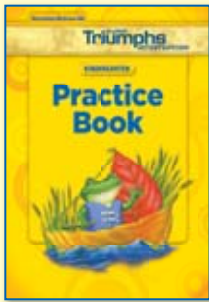
► **Write**

**Objective** Write *Mm*

- Display the *Map* **Sound-Spelling Card**.
- Model how to write *Mm* by tracing the letter with your finger.
- Write the letter *Mm* on the board.
- Have children take turns tracing *Mm* with their fingers on the *Map* **Sound-Spelling Card**.
- Have children say the sound /m/ as they write the letter *Mm* several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: capital *m*. Now write lowercase *m*. Provide immediate feedback.

See Handwriting pages T8–T11.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 25–26; p. 189
- Photo Cards: *bear, box, fox, hair, hat, hay, hand, king, kitten, knee, man, map, moon, mop, mouse, mule, nest, ring, seal, tree, vest, wheel*
- Large Letter Cards: *Mm, Aa–Zz*
- Letter Tiles: *m*
- Sound-Spelling WorkBoards
- Word Card: *l*
- self-stick notes
- pocket chart

### Online Resources

**IWB** Interactive White Board  
Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Identify rhyming words

Display the rhyme and read it aloud.

Mom makes *cookies* just for me.  
Oh! They are *so yummy!*  
They *crunch* and melt in my mouth,  
Right down into my *tummy!*

- I Do**
- I can hear that *yummy* and *tummy* have the same sounds at the end. *Yummy* and *tummy* rhyme. Listen as I say another word: *me*. Now I will say a word that rhymes with *me*: *tree*.
  - Repeat with other words from the rhyme: *makes, crunch, melt, and right*.

- We Do**
- Hold up **Photo Card** *kitten*. This is a *kitten*. The word *kitten* rhymes with the word *mitten*. Say the words with me: *kitten, mitten*.
  - Repeat with **Photo Cards** *hat, hay, and hand*.

- You Do**
- Display **Photo Cards** *seal, wheel, vest, nest, knee* and *tree*. Have children say the name of each picture and match the rhyming words.
  - Repeat with **Photo Cards** *fox, box, king, ring, bear, and hair*.

### CORRECTIVE FEEDBACK

Say *man, fan*. These words rhyme because they end with the same sounds. Say the words with me: *man, fan*. What word rhymes with *fan*?

### Quick Check

Can children identify rhyming words? If not, use Additional Instruction, pp. 72–75.

### ▶ Phonics

**Objective** Identify initial /m/m

- I Do**
- Display **Large Letter Cards** *Mm*.
  - Point to the letter *m*. The name of this letter is *m*. The letter *m* stands for the /mmm/ sound at the beginning of *monkey*. When I write the word *monkey*, the first letter is *m*.
  - Listen for the /m/ sound as I say the word: /mmmunkē/, *monkey*. Now say the sound /m/ and the word with me: /m/, *monkey*.

- We Do**
- Display **Photo Cards** *moon, mule, mop, and map*. Have children say the name of each picture with you.
  - Place a self-stick note with the lowercase *m* written on it below each picture as you say each picture name.
  - The word *moon* begins with the letter *m*. The letter *m* stands for the /m/ sound. Say the sound and word with me: /m/, *moon*.
  - Repeat the procedure with each **Photo Card**.

- You Do**
- Display **Photo Cards** *moon, mouse, man, map, and mop*. Point to the pictures one at a time. Have children take turns saying the name of each picture and holding up **Letter Card** or **Letter Tile** *m* as they say the /m/ sound.

- ELL** Put your lips together and hum to demonstrate the way to say /m/. Have children practice the continuous sound of /m/ as they say /mmmous/, *mouse*. Have them tell you additional words that begin with /m/ including words in their native language. For more support, see pages T6–T7.

**IWB** Online Phonics Lessons: Consonant *Mm*



► **Alphabet Recognition**

Sing “The Alphabet Song” together as children point to each letter on their **Sound-Spelling WorkBoards**.

- **Play a Game** Choose a few **Letter Cards**. Distribute one capital and one lowercase of each. One at a time, have children hold up their letters and say the name.
- Then have children find the other person with the same letter as their own. Capital and lowercase letters should be matched together.

**Words to Know**

► **High-Frequency Word: I**

**Objective** Read high-frequency words

- Display **Word Card I** in the pocket chart. *This word is I. I ride my bike.*
- Have children repeat with you: *I*.
- Have them write the word on their **WorkBoards** and take turns using the word *I* in a sentence.

**CORRECTIVE FEEDBACK**

Point to and say *I*. *The word is I. Point to the word and say it with me: I. What’s the word?* Then write on the board: *I can run*. Read the sentence for children and have them point to and say the word *I*.

**Quick Check**

Can children read *I*? If not, use **Additional Instruction**, pp. 72–75.

► **Concept Words: Family Words**

**Objective** Develop oral vocabulary

- Remind children of the words they talked about last time, such as *mom, dad, brothers, and sisters*.
- *Let’s talk about other members of your family. Do you have other family members you spend time with? Aunts and uncles? Grandmothers and grandfathers? Cousins?* List responses and have children read them with you.

See *Family Words* page at back of **Practice Book**.

**CORRECTIVE FEEDBACK**

Explain that *mother* and *son* name people in a family. Have children say another family word.

**Quick Check**

Can children understand and use family words? If not, use **Additional Instruction**, pp. 72–75.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

Write the sentence pattern from the story on the board. Read it aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today’s story will contain this pattern. Point to the first word to show children where to begin reading. Track your finger under the text to show how to read from left to right.

**During Reading** Read the **Take-Home Book** together.

- Have children track the print as they read. Focus on the pattern of the story and point out any changes in punctuation. Also, point out any known high-frequency words.
- **Choral Reading** Reread the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 25–26.

► **Write**

**Objective** Write *Mm*

- Write both forms of the letter *Mm* on the board.
- Model how to write *Mm* by tracing the letter with your finger.
- Have children take turns tracing *Mm* with their fingers on the *Map Sound-Spelling Card*.
- Have children say the sound /m/ as they write the letter *Mm* several times.

**Dictation** Write the letter for the sound I say on your **Sound-Spelling WorkBoards**: /m/. Provide immediate feedback.

See Handwriting pages T8–T11.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: “Why the Crocodile Does Not Eat the Hen”
- Practice Book pp. 27, 28; Take-Home Book, pp. 25–26
- Large Letter Cards: *m*
- Letter Tiles: *Aa-Zz*
- Word Card: *l*
- Photo Cards: *bike, bus, comb, door, gate, hat, key, man, map, moon, mop, moth, mouse, rope*
- hand puppet
- pocket chart

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /m/

Read aloud the following rhyme.

Mom makes cookies just for me.  
Oh! They are so yummy!  
They crunch and melt in my mouth,  
Right down into my tummy!

- I Do**
- Use the puppet to show children how to isolate the first sound in a word.
  - Listen to this word: /mmmē/. *Me* begins with /m/. The first sound in *me* is /m/. What’s the sound?
- We Do**
- Read line 1 of the rhyme again. The word *makes* also begins with the /m/ sound. Say the word: /mmmāks/. Let’s say the first sound in *makes*: /m/.
  - Repeat with the word *melts*.
  - Continue in the same manner with other initial /m/ words in the rest of the rhyme.
- You Do**
- Read line 1 of the rhyme to children. What sound do you hear at the beginning of *me*?
  - Repeat with *makes*.
  - Continue in the same manner with the rest of the initial /m/ words in the rhyme.

### ► Phonics

**Objective** Identify initial /m/m

- I Do**
- Display **Large Letter Card** *m*.
  - This is the letter *m*. It stands for the /m/ sound in words like *Mom, makes, and me*.
  - Listen as I say the sound and each word again: /mmm/, *Mom*; /mmm/, *makes*; /mmm/, *me*.

- We Do**
- Place **Letter Card** *m* at the top left side of the pocket chart. Show **Photo Cards** *man* and *bus*.
  - Hold up **Photo Card** *man*. Say: /mmm/, *man* and have children repeat. I will place the *man* under **Letter Card** *m* because *man* begins with *m*.
  - Hold up **Photo Card** *bus*. *Bus* does not begin with /mmm/. I will place *bus* the other side of the pocket chart.

- You Do**
- Distribute **Photo Cards** *mop, map, bike, mouse, comb, moon, hat, moth, door, gate, key, and rope*.
  - One at a time, have each child say the name of the picture and determine whether they hear the /m/ sound at the beginning of the word. If so, have the child place the picture in the pocket chart under **Letter Card** *m*. Place pictures that do not begin with *m* on the other side of the chart.

See **Practice Book** page 27.

### CORRECTIVE FEEDBACK

Write the word *moth*. Underline *m*. This is the letter *m*. Say the name of the letter with me: *m*. The letter *m* stands for the /m/ sound at the beginning of the word *moth*. Say the sound as I point to the letter.

### Quick Check

Can children identify /m/ spelled *Mm*? If not, use **Additional Instruction**, pp. 72–75.

### ► Alphabet Recognition

Use the **Sound-Spelling WorkBoards**. Sing “The Alphabet Song” as children point to each letter.

- **Play a Game** Give each child a capital **Letter Tile**. Name the letter and have the child repeat it.
- Place the lowercase letters face up in the middle of the table. Have children find the lowercase **Letter Tile** that goes with their letter. Have each child say the letter name.

## Words to Know

### ► High-Frequency Word: /

**Objective** Review high-frequency words

- Display **Word Card /** in the pocket chart. *What word is this? / ate cereal for breakfast.*
- Have children **read, spell, and write** the word / and use it in a sentence.
- Prompt children with the following sentence starter: *I like to \_\_\_\_\_.* Have a child dictate an ending to the sentence. Then have each child dictate his or her own sentence.
- Afterward have each child circle the word / in his or her sentence.

See **Practice Book** page 28.

### ► Oral Vocabulary: *Foolish* and *Persuade*

**Objective** Develop oral vocabulary

**Define** Today you will hear a folk tale about a hen and a crocodile. In folk tales, a foolish character often learns something. When someone is foolish, he or she often makes bad choices. Say the word with me: *foolish*.

**Example** *It is foolish to go out into the rain without a raincoat or umbrella.*

**Ask** What might be a foolish thing to do: to go swimming outside in the winter or go swimming outside in the summer?

**Define** When you get someone to agree to something, you *persuade* them. *The hen persuaded the crocodile not to eat her.* Say the word with me: *persuade*.

**Example** *I persuaded my friend to go to the library.*

**Ask** Which of these could someone persuade you to do: go outside in the cold without a coat or go to a movie?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the word / on the board. Read it aloud. Then have children echo-read. Have children practice reading the word throughout the week.

- **Connected Text** Have children **reread** the **Take-Home Book** independently or in pairs.

See **Practice Book** pages 25–26.

## Time to Read

### ► Read “Why the Crocodile Does Not Eat the Hen”

**Objective** Develop listening comprehension; Ask questions: Identify character

**Before Reading** Display “Why the Crocodile Does Not Eat the Hen,” Card 1 and read the title. Ask children to describe what they see. Repeat with cards, 2, 3, and 4.

- Explain that the animals are called characters. A *character* is a person or animal in a story. Characters make the action happen in a story.
- Help children set a purpose for reading: *Let’s find out why the crocodile does not eat the hen.*

**During Reading** Read the story aloud. Check comprehension using **Listening Comprehension**, **Act It Out**, and **Read the Picture** prompts.

**After Reading** Identify the characters with the children. Ask: *What does the crocodile want? What does the hen want? How does the lizard help?*

**ELL** Tell children to seek clarification when something does not make sense. For example, *What does “sipping” mean?* For more support, see pages T6–T7.

### ► Comprehension Check

**Retell** Ask children to retell the story using the pictures as prompts.

### ► Write

**Objective** Write a label

- Have children draw a picture of one of the characters in the story.
- Help children write a label for their picture.

See the Shared Writing and Concepts of Print lessons on page 71.





Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "Why the Crocodile Does Not Eat the Hen"
- Practice Book: Take-Home Book, pp. 25–26
- Sound-Spelling WorkBoards
- Letter Tiles: *m, Aa–Zz*
- Word Card: *l*
- Comprehension Cards
- markers or counters
- pocket chart

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /m/

Read aloud the following rhyme. Then read it again, and ask children to chime in with you:

Mom makes cookies just for me.  
Oh! They are so yummy!  
They crunch and melt in my mouth,  
Right down into my tummy!

- I Do** ■ Tell children you will isolate the beginning sound in words using the **Sound-Spelling WorkBoard**.
- Listen to the following word: *my*. *My* begins with the /m/ sound: /mmmī/. I am going to put a marker in the first box to stand for the /m/ sound at the beginning of *my*.
- We Do** ■ Tell children they will listen to the beginning sound in some more words.
- Listen to this word: *mitt*. What sound do you hear at the beginning of *mitt*? Say the sound and word with me: /m/, *mitt*. Let's put a marker in the first box to show that sound. What's the sound again?
- Repeat for *milk* and *most*.
- You Do** ■ I am going to say some words. Say /mmm/ and then repeat the word after me. If you hear the /m/ sound at the beginning of the word, put a marker in the first box.
- Use the following words: *moon, book, mice, top, must, dog, mask, mix, car*.

### CORRECTIVE FEEDBACK

Listen to the first sound in *my*: /mmmī/. Say the sound with me: /m/. What's the first sound in *my*?

### Quick Check

Can children isolate the initial phoneme /m/? If not, use **Additional Instruction**, pp. 72–75.

### ► Phonics

**Objective** Identify initial /m/m

- I Do** ■ Place **Letter Tile** *m* in the first box on the **Sound-Spelling WorkBoard**. This is the letter *m*. It stands for the /m/ sound.
- I can hear the /m/ sound at the beginning of *mop*, so I will put the letter in the first box.
- Repeat with *map, make, and me*.
- We Do** ■ Let's think of more words that begin with /m/. How about *man*? Say it with me: /mmmān/, *man*. What letter stands for the /m/ sound at the beginning of *man*?
- Place **Letter Tile** *m* in the first sound box. Repeat with *mice* and *mitt*.
- You Do** ■ Place **Letter Tile** *m* in the first sound box.
- Have children say the sound the letter stands for.
- Have children say the following words and repeat the initial /m/ sound: *man, mop, mouse, moon*.
- ELL** Children may confuse /m/ and /n/. Have them watch your mouth as you make both sounds. Point out that your lips are pressed together while you make the /m/ sound and slightly apart when you make the /n/ sound. Ask children to watch your lips as you make each sound. Have children make the /m/ sound and check that their lips are closed, and slightly apart when they make the /n/ sound. For more support, see pages T6–T7.

► **Alphabet Recognition**

Use the **Sound-Spelling WorkBoards**. Sing “The Alphabet Song” as children point to each letter.

- **Play a Game** Place the capital **Letter Tiles** face up on a table. Have children take turns finding the first letter in their names and saying the following sentence: *My name is \_\_\_\_\_ and it starts with capital (letter name).*
- Have children point to their letter on the **Sound-Spelling WorkBoards**.

**Words to Know**

► **High-Frequency Word: /**

**Objective** Review high-frequency words

- Display **Word Card /** in the pocket chart. *What word is this? / walked to school.*
- Have children **read, spell, and write** the word /.
- Have children point to / as they say it.
- Have children finish the sentence starter: *I like \_\_\_\_\_.* Write the completed sentences on the board.
- Have children circle the word / as they say the word / in their sentence.

► **Oral Vocabulary: Foolish and Persuade**

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they heard last time: “Why the Crocodile Does Not Eat the Hen.” *In the story, the hen was able to persuade the crocodile not to eat her.*

- *How did the hen persuade the crocodile? What did she say to the crocodile?*
- Remind children that to *persuade* means to get someone to agree to something. *The boy was able to persuade his mom to let him play in the park for ten more minutes.*
- *Would it be foolish to leave a book out in the rain or to bring it inside?*
- Remind children that to be *foolish* is to make bad choices.

**Connect** Name a time that you or someone you know was foolish. Think of something you would like to persuade your mom or dad to let you do.

► **Build Fluency: Word Automaticity**

**Objective** Improve word accuracy

- Write the following word on the board: / . Then read the word and have children say it after you. Have children point to the word as they read it.
  - **Connected Text** Have children reread the previous **Take-Home Book** independently or in pairs. Circulate and listen in.
- See **Practice Book** pages 25–26.

**Time to Read**

► **Read “Why the Crocodile Does Not Eat the Hen”**

**Objective** Develop oral vocabulary; Ask questions: Identify character

**Before Reading** Remind children that characters are the people or animals in a story. This story has animal characters.

**During Reading** Pause to discuss this week’s concept, family words. List words in the story, *brother, sister, cousins*, and others children know.

- Use **Oral Language** prompts to discuss family and to develop children’s understanding of **Wonderful Words** *amazed, consider, annoyed*.

**After Reading** Discuss the characters in the story. *Did you learn anything new about the characters?*

- Use the **Retell the Story** prompts to help children retell the story.

**CORRECTIVE FEEDBACK**

If children cannot identify the characters, use **Comprehension Cards: Character and Setting**.

**Quick Check**

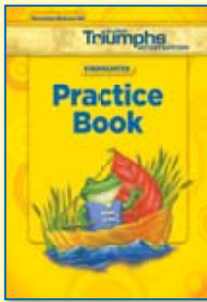
Can children identify characters? If not, use **Additional Instruction**, pp. 72–75.

► **Write**

**Objective** Write a label

- Have children draw a picture of themselves with someone in their family.
- Ask children to copy a family word from the board to label their picture.

See Vocabulary, Grammar, and Interactive Writing lessons on pages 70–71.



Practice Book

## Materials

- Practice Book: Take-Home Books, pp. 25–26; 29–30
  - Photo Cards: *bike, fan, flute, hat, man, map, moon, mop, moth, mouse, mule, pen, rock*
  - Large Letter Cards: *m, Aa-Zz*
  - Sound-Spelling WorkBoards
  - Letter Tiles: *Aa-Zz*
  - Word Card: *l*
  - pocket chart
- Online Resources**
- Bibliography

## Working with Words

### ▶ Phonemic Awareness

**Objective** Isolate initial phoneme /m/

Read aloud the following rhyme. Then read it again, and have children chime in with you:

Mom makes cookies just for me.  
Oh! They are so yummy!  
They crunch and melt in my mouth,  
Right down into my tummy!

- I Do**
- Listen as I say line 3 of the rhyme again. Now repeat the line with me. I hear the /m/ sound at the beginning of *mouth*. Say the word with me: *mouth*. Now let's say the sound again: /mmm/.
  - Continue in the same manner for the other initial /m/ words in the rhyme.
  - Listen to these words: *make, book*. Do these words begin with the same sound?

- We Do**
- Tell children you are going to say two words. Ask them to help you determine if the words begin with the same sound.
  - Repeat the above routine with these sets of words *mop, moon; pen, melt; mom, me; and you, my*.

- You Do**
- Tell children you are going to show them two pictures. Have them name each picture and determine if it begins with the /m/ sound.
  - Hold up **Photo Cards** *man* and *map*. Do you hear the /m/ sound at the beginning of *man* and *map*? Now say the sound and words together: /m/, *man, map*.
  - Repeat with **Photo Cards** *mop, fan; mop, mouse; man, rock; mule, flute; moth, map*.

### ▶ Phonics

**Objective** Identify initial /m/m

- I Do**
- Display **Large Letter Card** *m*. This is the letter *m*. It stands for the /m/ sound.
  - I can hear the /m/ sound at the beginning of *milk /mmmilk/*, so I know that *milk* begins with *m*.
  - Say more words that begin with *m*, emphasizing the initial /m/ sound: *me, mitt, mat, mouse*.
- We Do**
- Distribute **Photo Cards** *man, map, mop, moon, mouse, bike, hat, pen, and rock* to children.
  - Tell children they are going to take turns saying the name of each picture. Then have them help you determine if the sound at the beginning of the word is /m/.
  - For each word that begins with /m/, write the letter *m* on the board. /mmman/. I hear /m/ at the beginning of *man*, so I am going to write the letter *m* for the /m/ sound. Have children repeat the word, initial sound, and name of the letter that stands for the /m/ sound with you.

- You Do**
- Tell children that now they are going to write the letter *m* on their **Sound-Spelling WorkBoards** each time they hear a word that begins with the /m/ sound. Have them listen carefully, then repeat each word and its initial sound after you. Use these words: *mom, door, man, me, tree, makes, milk, car, fish, moon*.

### ▶ Alphabet Recognition

Have children use **Sound-Spelling WorkBoards**. Sing "The Alphabet Song" as children point to each letter.

- **Play a Game** Give each child a **Large Letter Card** or **Letter Tile**. Name the letter for the child and have the child repeat it.



- Have children look through classroom books, magazines, or environmental print to find their letters. Challenge children to find as many examples of their letter as they can.
- Have children point out their letter on the **Sound-Spelling WorkBoards** and say its name once again for the rest of the class.

## Words to Know

### ► High-Frequency Word: /

**Objective** Review high-frequency words

- Display **Word Card /** in the pocket chart. *What word is this? / jump.*
- Have children **read, spell, and write** the word / on their **Sound-Spelling WorkBoards**.
- Have children take turns thinking of and acting out simple two-word sentences with /, such as *I walk, I sit, I read, and I sleep.*

### ► Oral Vocabulary: *Foolish and Persuade*

**Objective** Develop oral vocabulary

**Confirm** Review the words *foolish* and *persuade*. Remind children that a foolish person makes bad choices. *If you persuade someone, you get them to agree with you about something.*

**Discuss** Have children discuss the characters in the story. *Was the hen foolish? Was the crocodile? Why or why not? Which character was able to persuade the crocodile not to eat the hen?*

**Connect** Recall a familiar story, such as “The Three Little Pigs.” *Which little pig was foolish? Was the first little pig able to persuade the wolf not to eat him?*

**ELL** Remind children of expressions they can use to request assistance, such as *Can you repeat that?* For more support, see pages T6–T7.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following word on the board: / . Then read the word and have children say the word after you.

- **Connected Text** Have children reread the previous **Take-Home Book**. Circulate and listen in.

Tell children to read the **Take-Home Book** to their family.

See **Practice Book** pages 25–26.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Write the sentence pattern on the board. Read it aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today’s story will contain this pattern. Ask children to point to the word where they should begin reading.
- **Choral Reading** Read the **Take-Home Book** together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story. Then have them point to the character and tell what she does.

See **Practice Book** pages 29–30.

### ► Write

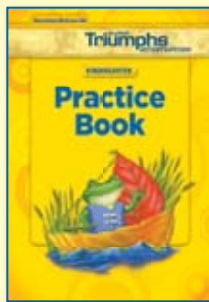
**Objective** Practice writing words

- Have children use **Word Cards** and **Letter Cards** to make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Word Cards** and **Letter Cards** as a guide.

### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 29–30
- Large Letter Cards: *m, s, Aa–Zz*
- Large Sound-Spelling Card: *Sun*
- Sound-Spelling WorkBoards
- Photo Cards: *fox, seal, sock, soup*
- Letter Tiles: *m, s, Aa–Zz*
- Word Card: *can*

- hand puppet
- self-stick notes
- pocket chart

## Online Resources

**IWB** Interactive White Board  
Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Identify rhyming words

Read aloud the following rhyme.

During summer, I see the sun.  
I can swim and bike and run.  
During winter, I see the snow.  
I sit and hear the cold wind blow.

- I Do**
- Use the puppet to say lines 1 and 2 of the rhyme again, emphasizing *sun* and *run*.
  - Listen to the words *sun* and *run*. These two words rhyme because they have the same ending sounds. Listen again: *sun, run*.

- We Do**
- Read lines 3 and 4 of the rhyme, emphasizing *snow* and *blow*. Here are two more words that rhyme: *snow, blow*. What are the words?
  - I'm going to say three words. Listen for the words that rhyme: *mat, hat, bus*. Which words have the same ending sounds? Say the words with me: *mat, hat*.

- You Do**
- Read lines 1 and 2. Which two words rhyme?
  - Read lines 3 and 4. Which two words rhyme?

### CORRECTIVE FEEDBACK

*Sun* and *run* are rhyming words. They have the same ending sounds. Both words have /un/ at the end. Let's say the words together: *sun, run*. Which word rhymes with *run*?

### Quick Check

Can children identify rhyming words? If not, use Additional Instruction, pp. 72–75.

### ▶ Phonics

**Objective** Identify initial /s/

**Review** Show Large Letter Card *m* as children say the sound.

- I Do**
- Display the *Sun* Sound-Spelling Card.
  - Point to the letter *s*. This is capital *S*. This is lowercase *s*. The letter *s* stands for the /s/ sound at the beginning of the word *sun*. Listen for /s/ as I say the word again: *sun*.
  - Display Photo Card *seal*. Place a self-stick note with a lowercase *s* below the picture of the *seal*.
  - This is a *seal*. It begins with the /s/ sound. Listen for the /s/ sound as I say the word again: *seal*.
  - Repeat with Photo Cards *soup* and *sock*.

- We Do**
- Write *sun* on the board. Point to the letter *s*. The *s* in *sun* stands for the /s/ sound. Say the sound: /s/.
  - Repeat with *sit* and *sand*.
  - Have children say each word and initial sound with you again. Then have them draw a line under the letter that stands for the /s/ sound.

- You Do**
- Add *summer* and *soap* to the board. Have children say the sound /s/ as they point to and draw a line under the letter *s* in each word.

- ELL** Model pronunciation. Place the tongue behind the teeth, spreading the lips slightly and forcing air through to make the sound /s/. For more support, see pages T6–T7.

**IWB** Online Phonics Lessons: Consonant Ss

### CORRECTIVE FEEDBACK

Write *sit*. Draw a line under the *s*. This is the letter *s*. Say the name of the letter with me: *s*. The letter *s* stands for the /s/ sound at the beginning of the word *sit*. Say the sound as I point to the letter.

**Quick Check**

Can children identify initial /s/s/? If not, use **Additional Instruction**, pp. 72–75.

► **Alphabet Recognition**

Sing “The Alphabet Song” as children point to each letter on their **Sound-Spelling WorkBoards**.

- Place **Letter Cards** or **Letter Tiles Aa–Zz** facedown.
- Have children take turns turning over and naming the letters.

**Words to Know**

► **High-Frequency Word: can**

**Objective** Read high-frequency word

- Display **Word Card** *can* in the pocket chart.
- Point to *can*. *This is the word can. It is spelled c-a-n. I can ride a bike. What’s the word?*
- Have children chorally **read** and **spell** *can* with you as you point to it.
- Have children **write** *can* on their **Sound-Spelling WorkBoards** as they say the word aloud.
- Have children take turns finishing the sentence: *I can \_\_\_\_\_*. Write the completed sentences.

**CORRECTIVE FEEDBACK**

Point to and say *can*. *The word is can. It is spelled c-a-n. Point to the word and say it with me: can. How many letters are in the word? What’s the word?*

**Quick Check**

Can children read *can*? If not, use **Additional Instruction**, pp. 72–75.

► **Concept Words: Seasons**

**Objective** Develop oral vocabulary

- Reread the rhyme with children. Ask children which seasons are named in the rhyme. Remind children that a *season* is a time of year.
- Display **Photo Card** *fox*. Have children describe what they see. *Which season does the picture show? How do you know it’s winter?*
- *What is the weather like in the summer? What do you wear? What do you like to do?*

- Draw a four-column chart. Write one season at the top of each column. Ask children to tell words about each season. Write the words on the chart.

**CORRECTIVE FEEDBACK**

*When the weather is warm or hot, it is usually the summer. Which season is it when it is cool or cold?*

**Quick Check**

Can children understand seasons? If not, use **Additional Instruction**, pp. 72–75.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

Write this sentence pattern: *I \_\_\_\_\_*. Read it aloud and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today’s story will contain this pattern.

- **Choral Reading** Read the previous **Take-Home Book** with children.
- **Independent Reading** Have children whisper-read the story independently. Offer feedback.
- **Partner Reading** Ask children to partner-read the story. Have them respond by telling their favorite part of the story to their partner.

See **Practice Book** pages 29–30.

► **Write**

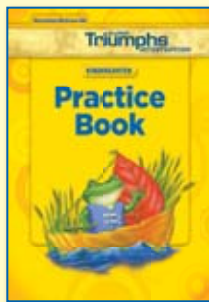
**Objective** Write Ss

- Display the *Sun* **Sound-Spelling Card**.
- Write the letter Ss on the board.
- Have children take turns tracing Ss with their fingers on the *Sun* **Sound-Spelling Card**.
- Have children say the sound /s/ as they write the letter Ss several times.

**Dictation** *Write this letter on your Sound-Spelling WorkBoards: capital S. Now write lowercase s. Repeat with letter m. Now write the letter for this sound: /s/. Repeat with /m/. Provide feedback.*

See Handwriting pages T8–T11.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 31–32; p. 190
- Sound-Spelling WorkBoards
- Large Letter Cards: *m, s, Aa–Zz*
- Letter Tiles: *Aa–Zz*
- Large Sound-Spelling Card: *Sun*
- Word Cards: *can, I*
- Photo Cards: *nest, pumpkin, saw, seal, snow, soap, sock, soup, under*
- pocket chart

### Online Resources

**IWB** Interactive White Board  
Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Identify rhyming words

Display the rhyme and read it aloud.

During summer, I see the sun.  
I can swim and bike and run.  
During winter, I see the snow.  
I sit and hear the cold wind blow.

- I Do**
- Today we are going to listen for rhyming words.
  - Reread the rhyme, emphasizing *sun* and *run*.
  - Rhyming words have the same ending sounds. *Sun* and *run* rhyme. Say them with me: *sun, run*. I can think of another word that rhymes with *sun*: *bun*.
  - Repeat with *sit, bit*, and *hit*.

- We Do**
- *Sun, run*, and *bun* all rhyme. They all end with the /un/ sounds. Say the words with me: *sun, run, bun*. What other word rhymes with *sun*: *bug* or *fun*?
  - Repeat with *sat, cat, hat, rat* and *sad, mad, dad, lad*.

- You Do**
- Read line 3 from the rhyme, emphasizing *see*. What word rhymes with *see*: *me* or *mat*?
  - Continue with *can* and *sit*.

### CORRECTIVE FEEDBACK

*Can* and *fan* are rhyming words. They have the same ending sounds. Both words have /an/ at the end. Let's say the words together: *can, fan*. Which word rhymes with *can*: *man* or *top*?

### Quick Check

Can children identify rhymes? If not, use Additional Instruction, pp. 72–75.

### ▶ Phonics

**Objective** Identify initial /s/s

**Review** Show the **Large Letter Cards** *s, m* as children say each sound.

- I Do**
- Display the *Sun* **Sound-Spelling Card**.
  - Point to the letter *s*. The name of this letter is *s*. The letter *s* stands for the /s/ sound at the beginning of *sun*.
  - Listen for /s/ as I say the word again: /sssun/, *sun*.
  - Then display **Photo Card** *sock*.
  - This is a sock. It has the /s/ sound at the beginning of the word. Listen for the /s/ sound as I say the word again: /sssok/, *sock*.
  - Repeat with **Photo Cards** *saw* and *seal*.

- We Do**
- Display **Photo Card** *soup*. Write *soup* on the board. The *s* at the beginning of *soup* stands for the /s/ sound. Say the sound as I point to the letter.
  - Then have children say the word with you again and circle the letter that stands for the /s/ sound.
  - Repeat with **Photo Cards** *seal* and *sock*.

- You Do**
- Display **Photo Card** *saw*. Write *saw* on the board.
  - Point to *saw* and read it aloud with children.
  - Ask a child to circle the letter that stands for the /s/ sound in *saw* and say /s/.
  - Continue with **Photo Cards** *soap* and *soup*.
  - Then have children write the letter *s* several times as they say /s/.

**IWB** Online Phonics Lessons: Consonant Ss

► **Alphabet Recognition**

Use the **Sound-Spelling WorkBoards**. Sing “The Alphabet Song” as children point to each letter.

- **Alphabet Concentration** Set capital and lowercase **Letter Cards** or **Letter Tiles** facedown on the table.
- Have children turn over two cards or tiles at a time, naming each letter. If the capital and lowercase letters match, set them aside. If there is no match, turn them facedown.
- Play until all matches are made.

**Words to Know**

► **High-Frequency Word: can**

**Objective** Read high-frequency words

- Display **Word Card** *can* in the pocket chart. *This word is can. You can play.*
- Have children repeat with you: *can*.
- Have children take turns using *can* in a sentence.
- Display **Word Cards** *I* and *can* in the pocket chart. Ask a volunteer to point to *can*. Then have children identify the other word.

**CORRECTIVE FEEDBACK**

Point to and say *can*. *The word is can. Point to the word and say it with me: can. What’s the word?* Then have children point to *can* and use it in a sentence.



Can children read *can*? If not, use **Additional Instruction, pp. 72–75.**

► **Concept Words: Seasons**

**Objective** Develop oral vocabulary

- Display **Photo Card** *under*. *Describe the picture. Which season is this? How do you know?*
- Continue with **Photo Cards** for *nest*, *pumpkin* and *snow*. For *nest*, explain that many birds lay eggs in the spring.
- Have children act out something they would do during one of the seasons. Have others guess what the action is and identify the season.

**ELL** Some children may be confused by homonyms like *fall*. Model seeking clarification regarding its usage in this context. For example, *What does the word “fall” mean here?* For more support, see pages T6–T7.

See the *Seasons* page at the back of the **Practice Book**.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

- Write the sentence pattern from the story on the board. Read it aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today’s story will contain this pattern.
- **Choral Reading** Read the **Take-Home Book** together. Have children track the print.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 31–32.

► **Write**

**Objective** Write Ss

- Write both forms of the letter Ss on the board.
- Model how to write Ss by tracing the letter with your finger.
- Have children take turns tracing Ss with their fingers on the *Sun* **Sound-Spelling Card**.
- Have children say the sound /s/ as they write the letter Ss several times.

**Dictation** *Write the letter that I say on your Sound-Spelling WorkBoards: capital s. Now write lowercase s. Repeat with letter m. Write the letter for the sound I say: /s/. Repeat with /m/. Provide feedback.*

See Handwriting pages T8–T11.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "The Seasons"
- Practice Book pp. 33, 34; Take-Home Book, pp. 31–32
- Large Letter Cards: *m, s, Aa–Zz*
- Large Sound-Spelling Card: *Sun*
- Photo Cards: *man, map, moon, moth, saw, seal, soap, sock, soup*
- Sound-Spelling WorkBoards
- Word Card: *can*
- pocket chart

### Online Resources

**IWB** Interactive White Board  
Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /s/

Read aloud the following rhyme.

During summer, I see the sun.  
I can swim and bike and run.  
During winter, I see the snow.  
I sit and hear the cold wind blow.

- I Do**
- Tell children that they are going to listen for the /s/ sound at the beginning of words.
  - Listen to this word from the rhyme: *summer*. The word *summer* begins with the /s/ sound. The first sound in *summer* is /s/. What's the sound?
  - Repeat for *sun* and *sit*.
- We Do**
- Listen to this word: *see*. Say the word with me: *see*. The word *see* also begins with the /s/ sound. Let's say the first sound in *see*: /s/. Repeat with *snow*.
  - Continue with *sit* and *sat*.
- You Do**
- Read line 1 of the rhyme with children. What is the first sound you hear in the word *summer*?
  - Repeat for the other initial /s/ words in the rhyme.

### ► Phonics

**Objective** Identify initial /s/s

**Review** Show each of the following **Large Letter Cards** as children say each sound: *s, m*.

- I Do**
- Use **Photo Cards** *seal, moth, man, soup, soap, moon, sock, saw, and map*. Identify each picture.
  - Display **Sound-Spelling Card** *Sun*. Place Letter Card *s* in the pocket chart. Hold up **Photo Card** *seal*. The word *seal* begins with the letter *s*. The letter *s* stands for /s/ in the word *seal*. Place **Photo Card** *seal* below **Letter Card** *s* in the pocket chart.

- Show **Photo Card** *moth*. This is a *moth*. *Moth* does not begin with the letter *s*. It does not belong under the *s* card.

#### We Do

- Hold up **Photo Card** *sock*.
- This is a *sock*. *Sock* starts with /s/. Say the sound and word with me: /sss/, *sock*. Since it starts with the /s/ sound, let's put it in the pocket chart.
- Ask a child to put **Photo Card** *sock* in the pocket chart as they say the sound /s/.
- Repeat with the remaining **Photo Cards**.

#### You Do

- Remove the **Photo Cards** from the pocket chart and mix them up. Display one **Photo Card** at a time. Ask children to name the picture and say its beginning sound. Then have them tell whether it should go in the pocket chart under the *s* card.
  - Have a child put each *s* picture in the chart.
- See **Practice Book** page 33.

### CORRECTIVE FEEDBACK

Display **Photo Card** *soap*. Write *soap* on the board. Draw a line under the *s*. This is the letter *s*. Say the name of the letter with me: *s*. The letter *s* stands for the /s/ sound at the beginning of *soap*. Say the sound as I point to the letter.

#### Quick Check

Can children identify initial /s/s in a word? If not, use **Additional Instruction**, pp. 72–75.

### ► Alphabet Recognition

Use the **Sound-Spelling WorkBoards**. Sing "The Alphabet Song" as children point to each letter.

- **Play a Game** Choose a few **Letter Cards** and distribute one to each child. One at a time, have children hold up their letters as you help them say the letter's name.
- Ask partners to point to their letters on their **Sound-Spelling WorkBoards**.



## Words to Know

### ► High-Frequency Word: *can*

**Objective** Review high-frequency words

- Display **Word Card** *can* in the pocket chart. *What word is this? Dogs can run.*
- Have children **read, spell, and write** the word *can* and use it in a sentence.
- Have children read the sentence starter: *I can \_\_\_\_\_*. Have each child dictate his or her own sentence.
- Then have each child circle *can* in the sentence.

See **Practice Book** page 34.

### ► Oral Vocabulary: *Freeze and Thaw*

**Objective** Develop oral vocabulary

**Define** In the story you will hear today, you will see the way some things change in winter. When water freezes, it turns to ice. *Freeze* means “to turn solid when it is very cold.” Say the word with me: *freeze*.

**Example** *We want to go ice-skating, but we have to wait for the water in the pond to freeze. It has to be thick ice all the way through.*

**Ask** Which might freeze: a puddle in winter or a puddle in summer?

**Define** When the air is warm again in spring, things that froze in winter start to melt and get soft. They thaw. Say the word with me: *thaw*.

**Example** *The winter has ended and warm spring air is blowing. The ice on the lake has started to thaw. I can see the water melting.*

**Ask** What would make a snowman thaw, the sun shining or a very cold wind?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list on the board: *I, can*. Read each word and have children say them. Have children point to the word you say. Practice reading the word list throughout the week.
- **Connected Text** Have children reread the previous story independently or in pairs.

See **Practice Book** pages 31–32.

## Time to Read

### ► Read “The Seasons”

**Objective** Develop listening comprehension; Ask questions: Compare and contrast

**Before Reading** Display “The Seasons” Card 1. Ask children to tell which season it is and to describe the picture. Repeat with Cards 2, 3 and 4.

- Explain to children that to *compare* is to tell how things are alike. To *contrast* is to tell how things are different. *Think about how the seasons are alike and how they are different as I read.*
- Help children set a purpose for reading. *Let’s find out what happens in each season.*

**During Reading** Read “The Seasons.” Use the **Read the Picture, Listening Comprehension, and Act It Out** prompts.

**After Reading** Display Cards 1, 2 and 3. *How are spring and summer alike? How are winter and summer different?* Display Cards 2 and 4. *How are the trees alike? How are they different?* Have children tell which pictures or words helped them figure out what is the same and what is different.

**IWB Online Comprehension Lessons:** Compare and Contrast Use the story to model the skill.

### ► Comprehension Check

**Retell** Ask children to retell the story using the pictures as prompts.

- **ELL** Children can use non-verbal cues to share information when they are not able to do so verbally. Encourage children to use pantomime. For more support, see pages T6–T7.

### ► Write

**Objective** Write a label

- Have children draw their favorite season. Write the names of the four seasons on the board.
- Have children label their picture by copying the name of their favorite season.

See Shared Writing lesson on page 71.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "The Seasons"
- Practice Book: Take-Home Book, pp. 31–32
- Large Letter Cards: *m, s, Aa–Zz*
- Photo Cards: *man, map, mop, moon, mouse, saw, sock, soap, soup*
- Sound-Spelling WorkBoards

- Word Cards: *can, I*
- Comprehension Cards
- hand puppet
- pocket chart

## Online Resources

**IWB** Interactive White Board  
Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Isolate initial phoneme /s/

Read aloud the rhyme. Then read it again, and ask children to chime in with you:

During summer, I see the sun.  
I can swim and bike and run.  
During winter, I see the snow.  
I sit and hear the cold wind blow.

- I Do**
- Tell children that they are going to listen for the /s/ sound at the beginning of words.
  - Listen to this word from the rhyme: *sun*. The word *sun* begins with the /s/ sound. The first sound in *sun* is /s/.
  - Repeat for *swim* and *snow*.

- We Do**
- Listen to the word: *sit*. Say the word *sit* with me. The word *sit* also begins with /s/. Let's say the first sound in *sit*: /s/. Repeat with *sat*.
  - Continue with *sad* and *sock*.

- You Do**
- Have the puppet read line 1 of the rhyme to children and ask them this question: *What is the first sound you hear in the word summer?*
  - Repeat for the other initial /s/ words in the rhyme.

### CORRECTIVE FEEDBACK

Say the sound /s/, and have children repeat it. The word *sit* begins with /s/. Let's say the sound and the word together: /sss/, *sit*. Listen to the word I say: *sun*. What is the first sound you hear?

### Quick Check

Can children isolate the initial phoneme /s/? If not, use Additional Instruction, pp. 72–75.

### ▶ Phonics

**Objective** Identify initial /s/s

**Review** Show each of the following **Large Letter Cards** as children say each sound: *s, m*.

- I Do**
- Place **Letter Cards** *s* and *m* in the pocket chart.
  - Point to each letter. The letter *s* stands for the /s/ sound. The letter *m* stands for the /m/ sound.
  - Display **Photo Card** *soap*. The word *soap* starts with /sss/: *soap*. I'll put *soap* under the letter *s*. Point to the letter *s* and put **Photo Card** *soap* in the pocket chart under *s*.

- We Do**
- Display **Photo Card** *mop*. The word *mop* begins with the /m/ sound. Say the sound and word after me: /mmm/, *mop*. Let's put the *mop* under the letter *m* because it begins with the /m/ sound.
  - Repeat for **Photo Cards** *saw, sock, and man*.

- You Do**
- Point to each letter in the pocket chart and have children say the sound each letter stands for.
  - Display **Photo Cards** *map, soap, soup, moon, and mouse*.
  - Have children say each word, identify the initial sound, and place the card under the corresponding letter in the pocket chart.

### ▶ Alphabet Recognition

Use the **Sound-Spelling WorkBoards**. Sing "The Alphabet Song" as children point to each letter.

- **Play a Game** Give each child a lowercase **Letter Card**. Name the letter and have the child repeat it.
- Place the corresponding capital **Letter Cards** face up. Have each child find the capital letter that goes with his or her letter and say the letter name.
- Then have children find their letter on the **Sound-Spelling WorkBoard**.

## Words to Know

### ► High-Frequency Words: *can, I*

**Objective** Review high-frequency words

- Display **Word Card** *can* in the pocket chart. *What word is this? My brother can swim.*
- Have children **read, spell, and write** the word *can*.
- Have children point to the word *can* as they say it.
- Display **Word Cards** *can* and *I* in the pocket chart. Read the words with children.
- Have children answer these questions about the words: *Which word has one letter? Which word begins with the /k/ sound?*

### ► Oral Vocabulary: *Freeze and Thaw*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the selection, “The Seasons.” *We learned that the world around us changes as the seasons change.*

- *Cold winter air can make the water and ground freeze. Freeze means “to turn solid when it gets very cold.” What happens when water freezes? Can you plant anything in the ground if it freezes?*
- Remind children that when something cold and hard becomes warm again, it *thaws*. When something *thaws*, it melts and gets soft.
- *What happens when frozen water freezes, and then thaws later? When would the ground start to thaw?*

**Connect** Have children discuss where they have seen water that freezes. *What else can freeze?*

**ELL** Remind children of expressions they can use to request assistance. For example, *Can you repeat that please?* For more support, see pages T6–T7.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list: *I, can*. Read each word and have children say the words after you. Have children point to the word you say.
- **Connected Text** Have children reread the previous story independently or in pairs.

See **Practice Book** pages 31–32.

## Time to Read

### ► Read “The Seasons”

**Objective** Develop oral vocabulary; Ask questions: **Compare and contrast**

**Before Reading** Review that to *compare* is to tell how things are alike. To *contrast* is to tell how things are different. Reread “The Seasons.” Tell children to listen for which seasons have hot or warm weather and which seasons have cold or cool weather.

**During Reading** Read the story aloud. Use the **Oral Language** prompts to discuss temperature words *cold* and *hot*. Use the **Wonderful Words** prompts to develop children’s understanding of the words *busy*, *plenty*, and *often*. Ask children to use the words as they discuss the story.

**After Reading** Discuss what is alike and different about summer and winter. (**Possible answers:** *alike: both are seasons; different: hot, cold, trees with leaves, bare trees, sunny, snowy*) Draw a Venn diagram to record children’s answers. Extend the lesson by comparing two other seasons.

- Use the **Tell What I Learned** prompts on Card 4 to guide children in sharing information.

**IWB** **Online Comprehension Lessons:** Compare and Contrast Use the story to model the skill.

### **CORRECTIVE FEEDBACK**

If children need more practice, use **Comprehension Cards: Compare and Contrast**.

#### **Quick Check**

Can children compare and contrast? If not, use **Additional Instruction** on pp. 72–75.

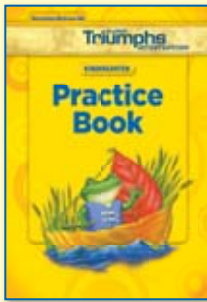
### ► Write

**Objective** Write a label

- Have children draw a picture that shows their neighborhood during the current season.
- Write the name of the season on the board.
- Have children refer to the word as they write the season’s name below their picture.

See Vocabulary, Grammar, and Interactive Writing lessons on pages 70–71.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 31–32; 35–36
- Large Letter Cards: *s, Aa–Zz*
- Letter Tiles: *Aa–Zz*
- Photo Cards: *bird, dog, nose, saw, seal, soap, sock, soup, table*
- Sound-Spelling WorkBoards
- Word Cards: *can, I*
- hand puppet
- pocket chart

### Online Resources

- Bibliography

## Working with Words

### ▶ Phonemic Awareness

**Objective** Isolate initial phoneme /s/

Read the rhyme and have children join in.

During summer, I see the sun.  
I can swim and bike and run.  
During winter, I see the snow.  
I sit and hear the cold wind blow.

- I Do**
  - Tell children that the puppet is going to say a word from the rhyme.
  - Have the puppet say the word *see*. The word *see* begins with the /s/ sound. Listen for the /s/ sound as I say the word again: *see*.
  - Repeat with *summer, sun, and sit*.
- We Do**
  - Tell children that the puppet is going to say two words. Have children listen to see if both words begin with the /s/ sound.
  - Have the puppet say the words *swim* and *bike*. The words *swim* and *bike* do not both begin with the /s/ sound.
  - Say the following words, one pair at a time: *run, sit; Sam, Sid; summer, fall; sap, sun*.
  - Have children repeat the words and show a “thumbs up” with you if both words begin with /s/.
- You Do**
  - Tell children that they will now decide which word begins with /s/. Have the puppet say *sun/cold*.
  - Have children repeat the words. Ask a child to say the word that begins with /s/. Ask others to give a “thumbs up” if they agree.
  - Repeat with *sit/hear* and *well/sick*.

### ▶ Phonics

**Objective** Identify initial /s/

- I Do**
  - Place **Large Letter Card** *s* in the pocket chart and display **Photo Cards** *soup* and *soap*.
  - Say the names of the pictures. The letter *s* stands for the /s/ sound. The word *soup* begins with the /s/ sound. I’ll put it under the letter *s*.
  - Place **Photo Card** *soup* in the pocket chart.
  - Repeat with **Photo Card** *soap*.
- We Do**
  - Display **Photo Cards** *saw, bird, and sock* in the pocket chart.
  - Let’s say the name of each picture. Now let’s find a picture of something that starts with /s/ and put it in the pocket chart. The word *saw* begins with the /s/ sound. Say the sound and word with me: /sss/, *saw*.
  - Place **Photo Card** *saw* in the pocket chart.
  - Repeat with the remaining **Photo Cards**. Place **Photo Cards** that do not begin with *s* to the side.
- You Do**
  - Display **Photo Cards** *dog, nose, seal, sock, soap, and table*.
  - Have children say each picture name.
  - Have children find the picture names that begin with /s/ and place them in the pocket chart.

### ▶ Alphabet Recognition

Use the **Sound-Spelling WorkBoards**. Sing “The Alphabet Song” as children point to each letter.

- **Play a Game** Place the capital **Letter Cards** or **Letter Tiles** face up. Have children take turns finding the first letter in their last names and saying the following sentence: *My last name is \_\_\_\_\_ and it starts with capital (letter name)*.
- Then have children find their letter on the **Sound-Spelling WorkBoard**.

## Words to Know

### ► High-Frequency Words: *can*, *I*

**Objective** Review high-frequency words

- Display **Word Cards** *I* and *can* in the pocket chart.
- Have children read the words with you.
- Write the words on the board as a sentence starter: *I can* \_\_\_\_\_. Ask each child to read the words and then say a word to end the sentence.
- Write the completed sentences on the board.
- Have children read their sentences and circle the word *can*.

**ELL** Provide extra practice using the words *I* and *can*. Have children repeat the sentences: *I can wave. I can dance. I can hug. I can jump.* Encourage them to demonstrate each movement as they say the sentence. *What other things can you do?* For more support, see pages T6–T7.

### ► Oral Vocabulary: *Freeze and Thaw*

**Objective** Develop oral vocabulary

**Confirm** Review the words *freeze* and *thaw*. Remind children that *freeze* means “to turn solid when it gets very cold.” When something thaws, it becomes soft and warm.

**Discuss** Have children tell about things that can freeze and then thaw. Make a list of items that they mention.

**Connect** *What is something that you can eat when it freezes? Would you want to eat it when it thaws?*

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list on the board: *I, can*. Then read each word and have children say the word after you.
- **Connected Text** Have children reread the previous **Take-Home Book**. Circulate and listen in.

Tell children to read the **Take-Home Book** to their family.

See **Practice Book** pages 31–32.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Write the sentence pattern from the story on the board. Read it aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today’s story will contain this pattern.
- **Choral Reading** Read the **Take-Home Book** together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story. *How are all of the animals alike? (Possible answer: They can all do something.) How are they different? (Possible answers: They do different things. They look different.)*

See **Practice Book** pages 35–36.

### ► Write

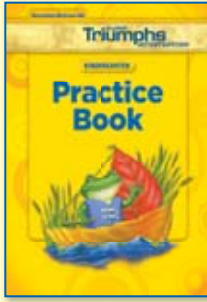
**Objective** Practice writing words

- Have children use **Word Cards** and **Letter Cards** or **Letter Tiles** to make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Word Cards** and **Letter Cards** as a guide.

### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 35–36
- Photo Cards: *man, map, moon, seal, soup, under*
- Large Letter Cards: *M, m, S, s*
- Large Sound-Spelling Cards: *Map, Sun*
- Word Cards: *can, I*
- Sound-Spelling WorkBoards

- hand puppet
- pocket chart

## Online Resources

**IWB** Interactive White Board  
Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Identify like phonemes in words

Read aloud the following rhyme.

Marco is a silly monkey,  
With a hat and sunglasses too.  
On sunny days when the music plays,  
He'll sing a song for you!

- I Do**
- Use the puppet to show children how to listen for different words that begin with the same sound.
  - Listen to these words: *Marco, monkey, music*. The words *Marco, monkey, and music* all begin with the same sound: /mmm/.
  - Repeat with **Photo Cards** *man, map, and moon*.
- We Do**
- Read the rhyme again. Listen to these words: *silly, socks*. The words are different, but they begin with the same sound: /sss/. Let's say the sound together: /sss/.
  - Repeat with **Photo Cards** *seal and soup*.
- You Do**
- Have the puppet say the following sets of words and ask children to name the sound that is the same. *What sound is the same in mop and mouse?*
  - Repeat for *sun, socks* and *map, mitt*.

### CORRECTIVE FEEDBACK

Say the words *sunny* and *sing* and have children repeat. The words *sunny* and *sing* begin with the same sound: /sss/. Listen to these words: *men, milk*. What sound is the same in these words?

### Quick Check

Can children identify the same sound in different words? If not, use Additional Instruction, pp. 72–75.

### ▶ Phonics

**Objective** Review initial sounds

**Review** Show **Large Letter Cards** *M, m, S, s* as children say each sound. Mix the cards and repeat.

- I Do**
- Display the *Map Sound-Spelling Card*.
  - Point to the letter. This is capital *M*. This is lowercase *m*. The letter *m* stands for the /m/ sound in *map*.
  - Display the *Sun Sound-Spelling Card*.
  - Point to the letter. This is capital *S*. This is lowercase *s*. The letter *s* stands for /s/ in *sun*.
- We Do**
- Write the rhyme on the board.
  - Read the words and point to the letter *M* in *Marco*. The *M* in *Marco* stands for the /mmm/ sound. Say the sound and the word with me: /mmm/, *Marco*.
  - Continue with *monkey* and *music*.
  - Repeat with /s/ and *silly, sing, and song*.
- You Do**
- Read line 1 of the rhyme.
  - Have children take turns pointing to the words in the line that begin with *M* or *m*.
  - Have children say the sound /m/ as they point to the letter *m* in each word. Have them underline the letter *Mm* in each word.
  - Have children continue to identify the sound /m/ and the letter *m* as you read the rhyme.
  - Repeat with the letter *s* and the sound /s/.

**IWB** Online Phonics Lessons: Consonants *Mm, Ss*

### CORRECTIVE FEEDBACK

Write *silly* on the board. Draw a line under the *s*. This is the letter *s*. Say the name of the letter with me: *s*. The letter *s* stands for the /s/ sound at the beginning of *silly*. Listen to this word: *Sam*. What is the first sound you hear? Repeat with *monkey* and the letter *m*.



**Quick Check**

Can children identify /m/ and /s/ spelled *Mm* and *Ss*? If not, use **Additional Instruction**, pp. 72–75.

## Words to Know

### ► High-Frequency Words: *can*, *I*

**Objective** Review high-frequency words

- Display **Word Cards** *I* and *can* in the pocket chart. Point to each word. *What are these words? I can hop.*
- Have children **read, spell, and write** the words *I* and *can*.
- Ask children to read the following sentence starter: *I can \_\_\_\_\_*. Have each child dictate an ending to the sentence. Write the sentences on the board.
- Afterward have each child circle *I* and *can* in his or her sentence.

### **CORRECTIVE FEEDBACK**

Point to and say *can*. *The word is can. Point to the word and say it with me: can. What is the first letter in the word? What's the word?* Repeat with *I*.

**Quick Check**

Can children read *I* and *can*? If not, use **Additional Instruction**, pp. 72–75.

### ► Concept Words: Weather Words

**Objective** Develop oral vocabulary

- Reread the rhyme with children. Display **Photo Card** *under*. Explain that the sun shines brightly on sunny days. *The word sunny tells about the weather.* Write *sunny* on the board.
- Have children discuss other weather words. *In what kind of weather would you need an umbrella or a raincoat?* Write *rainy* on the board. Repeat for the weather words *windy* and *snowy*.
- Point to the words on the board. *These words name types of weather. Say the words with me.* Have children repeat the weather words after you.
- *What do you do on a sunny day?* Repeat for each weather word.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Write the sentence pattern from the previous week's **Take-Home Book**. Read aloud and have children repeat. Have children offer words to complete the pattern. Point to the first word and tell children this is where to begin reading.
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance.
- **Partner Reading** Finally, ask children to partner-read the story.

### ► Response

Ask children to respond to the **Take-Home Book** by comparing and contrasting the animals. *Which animal swims? Which animals have fur?*

See **Practice Book** pages 35–36.

### ► Write

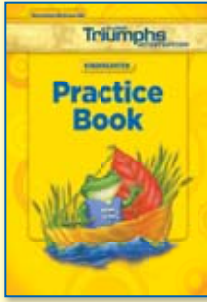
**Objective** Write *Mm*, *Ss*

- Display the *Map* and *Sun* **Sound-Spelling Cards**.
- Model how to write *Mm* and *Ss* by tracing the letters with your finger.
- Write the letters *Mm* and *Ss* on the board.
- Have children take turns tracing *Mm* and *Ss* with their fingers on the *Map* and *Sun* cards.
- Have children say the sounds /m/ and /s/ as they write the letters *Mm* and *Ss* several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: capital *m*. Write lowercase *m*. Repeat with the letter *s*. Write the letter that stands for the sound I say: /m/. Repeat with /s/. Provide immediate feedback.

**ELL** Model writing each letter. Have children share words orally with initial *s* and initial *m*. For more support, see pages T6–T7.

See Handwriting pages T8–T11.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 37–38
- Photo Cards: *bike, book, bus, gate, girl, goat, man, map, moon, mop, mouse, seal, soap, sock, soup*
- Large Sound-Spelling Cards: *Map, Sun*
- Large Letter Cards: *m, s*
- Word Cards: *can, I*

- Sound-Spelling WorkBoards
- pocket chart

### Online Resources

**IWB** Interactive White Board  
Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Identify same phoneme in words

Display the rhyme and read it aloud.

Marco is a silly monkey,  
With a hat and sunglasses too.  
On sunny days when the music plays,  
He'll sing a song for you!

- I Do**
- Review how to listen for words that have the same beginning sound.
  - Listen to these words: *sunny, sing, song*. *Sunny, sing, and song* all begin with /sss/.
  - Repeat with *Marco, monkey, music* and /mmm/.

- We Do**
- Display **Photo Cards** *map, mouse, and moon*.
  - Name each picture. What's the first sound in *map, mouse, and moon*?
  - Teach children the following song, sung to the tune of "Old MacDonald Had a Farm." /m/ is the sound that starts these words: *Map* and *mouse* and *moon*. With a /m/, /m/ here, and a /m/, /m/ there. Here a /m/, there a /m/, everywhere a /m/, /m/. /m/ is the sound that starts these words: *Map* and *mouse* and *moon*.
  - Repeat using **Photo Cards** *seal, soup, and sock*.

- You Do**
- Display **Photo Cards** *bike, book, and bus*. Have the puppet say the picture names. Say the picture names with me: *bike, book, bus*. Now let's sing the song again using these picture names.
  - Repeat with **Photo Cards** *goat, girl, and gate*.

### CORRECTIVE FEEDBACK

*Map, mouse, and moon* begin with /m/. Listen to these words: *sip, sat, sick*. Which sound is the same?

### Quick Check

Can children identify the same sound in different words? If not, use Additional Instruction, pp. 72–75.

### ► Phonics

**Objective** Review initial sounds

**Review** Display **Photo Cards** *moon, soup, sock, mouse, seal, man, mop, soap, and map* one at a time. Have children say each picture name and tell which letter stands for the beginning sound of each name.

- I Do**
- Display **Sound-Spelling Cards** *Map, Sun*. Then display **Large Letter Cards** *m* and *s* in the pocket chart.
  - Point to the letter *s*. The name of this letter is *s*. The letter *s* stands for the /s/ sound at the beginning of *silly*. Listen for /s/ as I say the word: *silly*.
  - Point to the letter *m*. The name of this letter is *m*. The letter *m* stands for the /m/ sound at the beginning of *monkey*.
  - Listen for the /m/ sound: *monkey*.

- We Do**
- Say the word *sunny*.
  - The word *sunny* begins with the /s/ sound. Say the sound and word with me: /sss/, *sunny*.
  - Write *sunny* on the board and underline the letter *s*.
  - Repeat with *sing, music, Marco, and song*.

- You Do**
- Have children form two teams: the /mmm/ team and the /sss/ team. Provide **Letter Cards** with the team letter for children on each team to hold.
  - Show **Photo Card** *man*. Say the picture name together. The /mmm/ team should hold up their **Letter Card** and repeat the sound and word: /mmm/, *man*. Display the **Photo Card** in the pocket chart under the *m* **Large Letter Card**.
  - Continue with **Photo Cards** *soup, sock, map, soap, moon, mop, and seal*.

**IWB** Online Phonics Lessons: Consonants *Mm, Ss*

## Words to Know

### ► High-Frequency Words: *can, I*

**Objective** Review high-frequency words

- Display **Word Cards** *I* and *can* in the pocket chart. The words are *I* and *can*. *I can sing.*
- Have children repeat with you: *I can.*
- Have children take turns using *I can* in a sentence.
- Display **Word Cards** *can* and *I* in the pocket chart. Ask a child to point to *can*. Then have children identify the word *I*.

### **CORRECTIVE FEEDBACK**

Point to and say *can*. The word is *can*. Point to the word and say it with me: *can*. What's the word? Then have children point to *can* and use it in a sentence. Use a similar procedure to review *I*.

**Quick Check**

Can children read *can* and *I*? If not, use Additional Instruction, pp. 72–75.

### ► Concept Words: Weather Words

**Objective** Develop oral vocabulary

- Remind children of the weather words they talked about last time, such as *sunny, rainy, windy,* and *snowy*. Discuss other weather words children know, such as *cloudy* and *icy*. Add these words and symbols to your weather words list.
- Play a “Guess the Forecast” game. Provide oral clues for children and have them use a weather word from the list that describes the weather. *Today's forecast calls for freezing, cold weather. Make sure you wear a heavy coat, a hat, mittens, and boots. You'll need them to stay warm when you go outside to go sledding. What kind of weather will it be? (snowy)*
- Continue with clues for *sunny, windy, rainy, icy,* and *cloudy*.

**ELL** Some grammatical structures such as adjectives ending in *-y* may pose difficulties. Point out that many words ending in *-y* tell about something. The word *sunny* tells about the weather. For more support, see page T6–T7.

### **CORRECTIVE FEEDBACK**

The weather yesterday was cloudy and rainy. What is the weather like today?

**Quick Check**

Can children understand and use weather words? If not, use Additional Instruction, pp. 72–75.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Write the sentence pattern from the story on the board. Read it aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today's story will contain this pattern.
- **Choral Reading** Read the **Take-Home Book** together. Have children track print as they read.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 37–38.

### ► Write

**Objective** Write *Ss, Mm*

- Write both forms of the letter *Ss* on the board.
- Model how to write *Ss* by tracing the letter with your finger.
- Have children take turns tracing *Ss* with their fingers on the *Sun Sound-Spelling Card*.
- Repeat with the letter *Mm* and the *Map Sound-Spelling Card*.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: capital *s*. Now write lowercase *s*. Repeat with the letter *m*. Write the letter for the sound I say: /s/. Repeat with /m/. Provide immediate feedback.

See Handwriting pages T8–T11.





Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "The Little Ant"
- Practice Book: pp. 39, 40; Take-Home Book, pp. 37–38
- Large Letter Cards: *m, s*
- Sound-Spelling WorkBoards
- Letter Tiles: *m, S, s*
- Word Cards: *can, l*
- hand puppet
- pocket chart

## Working with Words

### ► Phonemic Awareness

#### Objective Categorize phonemes

Read aloud the following rhyme.

Marco is a silly monkey,  
With a hat and sunglasses too.  
On sunny days when the music plays,  
He'll sing a song for you!

- I Do**
- Use the puppet to show children how to categorize words that begin with the same sound.
  - Listen to the words I say: *sunny, sing, hat*. The words *sunny* and *sing* begin with the same sound: /s/. The word *hat* begins with /h/. The word *hat* does not belong.
  - Repeat with *Marco, song, and monkey*. Say the words and identify the one that does not belong.
- We Do**
- Tell children that the puppet is going to say some words and will need their help to find the word that does not belong.
  - Listen to the words I say: *sock, mouse, sun*. Think about the sound you hear at the beginning of each word. The word *mouse* does not belong. It does not begin with /s/. Say the words that go together with me: *sock, sun*.
  - Continue with *moon, net, map; lamb, muffin, mug; cow, bug, bed; and toad, teeth, hop*.
- You Do**
- Have three children stand in a group. Have the puppet say a word for each child to repeat. The child who says the word that does not belong must step out of the group and choose another child to step in.
  - Repeat using the following groups of words: *mop, soup, moon; fan, fork, seal; and soap, dog, duck*.

### ► Phonics

#### Objective Review initial sounds

**Review** Show each of the following **Large Letter Cards** as children say each sound: *s, m*.

- I Do**
- Tell children you will use the sound boxes on the **Sound-Spelling WorkBoard** and the **Letter Tiles** *m* and *s*.
  - This is the letter *s*. It stands for the /s/ sound. The word *sun* begins with the sound /s/. Listen: /sssun/. I will put **Letter Tile** *s* in the first box to show that *sun* begins with the letter *s*.
  - Repeat with *mug, sit, mop, and sad*.
- We Do**
- Repeat the procedure above.
  - Listen to this word: *mat*. Say the word with me: /mmmat/. The beginning sound in *mat* is /m/. Which **Letter Tile** do I put in the first box?
  - Repeat with *sand, met, sip, and man*.
- You Do**
- Have children identify the beginning letter and sound in words using the sound boxes on their **Sound-Spelling Workboards**.
  - Listen to this word: *milk*. Say it with me: *milk*. What's the beginning sound in *milk*? Put the letter that stands for the sound in the first box.
  - Repeat with *sip, moose, Sam, seal, mud, six, and mix*.

See **Practice Book** page 39.

#### CORRECTIVE FEEDBACK

Say *man*. Have children repeat. *Man* begins with the letter *m*. *M* stands for /m/. Listen to the word *mix*. Which letter stands for /m/ in *mix*? Repeat with *sit*.

#### Quick Check

Can children identify initial letters? If not, use **Additional Instruction**, pp. 72–75.

## Words to Know

### ► High-Frequency Words: *can, I*

**Objective** Review high-frequency words

- Display **Word Cards** *I* and *can* in the pocket chart. Point to each word. *What word is this? I can draw like my friend.*
- Have children **read, spell, and write** the words *I* and *can* and use them in a sentence.
- Ask children to read the following sentence frame: *I can \_\_\_\_\_ like my friend.* Have a child dictate words to complete the sentence. Then have each child complete his or her own sentence.
- Have children circle *I* and *can* in their sentences. See **Practice Book** page 40.

### ► Oral Vocabulary: *Miserable and Continue*

**Objective** Develop oral vocabulary

**Define** In the story you will read today, a little ant feels miserable when she gets caught outdoors in bad weather. *Miserable* means “very unhappy” or “bad.” Say the word with me: *miserable*.

**Example** *I felt miserable when I hurt my friend’s feelings.*

**Ask** Which would make you feel miserable: getting a present, or losing a favorite toy? Why?

**Define** In the story you will read, the little ant continues to call for help. *Continue* means “to keep on doing something over and over again.” Say the word with me: *continue*.

**Example** *The rain will continue to fall all day.*

**Ask** Which would you rather see: the sun continue to shine or snow continue to fall? Why?

**ELL** Remind children that they can ask for synonyms to help clarify words they do not understand. For example, *What is another word for miserable?* For more support, see pages T6–T7.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Display **Word Cards** *I* and *can*, one at a time. Have children say each word as you hold it up. Repeat several times. Have children practice reading the word list throughout the week.

- **Connected Text** Have children reread the **Take-Home Book** independently or in pairs.

See **Practice Book** page 37–38.

## Time to Read

### ► Read “The Little Ant”

**Objective** Develop listening comprehension; Ask questions: Identify character

**Before Reading** Display “The Little Ant,” Card 1. Ask children to tell what is going on in the picture. *Who do you think the little ant is talking to? What do you think the little ant wants to do?*

- Tell children that the animals are the characters in the story. A *character* is a person or animal in a story that does the action.
- Help children set a purpose for reading: *Let’s find out what the ants are saying to each other.*

**During Reading** Read the story aloud. During the first reading, check children’s listening comprehension using the **Listening Comprehension, Act It Out,** and **Read the Picture** prompts.

**After Reading** Identify the characters with the children. *Why does the flea help the ant? What are the reasons the other animals do not help? What do you learn about the characters from their actions?*

### ► Comprehension Check

**Retell** Ask children to retell the story using the pictures as prompts.

### ► Write

**Objective** Write a label

- Have children recall the first character the ant asks for help. *Why is the mouse too busy to help?*
- Have children draw a picture of the mouse looking for seeds.
- Write *mouse* and *seeds* on the board. Have children label their pictures with the letters *m* for *mouse* and *s* for *seeds*.

See the Shared Writing lesson on page 71.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "The Little Ant"
- Practice Book: Take-Home Book, pp. 37–38
- Photo Cards: *banana, book, car, carrots, deer, door, feather, gate, goat, man, map, soap, sock, soup*
- Large Letter Cards: *m, s, Aa–Zz*
- Letter Tiles: *m, s*
- Sound-Spelling WorkBoards
- Word Cards: *can, I*
- Comprehension Cards
- hand puppet
- pocket chart

## Working with Words

### ► Phonemic Awareness

#### Objective Categorize phonemes

Read aloud the following rhyme. Then read it again, and ask children to chime in with you:

Marco is a silly monkey,  
With a hat and sunglasses too.  
On sunny days when the music plays,  
He'll sing a song for you!

- I Do**
  - Use the puppet to categorize words from the rhyme.
  - Listen to these words: *monkey, days, Marco*. The words *monkey* and *Marco* go together. They both begin with the sound /m/. The word *days* does not belong. It does not begin with /m/.
  - Repeat, categorizing *song, hat, sing* and *my, sit, man*.
- We Do**
  - Tell children that the puppet will say some words. Ask children to help the puppet find the word that does not belong and add a word that does.
  - Listen to these words: *bus, cow, barn*. Say them with me: *bus, cow, barn*. The word *cow* does not belong. It does not begin with the /b/ sound. Help children name another word that does begin with /b/.
  - Continue with *hat, fox, fork; leg, jet, jar; log, man, lock*; and *rabbit, sun, road*.
- You Do**
  - Ask three children to hold up **Photo Cards** *carrots, banana, and car*. Ask children to say the picture names. *Who has the picture whose name does not belong?* Have that child step out of the group.
  - *What is the beginning sound in carrots and car? Who can think of another word that begins with /k/?*
  - Repeat with **Photo Cards** *door, deer, book; goat, feather, gate*; and *man, soup, soap*.

### CORRECTIVE FEEDBACK

Say *milk, muffin, and soup*. Have children repeat. *Milk* and *muffin* begin with /m/: /mmm/, *milk, muffin*. *Soup* does not belong. It does not begin with /m/. Does the word *munch* belong with *milk* and *muffin*?

#### Quick Check

Can children categorize phonemes? If not, use Additional Instruction, pp. 72–75.

### ► Phonics

#### Objective Review initial sounds

**Review** Show each of the following **Large Letter Cards** as children say each sound: *s, m*.

- I Do**
  - Use **Letter Tiles** *m* and *s* with the **Sound-Spelling WorkBoards**.
  - Point to each letter. The letter *s* stands for /s/. The letter *m* stands for /m/.
  - Listen to the word I say: *mail*. I hear /m/ at the beginning of *mail*. The word *mail* begins with the letter *m*. I will put **Letter Tile** *m* in the first sound box. What is the first sound in *mail*? What letter stands for the sound? Repeat with *six, made, seven, and mom*.
- We Do**
  - Display **Photo Cards** *man, map, soap, sock, soup*.
  - Place **Letter Tile** *s* in the first sound box.
  - Let's say the sound the letter *s* stands for: /s/. Point to a picture of something that begins with /s/. Let's say the sound and the word together.
  - Continue until all the **Photo Cards** with initial /s/ are identified. Repeat for initial /m/.
- You Do**
  - Have children place **Letter Tile** *m* in the first box.
  - Ask children to say the sound the letter stands for.
  - Then have each child say a word that begins with the /m/ sound. As each word is said, have children touch **Letter Tile** *m* and repeat the word.
  - Repeat with **Letter Tile** *s* in the first box.



► **Alphabet Recognition**

Use the **Sound-Spelling WorkBoards**. Chant the alphabet as children point to each letter.

- **Alphabet March** Place **Letter Cards** Aa–Zz on the floor in a circle. Play music as children march around the outside of the circle.
- Periodically stop the music. Randomly choose children to name the letter closest to them.
- Repeat until each child has named a letter.

**ELL** Provide practice in recognizing and naming letters for children whose native languages do not use the symbols of the Latin alphabet. For more support, see pages T6–T7.

**Words to Know**

► **High-Frequency Words: *can, I***

**Objective** Review high-frequency words

- Display **Word Cards** *can* and *I* in the pocket chart. Point to each word. *What word is this? Can I sing?*
- Have children **read, spell, and write** *can* and *I*.
- Read the sentence starter: *Can I \_\_\_\_\_?* Have a child dictate an ending. Then have each child complete his or her own sentence.
- Have each child circle the words *Can* and *I* in his or her sentence.

► **Oral Vocabulary: *Miserable* and *Continue***

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they heard last time, “The Little Ant.” *In the story, the little ant went outdoors after her mother told her not to. She felt miserable outside in the cold. Miserable means “very unhappy” or “bad.”*

- *Why was the little ant feeling miserable?*
- Then remind children that *continue* means “to keep doing something over and over again.”
- *Why did the little ant continue to call out to the snowflake, the leaf, the mouse, the cat, and the dog?*

**Connect** Have children discuss what might have happened to the little ant if she had not continued to call out to the other characters in the story. Ask if the little ant was miserable at the end of the story.

► **Build Fluency: Word Automaticity**

**Objective** Improve word accuracy

- Write *I* and *can*. Read the words with children. Have pairs identify the words. Have one child read a word and the other point to the word on the board.
- **Connected Text** Have children reread the **Take-Home Book** independently or in pairs.

See **Practice Book** pages 37–38.

**Time to Read**

► **Read “The Little Ant”**

**Objectives** Develop oral vocabulary; Ask questions: Identify character

**Before Reading** Remind children that characters are the people or animals in a story. Their actions make the story happen. Reread “The Little Ant.”

**During Reading** As you read each card, focus on this week’s concept—weather words. Discuss the concept of weather with children.

- After you read Cards 2 and 3, prompt children to use the **Oral Language** and **Wonderful Word** vocabulary as they talk about the story.

**After Reading** Discuss the characters and their actions. *What did the flea do? Why?*

- Use the **Retell the Story** prompts on Card 4 to help children retell the story.

**CORRECTIVE FEEDBACK**

If children cannot identify character, use **Comprehension Cards: Character and Setting**.

**Quick Check**

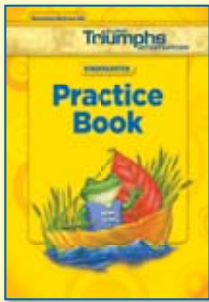
Can children identify characters? If not, use **Additional Instruction**, pp. 72–75.

► **Write**

**Objective** Write a label

- Have children draw a picture of Mama greeting the little ant when she returns home.
- Write *Mama* on the board. Have children copy the word from the board to label their pictures.

See Vocabulary, Grammar, and Interactive Writing lessons on page 70.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 37–38; 41–42
- Assessment Book
- Photo Cards: *bike, book, bus, car, comb, corn, deer, doll, door, hand, hat, hay, man, map, mop, moon, mouse, saw, seal, soap, soup*
- Large Letter Cards: *m, s, Aa–Zz*
- Letter Tiles: *m, s, Aa–Zz*
- Sound-Spelling WorkBoards
- Word Cards: *can, I*
- hand puppet
- pocket chart

### Online Resources

- **Bibliography**

## Working with Words

### ► Phonemic Awareness

#### Objective Categorize phonemes

Read the rhyme and have children join in.

Marco is a silly monkey,  
With a hat and sunglasses too.  
On sunny days when the music plays,  
He'll sing a song for you!

- I Do**
- Tell children that the puppet is going to think of some words that go together. Children should listen for the beginning sound of each word.
  - *I'm going to think of words that begin with /m/ like monkey. The word milk begins with /m/. So does music. The word song does not begin with /m/. The words monkey, milk, and music go together.*
  - Ask children to repeat the words with /m/.
  - Repeat with *sunny, song, music, and sunglasses*.

- We Do**
- Tell children that the puppet is going to say some more words. Children are to tell the puppet which word does not belong.
  - *Listen to the words I say. Tell me which word does not belong: ham, heart, song, hat. The word song does not belong. It does not begin with the sound /h/.*
  - Repeat with *song, ten, sip, sail; five, ten, tiger, tent; and fan, dog, door, dig*.

- You Do**
- Tell children that they will use **Photo Cards** to play a matching game.
  - Distribute **Photo Cards** *bike, book, bus, car, comb, corn, deer, doll, door, hand, hat, hay, map, moon, mop, seal, saw, and soup*, one per child.
  - *Look at the picture and say the name. What's the first sound you hear?*

- Give a signal for children to find others who have pictures with names beginning with the same sound. Tell children to form small groups.
- When children have formed groups, ask each group to name their pictures and say the sound.

- ELL** Help children name each **Photo Card** before the activity. Say each picture name and have children repeat. For more support, see pages T6–T7.

### ► Phonics

#### Objective Review initial sounds

**Review** Display **Large Letter Cards** *s, m* as children say each sound.

- I Do**
- Place **Letter Tile** *m* in the first sound box on the **Sound-Spelling WorkBoard**.
  - Point to the letter. *The letter m stands for /m/ in the beginning of words like man, mop, and map. Say the words with me: man, mop, map. The first sound in these words is /m/. They begin with the letter m.*
  - Repeat with **Letter Tile** *s* and *sun, soup, soap*.

- We Do**
- Place **Letter Tile** *m* in the first box.
  - *Let's say the sound for this letter: /m/. Who has a word that begins with the /m/ sound? What letter makes the sound /m/?*
  - Ask children to suggest words with initial *m*.
  - Continue with **Letter Tile** *s*. Ask children to generate words that begin with /s/.

- You Do**
- Have children use **Letter Tiles** *m* and *s* with the sound boxes.
  - Hold up a **Photo Card** with initial /m/ or /s/. Have children say the picture name and place the letter that stands for the initial sound in the first box. Check for accuracy.
  - Use **Photo Cards** *man, map, moon, mouse, seal, soap, saw, and soup* in random order.

### ► Alphabet Recognition

Use the **Sound-Spelling WorkBoards**. Sing “The Alphabet Song” as children point to each letter.

- **Alphabet Scramble** Place **Letter Cards** or **Letter Tiles** Aa–Zz in random order on the table.
- Ask children to arrange them in alphabetical order as they recite the alphabet together.

## Words to Know

### ► High-Frequency Words: *can, I*

**Objective** Review high-frequency words

- Play a game. Hold **Word Cards** *can* and *I* behind your back. Have children pick a hand.
- Show the word and have children read the word with you.
- Use the word in a sentence, and then ask a child to use the word.
- Mix and hide the cards again and have children choose a hand. Use the word in a sentence and tell children it is time for someone else to have a turn.
- Repeat until all children have used one or both words in a sentence.

### ► Oral Vocabulary: *Miserable and Continue*

**Objective** Develop oral vocabulary

**Confirm** Review the words *miserable* and *continue* with children. Remind children that *miserable* means “feeling very unhappy” or “bad.” *Continue* means “to keep doing something over and over again.”

**Discuss** Have children finish the following sentence starters. *I feel miserable when I \_\_\_\_\_. I will continue to \_\_\_\_\_, even when I get older.*

**Connect** Describe weather that makes you feel miserable. What do you do if the miserable weather continues for a few days?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Display **Word Cards** *I* and *can*. Have children take turns pointing to each word and reading it.

- **Connected Text** Have children reread the previous **Take-Home Book**. Circulate and listen in.

Tell children to read the **Take-Home Book** to their family.

See **Practice Book** pages 37–38.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Write the sentence pattern from the story. Read it and have children repeat. Prompt children to offer possible words to complete the pattern. Tell them that today’s story will contain this pattern.
- Have children point to the first word to show where to begin reading.
- **Choral Reading** Read the **Take-Home Book** together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 41–42.

### ► Write

**Objective** Draw a picture

- Have children think about what the little ant can do inside her warm home until spring arrives.
- Have them draw a picture showing a happy little ant having fun indoors.

### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

## Unit Assessment

Have children complete the **Unit Assessment** on **Assessment Book** pages 36–47.



Reinforce vocabulary, grammar, writing, and listening and speaking skills every week.

**Materials**

- Oral Vocabulary Development Cards: "Why the Crocodile Does Not Eat the Hen," "The Seasons," "The Little Ant"
- Photo Cards: *astronaut, balloon, barn, camera, chair, doctor, fish, horse, house, queen, turtle*

**More Word Work Oral Vocabulary: Wonderful Words**

Use the Oral Language prompts on the **Oral Vocabulary Cards** to review the meanings of the three Wonderful Words for each week. Then use the prompts below. Have children create sentences of their own using the words.

**Objective** Reinforce meanings of oral vocabulary

**WEEK 1**

- **amazed, consider, annoyed**
  - Would you be *amazed* if a student, or a polka-dotted giraffe, came into our classroom?
  - If you wanted to *consider* something, would you think about it or forget about it?
  - Would you be happy or *annoyed* if the bus were late today?

**WEEK 2**

- **often, busy, plenty**
  - What do you like to do more *often*—clean your room or play with your friends?
  - When would you be *busy*—if you were helping to cook a meal or taking a nap?
  - If there is *plenty* of something, is there not enough or more than enough?

**WEEK 3**

- **stubborn, refused, ignored**
  - How would you look if you were feeling *stubborn* and *refused* to do something? What might you say?
  - What might you try to *ignore*—the sound of your favorite song or the sound of some noisy trucks outside?

**Grammar: Naming Words (Nouns)**

**Objective** Identify and use naming words (nouns)

**WEEK 1**

- Explain that *naming words* are words that name people, places, things or animals. Display Card 3 of "Why the Crocodile Does Not Eat the Hen." Point to the crocodile. *Crocodile is a naming word, a noun.* Repeat with *rock, plant, and tree.* Have children identify naming words using Cards 1–4. List them.
- Use **Photo Cards** to practice using nouns. Have children make up sentences about the photos. Have the group identify the naming word(s).

**Listening and Speaking**

Tell children to take turns speaking and to listen carefully to the speaker.

**WEEK 2**

- Review that *naming words* are the names of people, places, things, or animals. Display Card 1 of "The Seasons." Point to the girl. *Girl is a naming word, a noun.* Using the same card, repeat with *snow, gloves, and tree.* Have children identify naming words using Cards 1–4. List the words.
- Read this sentence from Card 2: "On farms baby cows, lambs, pigs, and rabbits are born." Have children identify the naming words in the sentence. (*farms, cows, lambs, pigs, rabbits*)

**WEEK 3**

- Have children explain what *naming words*, or nouns, are. Then display Card 4 of "The Little Ant." Ask children to identify things in the picture and say their names. Remind them that these are naming words. Have children identify naming words using Cards 1–4. List the words.
- Read this sentence from Card 2: "But the mouse was busy looking for seeds, and he refused to stop and lift the leaf." Have children identify the naming words in the sentence. (*mouse, seeds, leaf*)

## Writing: Charts, Lists, and Sentences

**Objectives** Write charts, lists, and sentences; Develop concepts of print

### WEEK 1

#### Shared Writing: Chart

- Display Cards 1–3 of “Why the Crocodile Does Not Eat the Hen.” Tell children that making a chart is a good way to list ideas. Explain that you will make a chart together that tells what they know about Hen and Crocodile. Draw a two-column chart, with Hen and Crocodile as the column headings. Read the headings as you track the print.
- Using the pictures and their recall of the story, have children dictate words that tell about each character. (For example: Hen: yellow, small, lives on land, brave; Crocodile: brown/green, large, lives in the water, angry) Track print as you read the completed chart to children.

**Concepts of Print** Point out that the words or ideas in each column of a chart are written on a separate line, one under the other. Track the print as you read the words in a column, to show how print moves from left to right and top to bottom. Then have a few children track the print. Have them point out any letters they know.

#### Interactive Writing: Sentences

- Tell children that they will use the chart to write sentences about Hen and Crocodile. Write these sentences: *Hen is \_\_\_\_\_. Crocodile is \_\_\_\_\_.* Ask children to look at the chart and suggest a word to complete each sentence. Encourage them to write any letters they know. Track print as you read the sentences.

### WEEK 2

#### Shared Writing: Chart

- Tell children that the class will make a chart that tells about the different seasons. Draw a chart with four columns. Label the columns *Winter, Spring, Summer, and Fall.* Point to each heading as you read the name of the season.
- Display Card 1 of “The Seasons.” Ask children to tell what they like to do in winter. Write children’s ideas in the first column. Repeat with the other cards and seasons. Track print as you read the completed chart to children.

#### Interactive Writing: Sentences

- Write the sentence frames: *I can \_\_\_\_\_ in winter. I can \_\_\_\_\_ in summer.* Point to and identify the period and remind children that a sentence has an ending mark. Then ask children to look at the chart and suggest a word to complete each sentence. Encourage children to write any letters they know. Continue writing sentences for each of children’s suggestions. Track print as you read the completed sentences with children.

#### Listening and Speaking

Remind children to stay on topic as they share their ideas and to be good listeners.

### WEEK 3

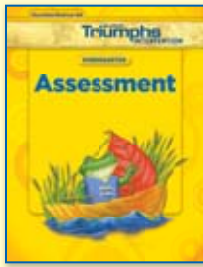
#### Shared Writing: List

- Remind children that one way to remember things is to make a list. Talk about some kinds of lists children have seen, such as a grocery store list or the Job List in the classroom. Explain that today they will help you make a list of the animal characters in “The Little Ant.”
- Display Cards 1–4 and have children dictate the names of the characters as you list them. Read the completed list to children.

#### Interactive Writing: Sentences

- Write this sentence frame: *The ant asked \_\_\_\_\_ for help.* Have children look at the list of characters and suggest a word to complete the sentence. Record their responses. Encourage children to write any letters they know. Then write this sentence frame: *My favorite character in the story is \_\_\_\_\_.* Record their responses. Have children write any letters they know. Track print as you read all the sentences with children.

**Concepts of Print** Tell children that a sentence begins with a capital letter as you point to the letter. Point to and identify the period and explain that a sentence has an ending mark. Track the print as you read the words in each sentence, to show how print moves from left to right and top to bottom. Then have a few children track the print.



Assessment Book

Choose from the Additional Instruction for children who need more support. Use Unit Assessment to check children's progress.

## Working with Words

### Materials

- Practice Book: Take-Home Book, pp. 25–26, 29–30; 31–32, 35–36; 37–38, 41–42
- Photo Cards: *book, bus, dog, fox, goat, man, mix, mop, rock, sandwich, six, snow, soap, sock*
- Large Sound-Spelling Cards: *Map, Sun*
- Large Letter Cards: *M, m, S, s*
- Sound-Spelling WorkBoards
- Letter Tiles

### Online Resources

- **IWB** Interactive White Board  
Phonics Lessons

## Phonemic Awareness

**Objective** Develop phonemic awareness

### Identify Rhyming Words

**Take a Step Back: Listen for Rhyme** Teach children the following poem and emphasize the rhyming words.

*Hickory, dickory, dock!  
The mouse ran up the clock;  
The clock struck one,  
The mouse did run.  
Hickory, dickory, dock!*

Explain to children that rhyming words are words that sound the same at the end. Point out that *hickory* and *dickory* rhyme because they have the same sounds at the end, /ikərē/. Have children repeat the words after you. Repeat the procedure with *dock, clock* and *one, run*.

**Identify Rhyming Words** Have children listen for the end sounds in *low* and *row*. Have them repeat the rhyming pair. Display **Photo Cards** *book, dog, fox, goat, man, rock, six, and snow*. Say the picture names with children. Have them tell the **Photo Card** that rhymes with *look*. Then ask them to think of other words that rhyme with *look* and *book*. Repeat the routine until children have used all the cards.

**Isolate Initial Phonemes** Display the *Map Sound-Spelling Card*. Tell children that *map* begins with the sound /m/: /mmm/ /ap/, *map*. Display the **Photo Cards** *man, mix, and mop* as you name each one. Elongate the initial /m/ in each word. *I am going to repeat the words man, mix, and mop as I listen carefully to the first sound in each word. I hear the sound /m/ at the beginning of man, /mmman/; mix, /mmmiks/; and mop, /mmmop/. The first sound in each word is /m/. Display the Sun Sound-Spelling Card. Sun begins with the /s/ sound. Listen: sun, /sss/ /un/. Display the **Photo Cards** *sandwich, soap, and sock* as you name each one. Elongate the initial /s/ in each word. *What sound is the same in sun, soap, and sock? (the first sound, /s/).* Continue with the following words:*

- Lessons 1–5: *Mom, me, mop; my, mitten, moose*
- Lessons 6–10: *sit, sad, see; soap, Sam, summer*
- Lessons 11–15: *mix, made, muffin; sun, seal, sang*

**Categorize Phonemes** Say the words *moose, munch, sun*. I hear the sound /m/ at the beginning of *moose*: /mmm/. I also hear the sound /m/ at the beginning of *munch*: /mmm/. *Moose* and *munch* both begin with the /m/ sound. *Sun* begins with the /s/ sound: /sss/. The word *sun* does not begin with the /m/ sound. The word *sun* does not belong in the same group as *moose* and *munch*. Repeat with *nut, tick, net*. *What is the first sound in the word nut? Yes, nut begins with the /n/ sound. What is the first sound in the word tick? Yes, tick begins with the /t/ sound. What is the first sound in the word net? Net begins with the /n/ sound. Nut and net both begin with the /n/ sound. Tick does not begin with the /n/ sound. So, tick does not belong in this group. Continue with these word sets: sing, see, mop; mud, sun, milk; sip, man, six.*



## ► Phonics

**Objectives** Identify initial sounds /m/m and /s/s

Display **Large Letter Cards** *M* and *m*. Point to and identify capital *M*. Have children repeat. Continue with lowercase *m*. **The letter *m* stands for the sound /mmm/, as in *milk*.** Point to *M* and *m* and say, *I like milk*, as you pretend to drink a glass of milk. Point again and prompt children to say /mmm/. Ask: **What is the sound for this letter? (/mmm/)** **Let's pretend to drink a glass of milk as we say /mmm/ to help us remember the sound for the letter *m*.**

Repeat for *Ss*, using the word *snake* and this memory aid: **Let's pretend to be a snake slithering in the sand as we say /sss/ to help us remember the sound for *s*.**

**Review Sounds** Write the words below on the board. Show **Letter Cards** *m* and *s*. Have children say the letter and the sound it stands for. Then say the words listed on the board and have children repeat the words after you. Ask them to point to the *m* card when they hear a word that begins with /m/ or the *s* card if they hear a word that begins with /s/. If a word does not begin with either sound, they should do nothing.

- Lessons 1–5: *map, make, bat, moon, mitt, top, mat*
- Lessons 6–10: *sat, nose, see, sip, pig, sail, rope, swim*
- Lessons 11–15: *mug, soup, sand, dog, moose, saw, mud, meat, van, sat*

**ELL** Review the meanings of words in the lesson that can be demonstrated in a concrete way. For more support, see pages T6–T7.

**Alphabet Recognition** Display the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” as you point to each letter.

Have children work in pairs. Ask them to use **Letter Tiles** to make their first name. Then have them make each other’s names.

## Write *Mm, Ss*

**Take a Step Back: Form the Letter *Mm*** Have children use pencils or wooden sticks to make a capital *M*. Emphasize the four lines used to form the letter. Have children practice saying /m/ as they form *M* and *m* in sand or with paint.

**Take a Step Back: Form the Letter *Ss*** Have children make slithering snakes out of clay. Ask them to trace the snake with their fingers as they make the snake sound /sss/ /sss/ /sss/.

**Dictation** Model how to write *M* and *m* as you say the sound. Have children trace the letter in the air with their fingers. Then ask children to write the letter on their **Sound-Spelling WorkBoards**. Repeat with *S* and *s*. Then randomly say *m* and *s* and have children write what you say. For more handwriting support, see pages T8–T11.

**Fluency: Connected Text** Have children reread the **Take-Home Books** on the **Practice Book** pages listed below. When children feel comfortable reading the stories, have them read the stories to a partner.

- Lessons 1–5: **Practice Book** pages 25–26, 29–30
- Lessons 6–10: **Practice Book** pages 31–32, 35–36
- Lessons 11–15: **Practice Book** pages 37–38, 41–42

**IWB** For additional work with sound-symbol relationships, use **Online Phonics Lessons: Consonants *Mm, Ss***.

### Words to Know

#### Materials

- Word Cards: *can, I*
- Sound-Spelling WorkBoards
- Letter Tiles: *a, c, l, n*
- Photo Cards: *October, snow, soil, under*
- pocket chart

#### ► High-Frequency Words

**Objective** Reteach high-frequency words *I* (Lessons 1–5); *can* (Lessons 6–10); *can, I* (Lessons 11–15)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word I. It is spelled with an uppercase I. I am hungry. This is the word can. It is spelled c-a-n. Can. My friend can come to the party.*
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters using the words. For example: *I am \_\_\_\_\_. We can \_\_\_\_\_.* Have children take turns orally completing the sentences. Write the sentences as children complete them and then read each sentence aloud. Have children take turns underlining the high-frequency words in each sentence.
- Have partners work together to spell *I* and *can* using the **Letter Tiles**.

#### ► Concept Words

**Objective** Develop oral vocabulary

**Family Words (Lessons 1–5)** Remind children that they have been using words that tell about people in a family such as *brother, sister, mom, dad*.

- Have children say sentences naming some of the people in their family.

- Have partners work together to create sentences using the oral vocabulary words. Partners can include other family members such as *grandmother, grandfather, aunt, uncle, or cousin*.

**Seasons (Lessons 6–10)** Remind children that a season is a time of the year. Tell children that the names of the seasons are *winter, spring, summer, and fall*. Sometimes *fall* is called *autumn*.

- Display **Photo Cards** for *October, snow, under, and soil*. Ask a child to describe what he or she sees and to tell which season the picture shows. (*snow, winter; October, fall; under, summer; soil, spring*)
- Have them share ideas about what each season is like where they live.

**Weather Words (Lessons 11–15)** Remind children that they have been using words that tell about the weather. *We use the words sunny, rainy, cloudy, windy, and snowy to describe the weather.*

- Discuss the meaning of each word with children.
- Have children use weather words and take turns describing the weather for today, yesterday, and what they think the weather will be tomorrow.

**ELL** Some grammatical structures, such as adjectives, may pose difficulties to English Language Learners. Write the weather words in a list. Ask children what they notice about the end of each word. Explain that many words that describe or tell about something end with *-y*. For more support, see pages T6–T7.

### Time to Read

#### Materials

- Oral Vocabulary Development Cards: “*Why the Crocodile Does Not Eat the Hen,*” “*The Seasons,*” “*The Little Ant*”

#### Online Resources

- **IWB** **Interactive White Board** Comprehension Lessons

## ► Listening Comprehension

**Objectives** Review comprehension skills

**Identify Character (Lessons 1–5)** Remind children that characters are the people or animals in a story. The characters do the action in the story. In “Why the Crocodile Does Not Eat the Hen,” a crocodile and a hen are the first characters we meet.

- Use the **Oral Vocabulary Development Cards for** “Why the Crocodile Does Not Eat the Hen.” Let’s read “Why the Crocodile Does Not Eat the Hen.” As we read, let’s pay attention to the characters and what they are doing.
- Read aloud Card 1. As I look at the picture and read the words, I learn that a hen and a crocodile are the animal characters in this story. As you read, pause for children to identify other characters and tell what each character does.
- Read Card 4. Which character do we meet on this card? (lizard) How does the lizard help the crocodile? (The lizard explains why the crocodile and the hen are brothers after all.)
- Have children retell the story.
- **Characters** Have children look through picture books and point to characters. Have children discuss the characters and what they liked or didn’t like about them.

**Compare and Contrast (Lessons 6–10)** Tell children that to *compare* is to think about how people or things are the same. When we *contrast*, we think about how they are different. As readers, we can use the pictures as well as the words in a selection to understand how something is similar to something else and how it is different. Use the **Oral Vocabulary Development Cards for** “The Seasons.” For example, on Card 2 of “The Seasons,” the words tell me that in spring and in summer there are more hours of light. I am comparing these two seasons, or telling how they are alike: There is more light in both of these seasons.

- Read aloud each card, pausing between each one.
- How else are spring and summer the same? (In both spring and summer, plants and baby animals grow bigger. People like to play outdoors in both seasons.) How are spring and summer

different? (It rains more in spring, while the weather is drier during the summer. The weather is hotter in the summer and there is no school. In spring, children go to school.) How are summer and winter different? (Summer is hot; there is no school. During the summer, plants and animals grow. Winter is cold and it may snow. Children go to school during the winter, and it is a resting time for plants and animals.)

- Have children tell what they learned from the selection.
- **Compare and Contrast** Have children look through picture books and identify how two people or things are the same and how they are different.

**Identify Character (Lessons 11–15)** Review with children that characters are the people or animals who do the action in a story. In “The Little Ant,” a little ant is the main character. There are many other characters in this story, too.

- Use the **Oral Vocabulary Development Cards** “The Little Ant.” Let’s read “The Little Ant.” As we read, let’s pay attention to who the other characters are and what they say and do.
- Read aloud Cards 1 and 2. As I read, I learn that the ant and its mother are the characters we first meet. After reading Card 2, I learn about other animal characters. (the snowflake, the leaf, the mouse) Do the snowflake and the leaf do what the ant asks them to do? (no)
- Who are the other characters in this story? (the cat, the dog, the flea)
- Have children retell the story.

**IWB** Online Comprehension Lessons:  
Character, Setting Plot; Compare and Contrast

### Self-Selected Reading

Provide books for children to read during independent reading time or to take home for additional practice. Guide children to identify the characters in fiction books and to compare and contrast the information for nonfiction books.





Oral Vocabulary Development Cards



Oral Vocabulary Development Cards

**Working with Words**

- Phonemic Awareness
- Phonics

**Words to Know**

- High-Frequency Words
- Concept Words
- Build Fluency

**Time to Read**

- Oral Vocabulary Development Cards
- Comprehension
- Write

**Language Arts**

- Grammar
- Writing

**Assessment**

- Informal
- Formal

**Week 1, Lessons 1–5**

**Phonemic Awareness**

- Phoneme Isolation
- Onset and Rime

**Phonics**

- Initial /p/p

**High-Frequency Words**

- *we*

**Concept Words**

- Comparing Words

**Fluency**

- Letter, Sound, and Word Fluency; Connected Text

**Read**

- “The Tortoise and the Hare”

**Strategy:** Recognize Story Structure

**Skill:** Make and Confirm Predictions

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

- Action Words

**Writing**

- Shared Writing: Chart
- Interactive Writing: Sentences



Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

**Week 2, Lessons 6–10**

**Phonemic Awareness**

- Phoneme Isolation
- Onset and Rime

**Phonics**

- Initial /t/t

**High-Frequency Words**

- *like*

**Concept Words**

- Action Words

**Fluency**

- Letter, Sound, and Word Fluency; Connected Text

**Read**

- “Rain Forest Animals”

**Strategy:** Recognize Text Structure

**Skill:** Classify and Categorize

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

- Action Words

**Writing**

- Shared Writing: Chart
- Interactive Writing: Posters



Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

**Additional Instruction, pages 110–113**



Oral Vocabulary Development Cards

### Week 3, Lessons 11–15

#### Phonemic Awareness

- Phoneme Isolation
- Onset and Rime

#### Phonics

- Initial /n/n

#### High-Frequency Words

- a

#### Concept Words

- Feeling Words

#### Fluency

- Letter, Sound, and Word Fluency;  
Connected Text

#### Read

- “The Foolish, Timid Rabbit”

**Strategy:** Recognize Story Structure

**Skill:** Character and Plot

#### Daily Writing Prompts

Handwriting, Dictation, Story Response

#### Grammar

- Action Words

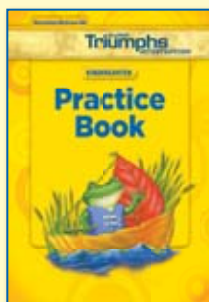
#### Writing

- Shared Writing: Chart
- Interactive Writing: Book Titles

**Quick Check** Phonemic Awareness, Phonics,  
High-Frequency Words, Concept  
Words, Comprehension

- **Unit Assessment, Assessment  
Book pp. 48–59**





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 41–42
- Large Letter Cards: *m, p, s, A-Z*
- Letter Tiles: *A-Z*
- Large Sound-Spelling Card: *Piano*
- Photo Cards: *bike, car, jet, pen, penguin, pumpkin*
- Sound-Spelling WorkBoards
- Word Card: *we*
- hand puppet
- self-stick notes
- pocket chart

### Online Resources

**IWB** Interactive White Board  
Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Isolate initial phoneme /p/

Read aloud the following rhyme:

I like *peaches* and *pears*.  
Pancakes and *pies* are good, too.  
I like *pickles* better than *peanuts*.  
What *tastes* good to you?

- I Do**
  - Use the puppet to show children how to isolate the first sound in a word.
  - Listen to the word *peaches*. *Peaches* begins with the /p/ sound. The first sound in *peaches* is /p/. Say the sound and the word with me: /p/, *peaches*. What's the sound?
- We Do**
  - Read line 1 of the rhyme again. The word *pears* also begins with /p/. Let's say the word together: *pears*. Let's say the first sound in *pears*: /p/.
  - Continue in the same manner with the rest of the initial /p/ words in the rhyme.
- You Do**
  - Read line 1 of the rhyme. What is the first sound you hear in *peaches*? Repeat with *pears*.
  - Repeat with the other /p/ words in the rhyme.

### CORRECTIVE FEEDBACK

Say the sound /p/ and have children repeat it. The word *pie* begins with /p/. Let's say the sound and the word together: /p/, *pie*. Listen to another word: *peanuts*. What is the first sound you hear in *peanuts*?

#### Quick Check

Can children isolate the initial phoneme /p/? If not, use Additional Instruction, pp. 110–113.

### ▶ Phonics

**Objective** Identify initial /p/p

**Review** Show the following **Large Letter Cards** as children say each sound: *m, s*.

- I Do**
  - Display the *Piano* **Sound-Spelling Card**.
  - This is capital *P*. This is lowercase *p*. The letter *p* stands for the /p/ sound in *piano*. Listen for /p/ as I say the word again: *piano*.
  - Then display **Photo Card** *penguin*. Place a self-stick note with a lowercase *p* below the penguin.
  - This is a penguin. The word *penguin* begins with the /p/ sound. Listen for /p/ as I say the word: *penguin*.
  - Repeat with **Photo Cards** *pen* and *pumpkin*.
- We Do**
  - Write *peaches, pears, and pickles* on the board.
  - Read line 1 of the rhyme and point to the letter *p* in *peaches*. The *p* in *peaches* stands for the /p/ sound. Say the sound and word with me: /p/, *peaches*.
  - Repeat with *pears* and *pickles*.
- You Do**
  - Write *pies, pancakes, and peanuts* on the board.
  - What is the first sound you hear in the word *pies*? Have a child circle the letter that stands for /p/.
  - Have children say /p/ as they point to *p*.
  - Repeat with *pancakes* and *peanuts*.

**IWB** **Online Phonics Lessons:** Consonant *Pp*

Throughout Unit 3, use the phonics instruction animations only.

### CORRECTIVE FEEDBACK

Write *pig*. Circle *p*. This is the letter *p*. Say the name of the letter *p*. The letter *p* stands for the /p/ sound in *pig*. Say the sound as I point to the letter.

#### Quick Check

Can children identify /p/ spelled *Pp*? If not, use Additional Instruction, pp. 110–113.



► **Alphabet Recognition**

Use the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” as children point to each letter.

- **Letter Match** Choose several letters and distribute two **Letter Tiles** of each. Have each child hold up his or her letter and say its name.
- Next, have each child find the other child with the same letter as his or her own.
- Ask partners to point to their letter on the **Sound-Spelling WorkBoard**.

**Words to Know**

► **High-Frequency Word: we**

**Objective** Read high-frequency words

- Display **Word Card** *we* in the pocket chart.
- Point to *we*. *This is the word we. It is spelled w-e. We read stories. What’s the word?*
- Have children chorally **read** and **spell** *we* with you as you point to it.
- Have children **write** *we* on their **WorkBoard**.
- Have children take turns finishing the sentence *We like to \_\_\_\_\_*. Write the sentences on the board.

**ELL** Have three children act out a few sentences using *I* and *we*, such as *I read a book. We read a book*. For more support, see pages T6–T7.

**CORRECTIVE FEEDBACK**

Point to and say *we*. *The word is we. Point to the word and say it with me: we. What’s the word?*



Can children read *we*? If not, use **Additional Instruction, pp. 110–113**.

**Concept Words: Comparing Words**

**Objective** Develop oral vocabulary

- Tell children that you will use words that compare things. Reread line 3 of the rhyme. *Better is a comparing word. Which food do you like better, pickles or peanuts?*

- Display **Photo Cards** *bike, car, and jet*. *I can go fast on my bike, but a car can go faster. A plane is fastest.*
- Have children use comparing words such as *long, longer, longest; fast, faster, fastest; and tall, taller, tallest*. Ask *What is the fastest way to get to school? Who is the tallest in your family?*

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

Tell children they will reread the **Take-Home Book** from the previous week.

- Write the sentence pattern from the story. Reread the story, and have children repeat. Prompt children to offer words to complete the pattern.
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Have children partner-read.

► **Response**

Ask children to respond to the **Take-Home Book** by asking questions about the characters.

See **Practice Book** pages 41–42.

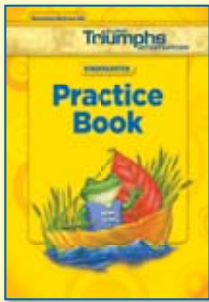
► **Write**

**Objective** Write *Pp*

- Display the **Piano Sound-Spelling Card**.
- Model how to write *Pp* by tracing the letter with your finger. Write the letter *Pp* on the board.
- Have children take turns tracing *Pp* on the **Piano Sound-Spelling Card** with their finger.
- Have children say /p/ as they write *Pp*.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: capital *P*. Repeat with lowercase *p*, and the letter *m*. Write the letter for the sound I say: /s/. Repeat with /p/. Provide immediate feedback.

See Handwriting pages T8–T11.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 43–44; p. 191
- Sound-Spelling WorkBoards
- Large Letter Cards: *m, p, s, Aa-Zz*
- Large Sound-Spelling Card: *Piano*
- Word Cards: *can, I, we*

- markers or counters
- pocket chart

### Online Resources

**IWB** Interactive White Board  
Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Isolate initial phoneme /p/

Read aloud the rhyme. Then read it again, and ask children to chime in with you.

I like peaches and pears.  
Pancakes and pies are good, too.  
I like pickles better than peanuts.  
What tastes good to you?

**I Do** ■ Tell children you will use the sound boxes on the **Sound-Spelling WorkBoard**. Ask children to help listen for the first sound in a word.

■ Listen to the word *pie*. *Pie* begins with the /p/ sound: /p/, *pie*. I am going to put a marker in the first box to stand for the /p/ sound at the beginning of *pie*.

■ Repeat with *pan* and *pin*.

**We Do** ■ Say the word *pot* with children.

■ What sound do you hear at the beginning of *pot*? Let's say the sound and the word together: /p/, *pot*. Let's put a marker in the first box to represent the /p/ sound. What's the sound?

■ Repeat with *pit* and *pat*.

**You Do** ■ Listen to this word: *pig*. Now you say the word. What is the sound you hear at the beginning of the word *pig*?

■ Have children place a marker in the first box in the sound boxes on their **Sound-Spelling WorkBoards** to represent the initial /p/ sound.

■ Repeat with *put*, *pen*, *push*, and *pull*.

### ▶ Phonics

**Objective** Identify initial /p/

**Review** Show each of the following **Large Letter Cards** as children say each sound: *p, s, m*. Mix the cards and repeat.

**I Do** ■ Display the *Piano* **Sound-Spelling Card**.

■ Point to the letter *p*. The letter *p* stands for the /p/ sound at the beginning of *piano*.

■ Listen for /p/ as I say the word: /p-p-p/ *piano*. Say the sound and word with me: /p/, *piano*.

**We Do** ■ Write the word *pear* on the board. The *p* at the beginning of *pear* stands for the /p/ sound. Say the sound as I point to the letter.

■ Then have children say the word with you again and circle the letter that stands for initial /p/.

**You Do** ■ Write the following words on the board: *pat*, *pickle*, *pig*, *pen*.

■ Point to the word *pat* and read it aloud with children.

■ Ask a child to circle the letter that stands for the /p/ sound in *pie* and say /p/.

■ Continue until children have circled and identified the letter *p* and sound /p/ in each word.

■ Then have children write the letter *p* several times as they say /p/.

**IWB** Online Phonics Lessons: Consonant Pp

### CORRECTIVE FEEDBACK

The word *pizza* begins with the letter *p*. Letter *p* stands for the /p/ sound. Let's say the sound and the word together: /p/, *pizza*. What's the sound at the beginning of the word? Which letter stands for /p/?

### Quick Check

Can children identify initial /p/ in a word? If not, use **Additional Instruction**, pp. 110–113.

► **Alphabet Recognition**

Use a **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” as you point to each letter.

- **Capital/Lowercase Letter Match** Choose several letters and give each child a capital or lowercase **Letter Card** of each. Help children name their letters and then find the child who has the same letter. Capital and lowercase letters should be matched together.
- Then have children find their letters on their **Sound-Spelling WorkBoards**.

**Words to Know**

► **High-Frequency Word: we**

**Objective** Read high-frequency words

- Display **Word Card** *we* in the pocket chart. *This word is we. We go outside to play.*
- Have children repeat with you: *we*.
- Have children take turns using *we* in a sentence.
- Display **Word Cards** *we*, *I*, and *can* in the pocket chart. Ask a child to point to the word *we*. Then have children identify the other two words.

**CORRECTIVE FEEDBACK**

Point to and say *we*. *The word is we. Point to the word and say it with me: we. What’s the word?* Then place **Word Cards** *we*, *I*, and *can* on the table. Have children individually identify and say *we*.

**Quick Check**

Can children read *we*? If not, use **Additional Instruction**, pp. 110–113.

► **Concept Words: Comparing Words**

**Objective** Develop oral vocabulary

- Remind children of some of the comparing words they talked about last time, such as *long*, *longer*, *longest* and *fast*, *faster*, *fastest*.
- Write the following words on the board: *hot*, *hotter*, *hottest*; *cold*, *colder*, *coldest*. Read the words aloud. Have children pantomime the meanings of the words by pretending to be hot, then hotter, and then hottest. See who can pretend to be the hottest and coldest of all.

See **Comparing Words** page at end of **Practice Book**.

**CORRECTIVE FEEDBACK**

Display three different-sized objects. Say *small*, *smaller*, *smallest* as you point. *Which is the smallest?*

**Quick Check**

Do children understand comparing words? If not, use **Additional Instruction**, pp. 110–113.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

- Write the sentence pattern from the story. Read it and have children repeat. Prompt children to offer possible words to complete the pattern. Tell them that today’s story will contain this pattern.
- **Choral Reading** Read the story together.
  - Have children track print as they read.
  - Focus on the pattern of the story and the changes in punctuation.
  - Point out any known high-frequency words.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.

**ELL** Have children read the story with a partner and ask questions about the story. Partners can respond through words or gestures. For more support, see pages T6–T7.

See **Practice Book** pages 43–44.

► **Write**

**Objective** Write *Pp*

- Write both forms of the letter *Pp* on the board.
- Model how to write *Pp* by tracing the letter.
- Display the *Piano Sound-Spelling Card* and have children take turns tracing *Pp* with their finger.
- Have children say the sound /p/ as they write the letter *Pp* several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoard**: capital *p*. Repeat with lowercase *p*, and the letter *s*. Write the letter for the sound I say: /p/. Repeat with /m/. Provide feedback.

See Handwriting pages T8–T11.





Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: “The Tortoise and the Hare”
- Practice Book: pp. 45, 46; Take-Home Book, pp. 43–44
- Large Letter Cards: *m, p, s, Aa–Zz*
- Photo Cards: *peach, pear, pen, penguin, pie, pizza, pumpkin, soap, sock, soup*
- Sound-Spelling WorkBoards
- Word Card: *we*
- hand puppet
- pocket chart

### Online Resources

**IWB** Interactive White Board  
Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /p/

Read the rhyme and have children join in.

I like *peaches* and *pears*.  
Pancakes and *pies* are good, too.  
I like *pickles* better than *peanuts*.  
What *tastes* good to you?

- I Do** ■ Have the puppet say the word *pancakes*. The word *pancakes* begins with the /p/ sound. Listen for /p/ as I say the word again: *pancakes*.
- Repeat with *pies*, *peanuts*, and *pears*.
- We Do** ■ Ask children to help the puppet figure out if this word begins with the /p/ sound.
- Listen to the word: *pan*. Let’s say the word together: *pan*. What sound is at the beginning of *pan*? Yes, *pan* begins with the /p/ sound.
- Repeat with *pig*, *sit*, *pull*, *man*.
- You Do** ■ Tell children that they will now decide if a word begins with /p/. Have the puppet say *peanuts*.
- Have children repeat the word. Ask a child if *peanuts* begins with /p/.
- Repeat with *pie*, *cookie*, *pull*, and *sit*.

**ELL** Reinforce word meanings by showing **Photo Cards** *peach*, *pear*, and *pie* and other pictures of pancakes, pickles, and peanuts. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say the word *pin*. Then have children say the word with you. What sound do you hear at the beginning of the word *pin*? Does *pin* begin with the /p/ sound?

### Quick Check

Can children isolate the initial phoneme /p/? If not, use **Additional Instruction**, pp. 110–113.

### ► Phonics

**Objective** Identify initial /p/p

**Review** Show each of the following **Large Letter Cards** as children say each sound: *p, s, m*.

- I Do** ■ Display **Photo Cards** *penguin*, *sock*, *pumpkin*, *pie*, *soup*, *pen*, *soap*, and *pizza*. Identify each picture with children.
- Place the **Large-Letter Card** *p* in the pocket chart. Hold up **Photo Card** *penguin*. The word *penguin* begins with the letter *p*. The letter *p* stands for the /p/ sound at the beginning of *penguin*. Place **Photo Card** *penguin* below the **Letter Card** *p* in the pocket chart.
- Hold up **Photo Card** *sock*. This is a sock. *Sock* does not start with the /p/ sound. I am not going to put it below **Letter Card** *p*.
- We Do** ■ Hold up **Photo Card** *pumpkin*.
- This is a pumpkin. *Pumpkin* starts with /p/. Say the sound and word with me: /p/, *pumpkin*. Since *pumpkin* starts with /p/, let’s put it in the chart.
- Have a child put **Photo Card** *pumpkin* in the pocket chart as they say the sound /p/.
- Repeat with the remaining **Photo Cards**.
- You Do** ■ Remove the **Photo Cards** from the pocket chart and mix them up. Display one **Photo Card** at a time. Ask children to name the picture and say its beginning sound. Then have them tell whether it should go in the chart under the *p* **Letter Card**.
- Have a child put each *p* picture in the chart.

See **Practice Book** page 45.

► **Alphabet Recognition**

Display the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” as children point to each letter.

- **Find the Lowercase Letter** Give each child a capital **Letter Card**. Name it and have the child repeat.
- Then place the lowercase letters face up in the middle of the table. Have each child find the lowercase letter that goes with his or her letter.

**Words to Know**

► **High-Frequency Word: we**

**Objective** Review high-frequency words

- Display **Word Card** *we* in the pocket chart. *What word is this? We like to read.*
- Have children **read, spell,** and **write** *we*.
- Read the following sentence starter: *We went to the \_\_\_\_\_.* Have a child dictate an ending. Then have each child dictate his or her own sentence.
- Have children circle the word *we* in their sentence.

See **Practice Book** page 46.

► **Oral Vocabulary: Mock and Determination**

**Objective** Develop oral vocabulary

**Define** In a story you will read, one character mocks another. To *mock* means to tease or make fun of someone. Say the word with me: *mock*.

**Example** *Please don't mock me!*

**Ask** Is it nice to mock someone? Why or why not?

**Define** The story also has a character who shows determination. *Determination* means you keep going or working on something no matter how hard it is. Say the word with me: *determination*.

**Example** *Even though she was tired, the swimmer proved her determination by finishing the long race.*

**Ask** Which shows determination: Giving up on your schoolwork because it is hard, or doing the best you can to learn something difficult?

► **Build Fluency: Word Automaticity**

**Objective** Improve word accuracy

- Write these words in a list: *I, can, we*. Point to each word as you read and have children echo-read. Practice reading the list throughout the week.
- **Connected Text** Have children reread the previous story independently or in pairs. See **Practice Book** pages 43–44.

**Time to Read**

► **Read “The Tortoise and the Hare”**

**Objective** Develop listening comprehension; Recognize story structure: Make predictions

**Before Reading** Display “The Tortoise and the Hare” Card 1. Ask children to tell what is going on in the picture. *What animals do you see in this picture?*

- Explain that making a *prediction* is when we use clues such as what the characters say or do to help us figure out what might happen in a story.
- Help children set a purpose for reading: *Let's find out what the tortoise and the hare decide to do.*

**During Reading** Read the story. Check children's listening comprehension using the **Listening Comprehension, Act It Out,** and **Read the Picture** prompts. Pause to ask children to make predictions.

**After Reading** Have children share their predictions.

**IWB** **Online Comprehension Lessons:** Make Predictions Use the story to model the skill.

► **Comprehension Check**

**Retell** Ask children to **retell** the story using the pictures as prompts.

► **Write**

**Objective** Write a label

- Have children name the animals in the story. Then help them think of animals whose names begin with /p/, such as *pig, penguin,* and *porcupine*.
- Have children draw an animal whose name begins with /p/ and label their picture with the letter *p*.

See the Shared Writing and Concepts of Print lessons on page 109.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: “The Tortoise and the Hare”
- Practice Book: Take-Home Book, pp. 43–44
- Large Letter Cards: *m, p, s, Aa–Zz*
- Photo Cards: *pea, pen, penguin, penny, pillow, pitcher, pizza, saw, soap, sock, soup*
- Sound-Spelling WorkBoards

- Word Cards: *can, I, we*
- Comprehension Cards
- hand puppet
- pocket chart

## Online Resources

**IWB** Interactive White Board  
Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Segment onset and rime

Read aloud the following rhyme.

I like *peaches* and *pears*.  
Pancakes and *pies* are good, too.  
I like *pickles* better than *peanuts*.  
What *tastes* good to you?

**I Do** ■ Use the puppet to show children how to segment words by onset and rime.

- I’m going to say the first sound in a word, and then the rest of the word. *Pie, /p/ /i/.*
- Now listen to the parts of the word *pear*: /p/ /âr/. Repeat with *peanut*.

**We Do** ■ Tell children that the puppet is going to say the parts of more words.

- Listen to the word *peach*: The first sound in *peach* is /p/. The rest of the word is /ēch/. Say the word and its parts with me: *peach, p-each*.
- Repeat with *pie* and *pet*.

**You Do** ■ Say the word *pot*. What is the first sound in *pot*? What is the rest of the word?

- Repeat with *puff, soup, and mouse*.

### CORRECTIVE FEEDBACK

Listen to this word: *pet*. The first sound is /p/. The rest of the word is /et/. What is the first sound in the word *pet*?

#### Quick Check

Can children segment words into onset and rime? If not, use Additional Instruction, pp. 110–113.

### ▶ Phonics

**Objective** Identify initial /p/p and initial /s/s

**Review** Show these **Large Letter Cards** as children say each sound: *p, s, m*. Mix the cards and repeat.

**I Do** ■ Place **Letter Cards** *s* and *p* in the pocket chart.

- Point to each letter. The letter *s* stands for the /s/ sound. The letter *p* stands for the /p/ sound.
- Display **Photo Card** *pen*. Say the word *pen*. The word *pen* starts with the /p/ sound. I’m going to put the *pen* under the letter *p*. Point to the letter *p* and put **Photo Card** *pen* in the pocket chart under *p*.

**We Do** ■ Display **Photo Card** *sock*. The word *sock* begins with the /s/ sound. Say the sound and word after me: /s/, *sock*. Let’s put the *sock* under the letter *s* because it begins with the /s/ sound.

- Repeat for **Photo Cards** *saw, penny, and pillow*.

**You Do** ■ Point to each letter in the pocket chart and have children say the sound each letter stands for.

- Display **Photo Cards** *pea, soap, soup, pizza, pitcher*.
- Have children name each picture, identify the initial sound, and place each card under the corresponding letter in the pocket chart.

### CORRECTIVE FEEDBACK

Display **Photo Card** *penguin*. Say the word *penguin* and have children repeat. The word *penguin* begins with the /p/ sound. What letter stands for the /p/ sound at the beginning of *penguin*? Let’s say the word and the sound together: *penguin, /p/*.

#### Quick Check

Can children identify initial /p/p? If not, use Additional Instruction, pp. 110–113.



► **Alphabet Recognition**

Use the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” as children point to each letter.

- **Find Your Letter** Give each child a **Letter Card**. Name the letter and have the child repeat it.
- Have children look through books, magazines, or environmental print to find as many examples of their letter as they can.

**Words to Know**

► **High-Frequency Words: *can, I, we***

**Objective** Review high-frequency words

- Display **Word Card** *we* in the pocket chart. *What word is this? We like school.*
- Have children **read, spell,** and **write** the word *we*.
- Display **Word Cards** *we, can,* and *I*. Read the words.
- Have children answer questions about the words: *Which word has two letters? Which word rhymes with pan? Which word is spelled with a capital letter?*

► **Oral Vocabulary: *Mock and Determination***

**Objective** Develop oral vocabulary

**Discuss** Remind children of “The Tortoise and the Hare.” *In the story, the Hare mocked the Tortoise. To mock means to tease or make fun of.*

- *How did the Hare mock the Tortoise? How do you think this made the Tortoise feel?*
- Remind children that having determination means to keep going or working on something, no matter how hard it might be.
- *Which character showed determination? How?*

**Connect** Have children discuss the different traits shown by the Tortoise and the Hare and how these characteristics led to the outcome of the story.

► **Build Fluency: Word Automaticity**

**Objective** Improve word accuracy

- Write the following words in a list on the board: *can, I, we*. Read each word and have children repeat after you. Then say the words in random order. Have children point to the word you say.
- **Connected Text** Have children reread the previous story independently or in pairs.

See **Practice Book** pages 43–44.

**Time to Read**

► **Read “The Tortoise and the Hare”**

**Objective** Develop oral vocabulary; Recognize story structure: Make predictions

**Before Reading** Remind children that they can make predictions about what will happen next in a story. Have them recall the predictions they made during the first reading of “The Tortoise and the Hare.” Were their predictions correct?

**During Reading** Read the story aloud.

- As you read each card, pause to focus on this week’s concept—comparing words. Discuss which character was faster, which character was louder, and which character was nicer.
- Use the **Oral Language** prompts to discuss the concept words *faster* and *fastest*.
- Use the **Wonderful Words** prompts to develop children’s understanding of the words *boast, leaped,* and *confident*.

**After Reading** Discuss how making predictions helps to understand the story better.

- Use the **Retell the Story** prompts on Card 4 to guide children in retelling the story.

**ELL** Model self-corrective techniques on a regular basis. Pretend to mispronounce words and self-correct. For more support, see pages T6–T7.

**IWB** **Online Comprehension Lessons:** Make Predictions Use the story to model the skill.

**CORRECTIVE FEEDBACK**

If children cannot make predictions, use

**Comprehension Cards: Make Predictions.**

**Quick Check**

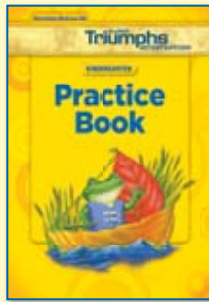
Can children make predictions? If not, use Additional Instruction, pp. 110–113.

► **Write**

**Objective** Write a label

- Have children draw a picture of the Tortoise.
- Write *I can* on the board and have children copy the words below their picture.

See Vocabulary, Grammar, and Interactive Writing lessons on pages 108–109.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 43–44; 47–48
- Large Letter Cards: *p*; *Aa–Zz*
- Photo Cards: *man, map, moon, mop, pen, penguin, pie, pizza, pumpkin, purple, saw, soap, sock, soup*
- Sound-Spelling WorkBoards
- Word Cards: *can, I, we*
- pocket chart
- index cards

### Online Resources

- Bibliography

## Working with Words

### ► Phonemic Awareness

#### Objective Segment onset and rime

Display the rhyme and read it aloud.

I like *peaches* and *pears*.  
Pancakes and *pies* are good, too.  
I like *pickles* better than *peanuts*.  
What *tastes* good to you?

- I Do**
- Let's listen for the first sound in a word, and then the rest of the word. The first sound in *peanut* is /p/. The rest is /ēnut/. /p/ /ēnut/, *peanut*.
  - Now listen to the parts of the word *pea*: /p//ē/.
  - Repeat with *pig*.

- We Do**
- Say the word *pop* with children. What sound do you hear at the beginning of *pop*? Let's say the sound together: /p/. What's the rest of the word? Let's say it together: /op/.
  - Say the word and its parts with me: *pop*, /p/ /op/.
  - Repeat with *sat* and *mat*.

- You Do**
- Say the word *pie*.
  - What's the first sound in *pie*? What's the rest of the word?
  - Repeat with *my*, *pup*, and *mop*.

### ► Phonics

#### Objective Identify initial /p/p, /m/m, /s/s

- I Do**
- Display **Large Letter Card** *p*. This is the letter *p*. It stands for the /p/ sound.
  - I hear the /p/ sound at the beginning of *paint*, so I know that *paint* begins with *p*.
  - Say more words that begin with *p*, emphasizing the initial /p/ sound: *pencil*, *pig*, *push*.

- We Do**
- Place **Photo Cards** *penguin, pen, pumpkin, pizza, pie, mop, map, soup*, and *soap* in random order in the pocket chart.
  - Have children say the name of each picture with you. Then have them help you determine the sound at the beginning of the word.
  - For each word that begins with /p/, have children take turns writing the letter *p* on the board. I hear /p/ at the beginning of *pizza*, so I am going to write the letter *p*. *P* stands for /p/ in *pizza*. Repeat after me: *p*, /p/, *pizza*.

- You Do**
- Have children play a matching game. Lay **Photo Cards** *penguin, purple, moon, man, saw*, and *sock* facedown on the table in random order.
  - Have children take turns flipping over two cards at a time, saying the names of the pictures, and determining whether they both begin with the same sound. If both pictures begin with the same sound, they match; if they do not, have children place the cards back on the table.
  - As each card is matched, ask children to name the letter that stands for the sound. Write the letter on the board and have children say the sound as you point to the letter.

### ► Alphabet Recognition

Display the **Sound-Spelling WorkBoard**. Sing "The Alphabet Song" as children point to each letter.

- **Letter Shapes** Give each child a **Letter Card**. Name the letter and have the child repeat it.
- Have children take turns shaping their bodies to form their letters. Children may choose a partner or two to help them form the letter.
- Have other children refer to their **Sound-Spelling WorkBoards** to see if they can recognize the letter their classmate is trying to make.

## Words to Know

### ► High-Frequency Words: *can, I, we*

**Objective** Review high-frequency words

- Write one high-frequency word on each of the index cards: *can, I, we*.
- Display **Word Cards** *we, I, and can*.
- Have children read the words with you.
- Place **Word Cards** and index cards face down.
- Play a matching game. Turn over one card and read it aloud. Have children echo-read the word.
- Tell children you will try to find the match for the card by turning over another card. Read the second card.
- If it is a match, place the Word Card in the pocket chart with the index card next to or behind it.
- If it is not a match, turn the cards back over in their spot. Tell children it is time for someone else to have a turn. Repeat until all matches are found.
- Save the index cards to play again next week.

### ► Oral Vocabulary: *Mock and Determination*

**Objective** Develop oral vocabulary

**Confirm** Review the words *mock* and *determination* with children. Remind children that to *mock* means to tease or make fun of. *Determination* means to keep working or going, even if something is very hard.

**Discuss** *Why do you think the Hare mocked the Tortoise in the story? How did the Tortoise's determination help him win the race?*

**Connect** *Have you ever been mocked by anyone? How did it make you feel? Describe a time when you showed determination. How did that make you feel?*

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list on the board: *I, can, we*. Then read each word and have children repeat after you.
- **Connected Text** Have children read the previous **Take-Home Book** independently or in pairs. Tell children to read the story to their family.

See **Practice Book** pages 43–44.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Read the title with children. Ask them to think about the title, look at the illustration, and make a prediction about the story.
- Write the sentence pattern from the story. Read it aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today's story will contain this pattern. Ask a child to show where to begin reading.
- **Choral Reading** Read the **Take-Home Book** together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 47–48.

### ► Write

**Objective** Practice writing words

- Have children use **Word Cards** to make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Word Cards** as a guide.

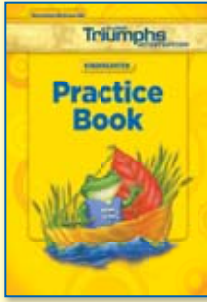
**ELL** Have children tell a partner about the picture they drew. They may respond to any questions their partner has with words, gestures, or a simple drawing. For more support, see pages T6–T7.

### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 47–48
- Large Letter Cards: *m, p, s, Aa–Zz*
- Large Sound-Spelling Card: *Turtle*
- Photo Cards: *alligator, table, teeth, top*
- Sound-Spelling WorkBoards
- Letter Tiles: *Aa–Zz*
- Word Card: *like*

- hand puppet
- self-stick notes
- pocket chart

## Online Resources

**IWB** Interactive White Board  
Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /t/

Read aloud the following rhyme:

Todd runs and plays  
With his dog, Tag.  
Todd likes to toss a ball,  
And see Tag's tail wag!

- I Do** ■ Have the puppet show children how to isolate the first sound in a word.
- Listen to the word *Tag*: /t-t-tag/. The word *Tag* begins with the /t/ sound. The first sound in *Tag* is /t/. What's the sound?
- We Do** ■ Read line 1 of the rhyme again. The name *Todd* begins the /t/ sound. Let's say the name together: *Todd*. Let's say the first sound in *Todd*: /t/.
- Repeat with *Tag, toss, and tail*.
- You Do** ■ Read line 3 of the rhyme again. What is the first sound you hear in the name *Todd*?
- Continue in the same way with other words with initial *t* from the rhyme.

**ELL** Separate the teeth and place the top of the tongue lightly on the hard ridge behind the upper teeth to demonstrate how to say /t/. Hold a sheet of paper in front of the mouth to show how air moves as you pronounce /t/. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say the sound /t/ and have children repeat it. The word *Tag* begins with /t/. Let's say the sound and the word together: /t/, *Tag*. Now listen to this word: *tan*. What is the first sound you hear?

### Quick Check

Can children isolate the initial phoneme /t/? If not, use Additional Instruction, pp. 110–113.

### ► Phonics

**Objective** Identify initial /t/t

**Review** Show Large Letter Cards *m, s,* and *p* as children say each sound.

- I Do** ■ Display the *Turtle Sound-Spelling Card*.
- Point to the letter. This is capital *T*. This is lowercase *t*. The *t* stands for the /t/ in *turtle*.
- Listen for the /t/ as I say the word again: *turtle*.
- Display **Photo Card** *top*. Place a self-stick note with a *t* on it on the picture of the top.
- This is a *top*. It begins with the /t/ sound. Listen for the /t/ sound as I say the word again: *top*.
- Repeat with **Photo Cards** *teeth* and *table*.
- We Do** ■ Write the words with initial *t* from the rhyme on the board: *Todd, Tag, toss, tail*.
- Read line 1 of the rhyme and point to the letter *T* in *Todd*. The *T* in *Todd* stands for the /t/ sound. Say the sound and the word with me: /t/, *Todd*.
- Continue with *Tag, toss, and tail*.
- You Do** ■ Point to the word *tail* and read it aloud with children.
- Ask a child to circle the letter that stands for the /t/ sound in *tail* and say /t/.
- Continue until children have circled and identified the letter *t* and sound /t/ in each word.

**IWB** Online Phonics Lessons: Consonant *Tt*

### CORRECTIVE FEEDBACK

Write the word *toss* on the board. Draw a line under the *t*. This is the letter *t*. Say the name of the letter

with me: *t*. The letter *t* stands for the /t/ sound at the beginning of *toss*. Say the sound as I point to the letter.

**Quick Check**

Can children identify /t/ spelled *Tt*? If not, use **Additional Instruction**, pp. 110–113.

► **Alphabet Recognition**

Use the **Sound-Spelling WorkBoards**. Sing “The Alphabet Song” as children point to each letter.

- **Letter Search** Give each child a **Letter Card** or **Tile** and name it. Have the child repeat the name.
- Have children look through classroom materials such as books, magazines, or environmental print to find examples of their letter.
- Next, have children point to their letter on the **Sound-Spelling WorkBoard** and say its name.

**Words to Know**

► **High-Frequency Word: like**

**Objective** Read high-frequency words

- Display **Word Card** *like* in the pocket chart.
- Point to the word *like*. *This is the word like. It is spelled l-i-k-e. I like to read. What’s the word?*
- Have children chorally **read** and **spell** *like* with you as you point to it.
- Have children **write** *like* on the **Sound-Spelling WorkBoard**.
- Have children take turns finishing the sentence starter *I like* \_\_\_\_\_. Write the sentences.

**CORRECTIVE FEEDBACK**

Point to and say *like*. *The word is like. Point to the word and say it with me: like. How many letters are in this word? What is the word?*

**Quick Check**

Can children read *like*? If not, use **Additional Instruction**, pp. 110–113.

► **Concept Words: Action Words**

**Objective** Develop oral vocabulary

- Reread the rhyme with children. Point out that Todd and his dog like to run. *What other things do dogs like to do?* List responses on the board. Include action words such as *dig*, *jump*, and *roll*.

- Display **Photo Card** *alligator*. This is an alligator. Alligators creep. They move slowly and keep their bodies near the ground. What other animals do you know that can creep?

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

- Tell children they will reread the **Take-Home Book** from the previous week.
- Write the sentence pattern from the story. Reread the story aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Remind children that the story contains this pattern.
- **Choral Reading** Reread the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

► **Response**

Ask children to respond to the **Take-Home Book** by recalling their predictions. Have them tell whether or not their predictions were correct.

See **Practice Book** pages 47–48.

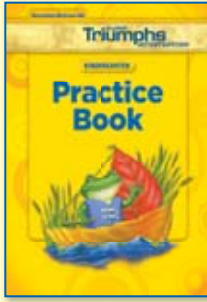
► **Write**

**Objective** Write *Tt*

- Display the **Turtle Sound-Spelling Card**.
- Model how to write *Tt* by tracing the letter.
- Write the letter *Tt* on the board.
- Have children take turns tracing *Tt* on the **Turtle Sound-Spelling Card**.
- Have children say the sound /t/ as they write the letter *Tt* several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoard**: capital *t*. Now write lowercase *t*. Write the letter for the sound I say: /t/. Repeat with letter *m*. Provide immediate feedback.

See Handwriting pages T8–T11.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 49–50
- Sound-Spelling WorkBoards
- Large Letter Cards: *m, p, s, Aa-Zz*
- Large Sound-Spelling Card: *Turtle*
- Photo Cards: *table, tiger, top, toys, teeth, toe*
- Letter Tiles: *Aa-Zz*
- Word Cards: *can, like*
- markers or counters
- pocket chart

### Online Resources

**IWB** Interactive White Board  
Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /t/

Display the rhyme and read it aloud.

Todd runs and plays  
With his dog, Tag.  
Todd likes to toss a ball,  
And see Tag's tail wag!

- I Do**
- Tell children you will use the sound boxes on the **Sound-Spelling WorkBoard** to help them listen for the first sound in a word.
  - Listen to the word *Tag*. *Tag* begins with /t/: /t/, tag. I am going to put a marker in the first box to stand for the /t/ sound at the beginning of *Tag*.
  - Repeat with *Todd*, *tip*, and *ten*.

- We Do**
- Say the word *tip* with children.
  - What sound do you hear at the beginning of *tip*? Let's say the sound and the word together: /t/, tip. Let's put a marker in the first box to represent the /t/ sound. What's the sound?
  - Repeat with *tap* and *ten*.

- You Do**
- Listen to this word: *tan*. You say the word. What sound do you hear at the beginning of the word?
  - Have children place a marker in the first box on the **Sound-Spelling WorkBoard** to represent the initial /t/ sound.
  - Repeat with *tag*, *Todd*, and *tap*.

### CORRECTIVE FEEDBACK

Say the word *top* and have children repeat. The sound at the beginning of *top* is /t/. Place a marker in the first box. Let's say the word and the sound: *top*, /t/. What sound is at the beginning of *top*?

### Quick Check

Can children isolate the initial phoneme /t/? If not, use **Additional Instruction**, pp. 110–113.

### ► Phonics

**Objective** Identify initial /t/t

**Review** Show these **Large Letter Cards** as children say each sound: *m, s, p*. Mix the cards and repeat.

- I Do**
- Display the *Turtle Sound-Spelling Card*.
  - Point to the letter *t*. The name of this letter is *t*. The letter *t* stands for the /t/ sound at the beginning of *turtle*.
  - Listen for the /t/ sound as I say the word again: /t-t-tûrtəl/, *turtle*. Now say the sound and word with me: /t/, *turtle*.

- We Do**
- Write the word *top* on the board. The *t* at the beginning of *top* stands for the /t/ sound. Say the sound as I point to the letter.
  - Then have children say the word with you again and circle the letter that stands for the initial /t/ sound.
  - Repeat with *Tag*, *Todd*, and *toss*.

- You Do**
- Display **Photo Card** *top*. Write *top* on the board.
  - Point to the word and read it aloud with children.
  - Ask a child to circle the letter that stands for the /t/ sound in *top* and say /t/.
  - Continue with **Photo Cards** *table, tiger, toys, teeth, and toe*.
  - Then have children write the letter *t* several times and say /t/.

**IWB** Online Phonics Lessons: Consonant Tt



► **Alphabet Recognition**

Use the **Sound-Spelling WorkBoards**. Sing “The Alphabet Song” as children point to each letter.

- **Match the Letter** Give each child a capital **Large Letter Card** or **Letter Tile**. Name the letter and have the child repeat the letter’s name.
- Place the lowercase letters face up. Have children find their matching lowercase letters. Then have children point to their letter on the **Sound-Spelling WorkBoard**.

**Words to Know**

► **High-Frequency Word: like**

**Objective** Read high-frequency words

- Display **Word Card** *like* in the pocket chart. *This word is like. We like to play.*
- Have children repeat with you: *like*.
- Have children take turns using *like* in a sentence.
- Display **Word Cards** *can* and *like* in the pocket chart. Ask a child to point to *like*. Then have children identify the other word.

**CORRECTIVE FEEDBACK**

Point to and say *like*. *The word is like. Point to the word and say it with me: like. What’s the word?* Then have children point to *like* and use it in a sentence.

**Quick Check**

Can children read *like*? If not, use **Additional Instruction**, pp. 110–113.

► **Concept Words: Action Words**

**Objective** Develop oral vocabulary

- Remind children of action words they talked about last time, such as *run*, *jump*, *dig*, and *creep*.
- *Let’s talk about some ways that you move. How do you move at school? Do you walk? Walk and run are action words. Let’s think of other action words.* List responses on the board and read them. Have children name situations in which they might move that way.

**ELL** Review the meanings of the actions words by acting them out. Have children copy your actions. For more support, see pages T6–T7.

**CORRECTIVE FEEDBACK**

Point to the words on the board. *These words tell about an action or movement. What do the words tell about?*

**Quick Check**

Can children understand action words? If not, use **Additional Instruction**, pp. 110–113.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

- Write the sentence pattern. Read it and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today’s story will contain this pattern.
- **Choral Reading** Read the story together.
  - Have children track print as they read.
  - Focus on the pattern of the story and any changes in punctuation.
  - Point out any known high-frequency words.
- **Independent Reading** Have children whisper-read the story independently. Offer feedback.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 49–50.

► **Write**

**Objective** Write *Tt*

- Write both forms of the letter *Tt* on the board.
- Have children use their finger to trace *Tt* on the **Turtle Sound-Spelling Card**.
- Have children say the sound /t/ as they write the letter *Tt* several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: capital *t*. Now let’s write lowercase *t*. Repeat with letters *m*, *p*, and *s*. Write the letter for the sound I say: /t/. Repeat with /p/. Provide immediate feedback.

See Handwriting pages T8–T11.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: “Rain Forest Animals”
- Practice Book pp. 51, 52; Take-Home Book, pp. 49–50
- Large Letter Cards: *m, p, s, t, t*
- Photo Cards: *pen, pie, pizza, table, teeth, tiger, top*

- Word Card: *like*
- hand puppet
- pocket chart

## Online Resources

**IWB** Interactive White Board  
Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /t/

Read aloud the following rhyme:

Todd runs and plays  
With his dog, Tag.  
Todd likes to toss a ball,  
And see Tag’s tail wag!

- I Do** ■ Tell children that the puppet will say a word from the rhyme. Have the puppet say the word *toss*. The word *toss* begins with the /t/ sound. Listen for the /t/ sound as I say the word again: *toss*.
  - Repeat with *Todd, Tag,* and *tail*.
- We Do** ■ Tell children that the puppet is going to say a word. Ask children to help the puppet figure out what sound the word begins with.
  - Listen to this word: *toss*. *Toss* begins with the sound /t/.
  - Repeat with words such as *tin, sit, mat, tag, pig,* and *tap*. What sound does the word begin with?
- You Do** ■ Tell children that they will now decide what sound a word begins with. Have the puppet say *tap*.
  - Have children repeat the word. Ask a child to say the sound that the word begins with. Ask others to give a “thumbs up” if they agree.
  - Repeat with *toe, map, pan, tail,* and *sail*.

### ► Phonics

**Objective** Identify initial /t/t

**Review** Show each of the following **Large Letter Cards** as children say each sound: *s, m, p*.

- I Do** ■ Display **Photo Cards** *tiger, top, table, pie, pen, teeth,* and *pizza*. Identify each picture with children.
  - Place **Letter Card** *t* in the pocket chart. Hold up **Photo Card** *tiger*. The letter *t* stands for the /t/ sound at the beginning of the word *tiger*. Place **Photo Card** *tiger* below the **Letter Card** *t* in the pocket chart.
  - Hold up **Photo Card** *pie*. This is a pie. *Pie* does not start with /t/. I will not put it below the *tiger* card.
- We Do** ■ Hold up **Photo Card** *top*.
  - This is a top. *Top* starts with /t/. Say the sound and word with me: /t/, *top*. Since *top* starts with the /t/ sound, let’s put it in the pocket chart.
  - Ask a child to put **Photo Card** *top* in the pocket chart as children say the sound /t/.
  - Repeat with the remaining **Photo Cards**.
- You Do** ■ Remove the **Photo Cards** from the pocket chart and mix them up. Display one **Photo Card** at a time. Ask children to name the picture and say its beginning sound. Then have them tell whether it should go in the pocket chart under the **Letter Card** *t*.
  - Have a child put each *t* picture in the chart.

See **Practice Book** page 51.

### CORRECTIVE FEEDBACK

Display **Photo Card** *teeth*. This is a picture of teeth. Say *teeth* with me. What sound do you hear at the beginning of the word? What letter stands for that sound? Point to the letter.

### Quick Check

Can children identify initial /t/t in a word? If not, use **Additional Instruction**, pp. 110–113.

## Words to Know

### ► High-Frequency Word: *like*

**Objective** Review high-frequency words

- Display **Word Card** *like* in the pocket chart.
- Have children **read, spell, and write** *like*.
- Read aloud the sentence starter: *We like \_\_\_\_\_*. Have a child dictate an ending. Then have each child dictate his or her own sentence. Write the sentences on the board.
- Have each child circle the word *like* in his or her sentence.

See **Practice Book** page 52.

### ► Oral Vocabulary: *Dangerous and Safe*

**Objective** Develop oral vocabulary

**Define** In the story you will read today, you will learn about animals that have to watch out for dangerous situations. In a dangerous situation, someone or something could get hurt. Say the word with me: *dangerous*.

**Example** *When I walk my dog, I always use a leash. The street is a dangerous place for a dog.*

**Ask** Which might be dangerous: icy steps or reading a book?

**Define** When the animals in the story are not in danger, they are safe. Nothing bad will happen to them. Say the word with me: *safe*.

**Example** *When my dog is on a leash, he is safe. He can't run in front of cars.*

**Ask** Which helps a person be safe: going out in the snow without a coat or wearing a helmet when riding a bike?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list: *I, can, we, like*. Read the list aloud. Then reread each word and have children echo-read. Have children practice reading the word list throughout the week.
- **Connected Text** Have children read the previous **Take-Home Book** independently or in pairs.

See **Practice Book** pages 49–50.

## Time to Read

### ► Read “Rain Forest Animals”

**Objective** Develop listening comprehension;  
**Recognize text structure: Classify and categorize**

**Before Reading** Display “Rain Forest Animals,” Card 1. Ask children to describe the picture.

- Explain to children that today they will put the information that they learn about the animals into groups.
- Help children set a purpose for reading. **Listen for which animals eat fruit and which ones eat meat.**

**During Reading** Read the story. Use the **Listening Comprehension, Act It Out, and Read the Picture** prompts on the cards to check comprehension.

**After Reading** After you read all of the cards, help children classify and categorize by thinking of larger groups that the animals belong in. Ask, and model responses to, questions, such as: **Which animals eat fruit? Which animals eat meat? What type of animal is a toucan? What other birds can you name? How are all birds alike? How is a toucan different from some other birds?**

**ELL** Remind children that they can use non-verbal cues to share information when they are not able to do so verbally. Encourage children to use the photographs or other visuals. For more support, see pages T6–T7.

**IWB** **Online Comprehension Lessons:** Classify and Categorize Use the story to model the skill.

### ► Comprehension Check

**Retell** Ask children to retell the selection using the pictures as prompts.

### ► Write

**Objective** Write a label

- Have children draw a picture of an animal that lives in the rain forest.
- Help children label their animal.

See the Shared Writing lesson on page 109.





Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: “Rain Forest Animals”
- Practice Book: Take-Home Book, pp. 49–50
- Sound-Spelling WorkBoards
- Photo Cards: *paint, pen, penguin, penny, pie, pizza, pumpkin, table, teeth, tie, tiger, toothbrush, toe, top, toys, turkey*
- Large Letter Cards: *m, p, s, t, Aa–Zz*
- Word Cards: *can, I, like, we*
- hand puppet
- pocket chart

### Online Resources

**IWB** Interactive White Board  
Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

#### Objective Segment onset and rime

Read aloud the rhyme. Then read it again, and ask children to chime in with you.

Todd runs and plays  
With his dog, Tag.  
Todd likes to toss a ball  
And see Tag’s tail wag!

- I Do**
- Use the puppet to show children how to segment words by onset and rime.
  - I’m going to say the first sound in a word, and then the rest of the word. *Todd: t-odd.*
  - Now listen to the parts of the word *Tag: t-ag.*
  - Repeat with *tail.*

- We Do**
- Tell children that the puppet is going to say the parts of more words.
  - Listen to the word *toss*: The first sound in *toss* is /t/. The rest of the word is /ôs/. Say the word and its parts with me: *toss, t-oss.* Repeat with *pie, my.*

- You Do**
- Say the word *tail*. What’s the first sound in *tail*? What’s the rest of the word?
  - Repeat with *sail, tag, and top.*

### CORRECTIVE FEEDBACK

Listen to this word: *tip*. The first sound is /t/. The rest of the word is /ip/. What is the first sound in *tip*? What is the rest of the word?

#### Quick Check

Can children segment words into onset and rime? If not, use Additional Instruction, pp. 110–113.

### ▶ Phonics

#### Objective Identify initial /t/t

**Review** Show each of the following **Large Letter Cards** as children say each sound: *m, p, s*. Mix the cards and repeat.

- I Do**
- Place **Letter Cards** *t* and *p* in the pocket chart.
  - Point to each letter. The letter *t* stands for the /t/ sound. The letter *p* stands for the /p/ sound.
  - Display **Photo Card** *tie*. Say the word *tie*. The word *tie* starts with the /t/ sound. I’m going to put *tie* under the letter *t*. Point to the letter *t* and put **Photo Card** *tie* in the pocket chart under *t*.

- We Do**
- Display **Photo Card** *pen*. The word *pen* begins with the /p/ sound. Say the sound and word after me: /p/, *pen*. Let’s put the *pen* card under the letter *p* because *pen* begins with the /p/ sound.
  - Repeat for **Photo Cards** *table, tiger, and pie.*

- You Do**
- Point to each letter in the pocket chart and have children say the sound each letter stands for.
  - Distribute **Photo Cards** *paint, penny, pumpkin, pizza, penguin, toothbrush, teeth, toe, toys, and turkey.*
  - Have children name each picture, identify the initial sound, and place each card under the corresponding letter in the pocket chart.

### CORRECTIVE FEEDBACK

Display **Photo Card** *table*. Say the word *table* and have children repeat. The word *table* begins with the /t/ sound. What letter stands for the /t/ sound at the beginning of *table*? Let’s say the word and the sound together: *table, /t/.*

#### Quick Check

Can children identify initial /t/t? If not, use Additional Instruction, pp. 110–113.

► **Alphabet Recognition**

Use the **Sound-Spelling WorkBoards**. Sing “The Alphabet Song.” Ask children to point to each letter.

- **Alphabet Match-Up** Pass out matching capital and lowercase **Letter Cards**—one capital or lowercase per child. Have them name their letter.
- Have children find the child with the same letter as their own to match capital and lowercase letters.

**Words to Know**

► **High-Frequency Words: *can, I, like, we***

**Objective** Review high-frequency words

- Display **Word Card** *like* in the pocket chart. *What word is this? I like to eat apples.*
- Have children **read, spell, and write** *like*.
- Display **Word Cards** *can, I, we, and like* in the pocket chart. Read the words with children.
- Have children answer these questions about the words: *Which word has two letters? Three letters? Four letters? Which word rhymes with my?*

► **Oral Vocabulary: *Dangerous and Safe***

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story you read last time, “Rain Forest Animals.” *In the story, we learned that some animals are in dangerous situations because other animals want to eat them for food.*

- *When is an animal in a dangerous situation?*
- Remind children that when nothing bad will happen to an animal, it is safe.
- *What can animals do to stay safe?*

**Connect** Talk about how some animals hide to stay safe. If possible, show pictures of animals that are camouflaged in nature.

**ELL** Allow children to respond in their native language if they are very limited proficient. Ask a more proficient ELL student to repeat the answer in English. For more support, see pages T6–T7.

► **Build Fluency: Word Automaticity**

**Objective** Improve word accuracy

- Write the following words in a list: *I, can, we, like*. Read the list. Then reread each word and have

children echo-read. Say the words in random order. Have children point to the word you say.

- **Connected Text** Have children read the previous **Take-Home Book** independently or in pairs. See **Practice Book** pages 49–50.

**Time to Read**

► **Read “Rain Forest Animals”**

**Objective** Develop oral vocabulary; Recognize text structure: Classify and categorize

**Before Reading** Remind children how they grouped information from “Rain Forest Animals.” Ask children to listen for more ways to make groups.

**During Reading** Read the story aloud. Develop oral vocabulary. Focus on this week’s concept, action words. Discuss how animals in the rain forest move.

- Use **Oral Language** prompts to discuss concept words *jump* and *swing*. Use the **Wonderful Words** prompts to develop understanding of the words *unusual, patient, and prefer*.

**After Reading** Discuss other ways to classify and categorize. For example, *Which animals have patterns on their skin or fur?*

- Use the **Tell What You Learned** prompts on Card 4 to guide children in retelling the story.

**IWB** **Online Comprehension Lessons:** Classify and Categorize Use the story to model the skill.

**CORRECTIVE FEEDBACK**

*A toucan and parrot are birds. I can put them into a group. Name another animal I can add to the group.*

**Quick Check**

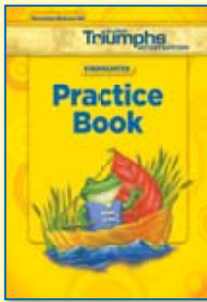
Can children classify and categorize? If not, use **Additional Instruction**, pp. 110–113.

► **Write**

**Objective** Write an action word

- Have children draw a picture of an animal that lives in the rain forest.
- Help them write an action word that describes how the animal moves.

See Vocabulary, Grammar, and Interactive Writing lessons on pages 108–109.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 49–50; 53–54
- Large Letter Cards: *t*, A–Z
- Photo Cards: *penguin, pie, pizza, pumpkin, saw, soap, sock, soup, table, tie, tiger, toe, toothbrush, top, turkey, turtle*
- Sound-Spelling WorkBoards
- Letter Tiles: A–Z
- Word Cards: *can, like, we*
- pocket chart
- index cards

### Online Resources

- Bibliography

## Working with Words

### ▶ Phonemic Awareness

#### Objective Segment onset and rime

Read aloud the following rhyme. Then read it again, and ask children to chime in with you.

Todd runs and plays  
With his dog, Tag.  
Todd likes to toss a ball  
And see Tag's tail wag!

- I Do**
- Let's listen for the first sound in a word, and then the rest of the word. The first sound in *Tag* is /t/. The rest of the word is /ag/. *T-ag, Tag.*
  - Now listen to the parts of the word *sag*: /s/ /ag/.
  - Repeat with *bag*.

- We Do**
- Say the word *tap* with children. What sound do you hear at the beginning of *tap*? Let's say the sound together: /t/. What's the rest of the word? Let's say it together: /ap/.
  - Say the word and its parts with me: *tap, t-ap.*
  - Repeat with *map* and *sap*.

- You Do**
- Say the word *tie*.
  - What's the first sound in *tie*? What's the rest of the word?
  - ☒ Repeat with *my, pie, top*, and *mop*.

### ▶ Phonics

#### Objective Identify initial /t/

- I Do**
- Display **Large Letter Card t**. This is the letter *t*. It stands for the /t/ sound.
  - I hear the /t/ sound at the beginning of *tiger*, so I know that *tiger* begins with *t*.
  - Say some more words that begin with *t*, emphasizing the initial /t/ sound: *tap, tail, toss*.
- We Do**
- Place **Photo Cards** *tiger, toothbrush, table, top, pizza, pie, soup* and *soap* in random order in the pocket chart.
  - Have children say the name of each picture with you. Then have them help you determine the sound at the beginning of each word.
  - For each word that begins with /t/, have children take turns writing the letter *t* on the board. I hear /t/ at the beginning of *tiger*, so I am going to write the letter *t*. *T* stands for /t/ in *tiger*. Repeat after me: *t-t-tiger*.
- You Do**
- Have children play a matching game. Lay **Photo Cards** *tie, toe, turkey, turtle, penguin, pumpkin, saw*, and *sock* facedown on the table in random order.
  - Have children take turns flipping over two cards at a time, saying the names of the pictures, and determining whether they begin with the same sound. If the picture names begin with the same sound, they match; if they do not, have children place the cards back on the table.
  - As each card is matched, ask children to name the letter that stands for the sound. Write the letter on the board and have children say the sound as you point to the letter.

- ELL** Help children practice naming each **Photo Card** before the game begins. Say each picture name and have children repeat. For more support, see pages T6–T7.



### ► Alphabet Recognition

Use **Sound-Spelling WorkBoards**. Sing “The Alphabet Song” as children point to each letter.

**The Name Game** Place capital **Letter Cards** or **Letter Tiles** face up on a table. Have children take turns finding the first letter in their first names. Next, have them say the following sentence: “My name is \_\_\_\_\_ and it starts with the letter \_\_\_\_\_.”

## Words to Know

### ► High-Frequency Words: *can, like, we*

**Objective** Review high-frequency words

- Use index cards *can* and *we* from the previous week. Make one more index card with *like* written on it.
- Display **Word Cards** *can, like, and we*.
- Have children read the words with you. Place **Word Cards** and index cards facedown.
- Play a matching game. Turn over one card and read it aloud. Have children echo-read the word.
- Tell children you will try to find the match for the card by turning over another card. Read the second card.
- If it is a match, place the Word Card in the pocket chart with the index card next to or behind it.
- If it is not a match, turn the cards back over in their spot. Tell children it is time for someone else to have a turn. Repeat until all matches are found.
- Save the index cards to play again next week.

### ► Oral Vocabulary: *Dangerous and Safe*

**Objective** Develop oral vocabulary

- **Confirm** Review the words *dangerous* and *safe*. Remind children that something dangerous is harmful. When someone or something is safe, nothing bad happens.
- **Discuss** Have children finish the following sentence starters: \_\_\_\_\_ *is very dangerous. I always \_\_\_\_\_ to be safe.*
- **Connect** Describe what can be dangerous about your kitchen at home. Tell what you and your family do to be safe when you cook.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list on the board: *I, can, we, like*. Read the list aloud. Then reread each word and have children echo-read.
- **Connected Text** Have children read the previous **Take-Home Book**. Circulate and listen in. Tell children to read the story to their family.

See **Practice Book** pages 49–50.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Write the sentence pattern. Read it, and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today’s story will contain this pattern.
- **Choral Reading** Read the **Take-Home Book** together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 53–54.

### ► Write

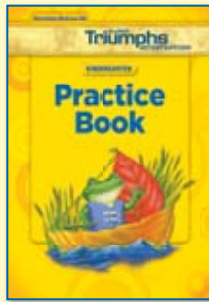
**Objective** Practice writing words

- Have children use **Word Cards** and/or **Letter Tiles** to make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using their **Word Cards** and/or **Letter Tiles** as a guide.

### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 53–54
- Large Letter Cards: *t, p, m, s, Aa–Zz*,
- Large Sound-Spelling Card: *Nest*
- Photo Cards: *nose, nurse, nut*
- Sound-Spelling WorkBoards
- Word Card: *a*
- hand puppet

- self-stick notes
- pocket chart

## Online Resources

**IWB** Interactive White Board  
Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Isolate initial phoneme /n/

Read aloud the following rhyme:

Nine new chicks in the nest  
Were sad and scared all night.  
Mama came back with nine nice nuts,  
And now they feel all right.

- I Do**
  - Use the puppet to show children how to isolate the first sound in a word.
  - Listen to the word *nest*. *Nest* begins with the /n/ sound. The first sound in *nest* is /n/. Say the sound and the word with me: /n/, *nest*. What's the sound?
- We Do**
  - Read line 1 of the rhyme again. The word *new* also begins with the /n/ sound. Let's say the word together: *new*. Let's say the first sound in *new*: /n/.
  - Continue in the same manner with the rest of the initial /n/ words in the rhyme.
- You Do**
  - Read line 1 of the rhyme with children. What is the first sound you hear in *nine*?
  - Repeat for the other /n/ words in the rhyme.

### CORRECTIVE FEEDBACK

Say the sound /n/, and have children repeat it. The word *nest* begins with /n/. Let's say the sound and the word together: /n/, *nest*. Listen to this word: *nest*. What is the first sound you hear in *nest*?

#### Quick Check

Can children isolate the initial phoneme /n/? If not, use Additional Instruction, pp. 110–113.

### ▶ Phonics

**Objective** Identify initial /n/n

**Review** Show Large Letter Cards *t, p, m*, and *s* as children say the sounds. Mix the cards and repeat.

- I Do**
  - Display the *Nest* Sound-Spelling Card.
  - This is capital *N*. This is lowercase *n*. The letter *n* stands for the /n/ sound in *nest*.
  - Listen for the /n/ sound as I say the word again: *nest*.
  - Then display Photo Card *nut*. Place a self-stick note on the card with a lowercase *n* written on it.
  - This is a nut. *Nut* begins with the /n/ sound. Listen for the /n/ sound as I say the word again: *nut*.
  - Repeat with Photo Cards *nurse* and *nose*.
- We Do**
  - Write the initial *n* words from the rhyme on the board: *nine, new, nest, night, nice, nuts, now*.
  - Read line 1 of the rhyme and point to the letter *n* in *nine*. The *n* in *nine* stands for the /n/ sound. Say the sound and word with me: /n/, *nine*.
  - Repeat with *new* and *nest*.
- You Do**
  - Point to *night* and read it with children.
  - Ask a child to circle the letter that stands for the /n/ sound in *night* and say /n/.
  - Continue with remaining initial *n* words.

**IWB** Online Phonics Lessons: Consonant *Nn*

### CORRECTIVE FEEDBACK

Write the word *nut*. Circle the *n*. This is the letter *n*. The letter *n* stands for /n/ at the beginning of *nut*. Say the sound as I point to the letter.

#### Quick Check

Can children identify /n/ spelled *Nn*? If not, use Additional Instruction, pp. 110–113.

► **Alphabet Recognition**

Display the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” as a child points to each letter.

- **Uncover the Alphabet** Place **Large Letter Cards** Aa–Zz facedown in various places around the room.
- Have children go around collecting all the letters, naming them as they turn them over.

**Words to Know**

► **High-Frequency Word: a**

**Objective** Read high-frequency words

- Display **Word Card** a in the pocket chart.
- Point to the word a. *This is the word a. It is spelled a. I have a dog. What’s the word?*
- Have children chorally **read** and **spell** a with you as you point to it.
- Have children **write** a on their **Sound-Spelling WorkBoard**.
- Have children take turns completing the sentence *I am wearing a \_\_\_\_\_*. Write the sentences.

**CORRECTIVE FEEDBACK**

Point to and say a. *The word is a. Point to the word and say it with me: a. How many letters are in the word? What’s the word?*

**Quick Check**

Can children read a? If not, use **Additional Instruction**, pp. 110–113.

► **Concept Words: Feelings Words**

**Objective** Develop oral vocabulary

- Reread the rhyme with children. Ask children to identify words that name feelings. *The chicks in the rhyme feel sad and scared. Other feelings words are happy, afraid, silly, and shy.* Ask children how they feel today.
- Present different scenarios, such as walking into a new classroom on the first day of school, going to a fair, or losing a favorite toy and have children describe how they would feel in each.
- Write a list of the feelings words that children name.

**ELL** Have children act out the feelings words they named and have a partner guess the word. For more support, see pages T6–T7.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

- Tell children they will reread the **Take-Home Book** from the previous week. Remind children how they grouped information from “Rain Forest Animals” last week. Challenge them to see if they can group information from this story.
- Write the sentence pattern from the story. Read the story and have children repeat. Prompt children to offer words to complete the pattern.
- **Choral Reading** Reread the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen as they read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

► **Response**

Ask children to respond to the **Take-Home Book** by retelling the story in their own words.

See **Practice Book** pages 53–54.

► **Write**

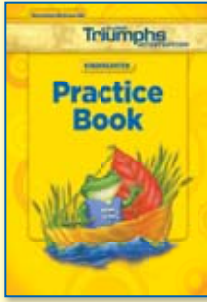
**Objective** Write Nn

- Display the **Nest Sound-Spelling Card**.
- Model how to write Nn by tracing the letter with your finger.
- Write the letter Nn on the board.
- Have children take turns using the **Nest Sound-Spelling Card** to trace Nn with their finger.
- Have children say the sound /n/ as they write the letter Nn several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoard**: capital n. Repeat with lowercase n and the letters t and p. Write the letter for the sound I say: /n/. Repeat with /s/ and /m/. Provide immediate feedback.

See Handwriting pages T8–T11.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 55–56
- Sound-Spelling WorkBoards
- Large Letter Cards: *m, n, p, s, t; Aa–Zz*
- Large Sound-Spelling Card: *Nest*
- Photo Cards: *nail, nose, nurse*
- Word Cards: *a, like, we*

- markers or counters
- self-stick notes
- pocket chart

## Online Resources

**IWB** Interactive White Board  
Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /n/

Display the rhyme and read it aloud.

Nine new chicks in the nest  
Were sad and scared all night.  
Mama came back with nine nice nuts,  
And now they feel all right.

- I Do**
- Tell children to listen for the first sound in a word. Use the **Sound-Spelling WorkBoard**.
  - Listen to the word *night*. *Night* begins with the /n/ sound: /n/, *night*. I am going to put a marker in the first box because /n/ is the first sound in the word *night*.
  - Repeat with *nice, net, and not*.

- We Do**
- Say the word *nut* with children.
  - What sound do you hear at the beginning of *nut*? Let's say the sound and the word together: /n/, *nut*. Let's put a marker in the first box to represent the /n/ sound. What's the sound?
  - Repeat with *nap* and *net*.

- You Do**
- Listen to the word I say: *night*. Now you say the word. What sound do you hear at the beginning of the word?
  - Have children place a marker in the first box on the **WorkBoard** to represent the initial /n/ sound.
  - Repeat with *nut, nap, and nail*.

### CORRECTIVE FEEDBACK

Display the **Sound-Spelling WorkBoard**. Say the word *nice* and have children repeat. The sound at the beginning of *nice* is /n/. Place a marker in the first box. Let's say the word and the sound: *nice, /n/*. What sound do you hear at the beginning of *nice*?

### Quick Check

Can children isolate the initial phoneme /n/? If not, use **Additional Instruction**, pp. 110–113.

### ► Phonics

**Objective** Identify initial /n/n

**Review** Show these **Large Letter Cards** as children say each sound: *n, t, p, m, s*. Mix and repeat.

- I Do**
- Display the *Nest* **Sound-Spelling Card**.
  - The name of this letter is *n*. The letter *n* stands for the /n/ sound at the beginning of *nest*.
  - Listen for /n/ as I say the word: /nnest/, *nest*.
  - Then display **Photo Card** *nail*. Place a self-stick note with a lowercase *n* written on it below the nail.
  - This is a nail. *Nail* has the /n/ sound at the beginning of the word. Listen for the /n/ sound as I say the word: *nail*. Repeat with **Photo Cards** *nose* and *nurse*.

- We Do**
- Write the word *nut* on the board. The *n* at the beginning of *nut* stands for the /n/ sound. Say the sound as I point to the letter.
  - Then have children say the word with you again and circle the letter that stands for the /n/ sound.
  - Repeat with the words *now* and *new*.

- You Do**
- Write *nap* on the board and read it with children.
  - Have a child circle the letter that stands for the /n/ sound in *nap* and say /n/.
  - Continue with *net* and *nut*.
  - Then have children write *n* as they say /n/.

- ELL** Have children watch your mouth as you make the /n/ and /m/ sounds. Point out that your lips are pressed together while you make the /m/ sound and slightly apart when you make the /n/ sound. For more support, see pages T6–T7.

**IWB** Online Phonics Lessons: Consonant *Nn*

► **Alphabet Recognition**

Display the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” as you point to each letter.

- **Alphabet Concentration** Using the **Letter Cards**, choose four letters. You will need two cards for each letter. Place the cards facedown on a table or in a pocket chart.
- Have children turn over two cards at a time, naming each letter. If the cards match, set them aside. If there is no match, turn the cards facedown again. Play until all matches are made.

**Words to Know**

► **High-Frequency Word: a**

**Objective** Read high-frequency words

- Display **Word Card a** in the pocket chart. *This word is a. I ate a pear.*
- Have children repeat with you: *a*.
- Have children use *a* in a sentence.
- Display **Word Cards like, we, and a** in the pocket chart. Ask a child to point to the word *a*. Then have children identify the other two words.

**CORRECTIVE FEEDBACK**

Point to and say *a*. *The word is a. Point to the word and say it with me: a. What’s the word?* Then have children point to *a* and use it in a sentence.

**Quick Check** Can children read *a*? If not, use **Additional Instruction**, pp. 110–113.

► **Concept Words: Feelings Words**

**Objective** Develop oral vocabulary

- Remind children of some of the feelings words they talked about last time.
- *How do you feel right now?* List responses on the board and say them aloud with children.
- Say a feeling word, such as *excited, tired, or joyful*. Have children give examples of times when they have felt that way.

**CORRECTIVE FEEDBACK**

*A rainy day sometimes makes me feel thoughtful. How does it make you feel?*

**Quick Check**

Can children understand and use feeling words? If not, use **Additional Instruction**, pp. 110–113.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

- Write the sentence pattern from the story. Read it and have children repeat. Prompt them to offer words to complete the pattern. Tell children that today’s story will contain this pattern.
- **Choral Reading** Read the story together.
  - Have children track print as they read.
  - Point out any known high-frequency words.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 55–56.

► **Write**

**Objective** Write *Nn*

- Write both forms of the letter *Nn* on the board.
- Model how to write *Nn* by tracing the letter with your finger.
- Have children take turns using their finger to trace *Nn* on the **Nest Sound-Spelling Card**.
- Have children say the sound /n/ as they write the letter *Nn* several times.

**Dictation** *Write the letter that I say on your Sound-Spelling WorkBoard: capital n.* Repeat with lowercase *n* and the letters *m* and *s*. *Write the letter for the sound I say: /n/.* Repeat with /p/ and /t/. Provide immediate feedback.

See Handwriting pages T8–T11.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "The Foolish, Timid Rabbit"
- Practice Book pp. 57, 58; Take-Home Book, pp. 55–56
- Photo Cards: *net, night, nine, nose, nurse, nut, table, teeth, top*
- Large Letter Cards: *n, p, t*
- Word Card: *a*
- hand puppet
- pocket chart

## Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Isolate initial phoneme /n/

Read aloud the following rhyme:

Nine new chicks in the nest  
Were sad and scared all night.  
Mama came back with nine nice nuts,  
And now they feel all right.

- I Do**
  - Tell children that the puppet is going to say a word from the rhyme.
  - Have the puppet say the word *now*. The word *now* begins with the /n/ sound. Listen for the /n/ sound as I say the word again: *now*.
  - Repeat with *nine, night, and nice*.
- We Do**
  - Tell children that the puppet is going to say additional words. Ask children to help the puppet determine if the word begins with /n/.
  - Listen to this word: *nap*. *Nap* begins with the sound /n/.
  - Repeat with other words such as *nice, tan, nest, mat, not, night, Nat, new, tap*.
  - Does the word begin begin with /n/?
- You Do**
  - Tell children that they will now decide if a word begins with /n/. Have the puppet say *neck*.
  - Have children repeat the word. Ask a child to tell if the word begins with /n/. Ask others to give a "thumbs up" if they agree.
  - Repeat with *no, go, name, tail, nail, nurse*.
- ELL** Reinforce word meanings by showing the **Photo Cards** for these words from the rhyme: *nest, night, nine, nut*. For more support, see pages T6–T7.

### ▶ Phonics

**Objective** Identify initial /n/n

**Review** Show each of the following **Large Letter Cards** as children say each sound: *n, t, p*.

- I Do**
  - Display **Photo Cards** *nurse, top, table, net, nose, teeth, and nut*. Identify each picture with children.
  - Place **Letter Card** *n* in the pocket chart. Hold up **Photo Card** *nurse*. *Nurse* begins with /n/. The letter *n* stands for the /n/ sound at the beginning of *nurse*. Place **Photo Card** *nurse* below **Letter Card** *n* in the pocket chart.
  - Hold up **Photo Card** *top*. This is a top. It does not start with the /n/ sound. I will not put it below the **Letter Card** *n*.
- We Do**
  - Hold up **Photo Card** *net*.
  - This is a net. *Net* starts with /n/. Say the sound and word with me: /n/, *net*. Since it starts with the /n/ sound, let's put it in the pocket chart.
  - Ask a child to put **Photo Card** *net* in the pocket chart as he or she says the sound /n/.
  - Repeat with the remaining **Photo Cards**.
- You Do**
  - Remove the **Photo Cards** from the pocket chart and mix them up. Display one **Photo Card** at a time. Ask children to name the picture and say its beginning sound. Then have them tell whether it should go in the pocket chart under the **Letter Card** *n*.
  - Have a child put each initial *n* picture in the chart.

See **Practice Book** page 57.

### CORRECTIVE FEEDBACK

Display **Photo Card** *nose*. This is a picture of a nose. Say *nose* with me. What sound do you hear at the beginning of the word? What letter stands for that sound? Point to the letter.



**Quick Check**

Can children identify words with initial /n/n? If not, use **Additional Instruction**, pp. 110–113.

## Words to Know

### ► High-Frequency Word: *a*

**Objective** Review high-frequency words

- Display **Word Card** *a* in the pocket chart. *What word is this? I picked a flower.*
- Have children **read, spell, and write** the word *a*.
- Read the following sentence starter *I see a \_\_\_\_\_*. Have a child dictate an ending. Then have each child dictate his or her own sentence.
- Have each child circle *a* in his or her sentence.

See **Practice Book** page 58.

### ► Oral Vocabulary: *Startled and Rumor*

**Objective** Develop oral vocabulary

**Define** In the story you will hear today, a rabbit is startled when a coconut falls to the ground. When someone is startled, he or she is suddenly surprised. Say the word with me: *startled*.

**Example** *I didn't see you behind me. You startled me when you tapped my shoulder.*

**Ask** When might you be startled: when someone jumps in front of you and yells "surprise," or when you are singing a song?

**Define** In the story you will hear today, the rabbit starts a rumor. A *rumor* is a story that a person tells without knowing for sure whether it is true. Say the word with me: *rumor*.

**Example** *I heard a rumor at school. People are saying that we will not have recess any more.*

**Ask** Why do you think a rumor could make someone feel sad?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list on the board: *we, like, a*. Read the list aloud. Then reread each word and have children echo-read. Have children practice reading the list throughout the week.

- **Connected Text** Have children read the previous **Take-Home Book** independently or in pairs.

See **Practice Book** pages 55–56.

## Time to Read

### ► Read "The Foolish, Timid Rabbit"

**Objective** Develop listening comprehension; Recognize story structure: Identify character, plot

**Before Reading** Display "The Foolish, Timid Rabbit," Card 1. Ask children to describe what they see in the picture. *How is the Rabbit feeling? What do you think the Monkey did?*

- Tell children that the animals are characters in the story. A character is a person or animal in a story. The plot is what the characters do and what happens to them.
- Help children set a purpose for reading: *Let's find out what the foolish rabbit does.*

**During Reading** Read the story aloud. Check comprehension using **Listening Comprehension, Act It Out,** and **Read the Picture** prompts.

**After Reading** Identify the characters with the children. *What foolish thing does the rabbit do? What do other characters do? What finally happens?*

**IWB** **Online Comprehension Lessons:** Character, Setting, Plot Use the story to model the skill.

### ► Comprehension Check

**Retell** Ask children to retell the story using the pictures as prompts.

### ► Write

**Objective** Write a label

- Have children draw a picture of their favorite part of the story.
- Help children label their picture with a word that tells how the character is feeling.

See the Shared Writing lesson on page 109.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "The Foolish, Timid Rabbit"
- Practice Book: Take-Home Book, pp. 55–56
- Large Letter Cards: *m, n, p, s, t, Aa–Zz*
- Photo Cards: *nail, nest, net, nose, nurse, nut, table, teeth, tiger, top*
- Sound-Spelling WorkBoard
- Word Cards: *a, can, like, we*
- Comprehension Cards
- hand puppet
- pocket chart

### Online Resources

**IWB** Interactive White Board  
Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

#### Objective Segment onset and rime

Read aloud the rhyme. Then read it again, and ask children to chime in with you.

Nine new chicks in the nest  
Were sad and scared all night.  
Mama came back with nine nice nuts,  
And now they feel all right.

- I Do**
- Use the puppet to show children how to segment words by onset and rime.
  - I'm going to say the first sound in a word, and then the rest of the word. *Nine*: /n/ in/.
  - Now listen to the parts of the word *nest*: /n/ /est/.
  - Repeat with *night*.

- We Do**
- Tell children that the puppet is going to say the parts of more words.
  - Listen to the word *nuts*. The first sound in *nuts* is /n/. The rest of the word is /uts/. Say the word and its parts with me: *nuts*, /n/ /uts/.
  - Repeat with *nice* and *mice*.

- You Do**
- Say the word *now*.
  - What's the first sound in *now*? What's the rest of the word? Say the word *now* and its parts again.
  - Repeat with *nail*, *mail*, and *nap*.

#### CORRECTIVE FEEDBACK

Listen to this word: *nap*. The first sound is /n/. The rest of the word is /ap/. What is the first sound in *nap*?

#### Quick Check

Can children segment words into onset and rime? If not, use Additional Instruction, pp. 110–113.

### ▶ Phonics

#### Objective Identify initial /n/n

**Review** Show each of the following **Large Letter Cards** as children say each sound: *n, m, s, p, t*. Mix the cards and repeat.

- I Do**
- Place **Letter Cards** *n* and *t* in the pocket chart.
  - Point to each letter. The letter *n* stands for the /n/ sound. The letter *t* stands for the /t/ sound.
  - Display **Photo Card** *nail*. The word *nail* starts with the /n/ sound. I'm going to put *nail* under the letter *n*. Point to the letter *n* and put **Photo Card** *nail* in the pocket chart under *n*.

- We Do**
- Display **Photo Card** *tiger*. The word *tiger* begins with the /t/ sound. Say the sound and word after me: /t/, *tiger*. Let's put the *tiger* under the letter *t* because it begins with the /t/ sound.
  - Repeat for **Photo Cards** *nurse*, *net*, and *table*.

- You Do**
- Point to each letter in the pocket chart and have children say the sound it stands for.
  - Display **Photo Cards** *nose*, *nut*, *teeth*, and *top*.
  - Have children name each picture, identify the initial sound, and place each card under the corresponding letter in the pocket chart.

#### CORRECTIVE FEEDBACK

Display **Photo Card** *nest*. Say the word *nest* and have children repeat. The word *nest* begins with /n/. Which letter stands for /n/ at the beginning of *nest*? Let's say the word and the sound and letter together: *nest*, /n/, *n*.

#### Quick Check

Can children identify initial /n/n? If not, use Additional Instruction, pp. 110–113.

► **Alphabet Recognition**

Display the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” as children point to each letter.

- **Alphabet Match-Up** Give each child a lowercase **Letter Card**. Name the letter and have the child repeat it.
- Place the corresponding capital **Letter Cards** face up on a table. Have each child find and name the capital letter that goes with his or her letter.

**Words to Know**

► **High-Frequency Words: *a, can, like, we***

**Objective** Review high-frequency words

- Display **Word Card** *a* in the pocket chart. *What word is this? I have a younger brother.*
- Have children **read, spell,** and **write** the word *a*.
- Display **Word Cards** *a, can, like,* and *we* in the pocket chart. Read the words with children.
- Have children answer these questions about the words: *Which word has one letter? Two letters? Four letters? Which word rhymes with pan?*

► **Oral Vocabulary: *Startled and Rumor***

**Objective** Develop oral vocabulary

**Discuss** Remind children of “The Foolish, Timid Rabbit.” *A falling coconut startled the rabbit.*

- *How do you feel when you are startled? What happens to your heart?*
- Remind children that the rabbit started a rumor that the earth was falling apart. *What do you do when you hear a rumor? Why?*

**Connect** Have children discuss why rumors can be harmful and ways to stop them from spreading.

**ELL** Explain what a *coconut* is and share a picture. Have a few children act out how they would look if they were *startled*. For more support, see pages T6–T7.

► **Build Fluency: Word Automaticity**

**Objective** Improve word accuracy

- Write these words: *a, can, like, we*. Read the list. Then reread each word. Have children echo-read. Then say the words in random order. Have children point to the word you say.

- **Connected Text** Have children reread the previous **Take-Home Book**. Circulate and listen.

See **Practice Book** pages 55–56.

**Time to Read**

► **Read “The Foolish, Timid Rabbit”**

**Objective** Develop oral vocabulary; Recognize story structure: Identify character, plot

**Before Reading** Remind children that characters are the people or animals in a story. *This story has animal characters. The actions of the characters make up the plot.* Read “The Foolish, Timid Rabbit.”

**During Reading** As you read, pause to focus on this week’s concept—feelings words. Discuss the different feelings in the story. *Why is the rabbit frightened? Why do the other animals look sad?* After you read Cards 2 and 3, ask children to use **Oral Language** and **Wonderful Word** vocabulary as they discuss the story.

**After Reading** Have children name the characters in the story. What did each character do?

- Use the **Retell the Story** prompts on Card 4 to help children retell the story.

**IWB** **Online Comprehension Lessons:** Character, Setting, Plot Use the story to model the skill.

**CORRECTIVE FEEDBACK**

If children need practice with character and plot, use **Comprehension Cards: Character, Setting, Plot**.

**Quick Check**

Can children identify character and plot? If not, use **Additional Instruction**, pp. 110–113.

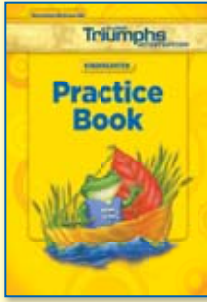
► **Write**

**Objective** Write a feelings word

- Have children draw a picture that shows how they are feeling.
- Help children write a word that describes their emotion below their pictures.

See Vocabulary, Grammar, Interactive Writing, and Concepts of Print lessons on pages 108–109.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 55–56; 59–60
- Assessment Book
- Large Letter Cards: *n, A–Z*
- Photo Cards: *nail, net, nose, nurse, nut, pen, penguin, pizza, pumpkin, table, teeth, toothbrush, top*
- Sound-Spelling WorkBoards
- Letter Tiles: *A–Z*
- Word Cards: *a, can, I, like, we*
- colored blocks
- pocket chart
- index cards

- Online Resources**
- Bibliography

## Working with Words

### ▶ Phonemic Awareness

**Objective** Segment onset and rime

Read aloud the rhyme. Then read it again, and ask children to chime in with you.

Nine new chicks in the nest  
Were sad and scared all night.  
Mama came back with nine nice nuts,  
And now they feel all right.

- I Do**
- Let's listen for the first sound in a word, and then the rest of the word. The first sound in *night* is /n/. The rest of the word is /it/. /n/ /it/, *night*.
  - Now listen to the parts of the word *sight*: /s/ /it/, *sight*.
  - Repeat with *might* and *tight*.

- We Do**
- Say the word *nap* with children. What sound do you hear at the beginning of *nap*? Let's say the sound together: /n/. What's the rest of the word? Let's say it together: /ap/.
  - Say the word and its parts with me again: *nap, /n/ /ap/*.
  - Repeat with *map, tap, and sap*.

- You Do**
- Say the word *nice*.
  - What's the first sound in *nice*? What's the rest of the word?
  - Repeat with *mice, net, pet, and set*.

- ELL** Reinforce the meanings of the words *first* and *beginning*. Place three different-colored blocks in a row, one behind the other. Point to the first block and say: *The (red) block is the first block. The (red) block is at the beginning of the row*. For more support, see pages T6–T7.

### ▶ Phonics

**Objective** Identify initial /n/n

- I Do**
- Display **Letter Card** *n*. This is the letter *n*. It stands for the /n/ sound.
  - I hear the /n/ sound at the beginning of *net*, so I know that *net* begins with *n*.
  - Say some more words that begin with *n*, emphasizing the initial /n/ sound: *nap, nice, nail*.

- We Do**
- Place **Photo Cards** *nurse, nose, nail, toothbrush, table, pen, and pumpkin* in random order in the pocket chart.
  - Have children say the name of each picture with you. Then have them help you determine the sound at the beginning of the word.
  - For each word that begins with /n/, have children take turns writing the letter *n* on the board. I hear /n/ at the beginning of *nurse*, so I am going to write the letter *n*. *N* stands for /n/ in *nurse*. Repeat after me: /n/, *n, nurse*.

- You Do**
- Have children play a matching game. Lay **Photo Cards** *nut, net, teeth, top, penguin, and pizza* facedown on the table in random order.
  - Have children take turns flipping over two cards at a time, saying the names of the pictures, and determining whether they begin with the same sound. If the picture names begin with the same sound, they match; if they do not, place the cards back on the table.
  - As each card is matched, ask children to name the letter that represents the beginning sound. Write the letter on the board and have children say the sound as you point to the letter.

### ► Alphabet Recognition

Display the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” as children point to each letter.

- **The Name Game** Place capital **Letter Cards** or **Letter Tiles** face up on a table. Have children take turns finding the first letter in their first names and saying the following sentence: “My name is \_\_\_\_\_ and it starts with the letter \_\_\_\_.”
- Then have children find their letter on their **Sound-Spelling WorkBoards**.

## Words to Know

### ► High-Frequency Words: *a, can, I, like, we*

**Objective** Review high-frequency words

- Use index cards *can, I, we,* and *like* from the previous weeks. Make another index card with *a* written on it.
- Display **Word Cards** *a, can, I, like,* and *we*. Have children read the words with you. Place both **Word Cards** and index cards facedown.
- Play a matching game. Turn over one card and read it aloud. Have children echo-read the word.
- Tell children you will try to find the match for the card by turning over another card. Read the second card.
- If it is a match, place the **Word Card** in the pocket chart with the index card next to or behind it.
- If it is not a match, turn the cards back over in their spots. Have children take turns playing. Repeat until all the matches are found.

### ► Oral Vocabulary: *Startled and Rumor*

**Objective** Develop oral vocabulary

**Confirm** Review the words *startled* and *rumor*. Remind children that when you are startled, you are shocked, surprised, or frightened. A rumor is a story that may or may not be true.

**Discuss** Talk about what happens to your body when you are startled. Then discuss how rumors get started and how they spread.

**Connect** Describe a time when you were startled. What startled you? How did you feel?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list on the board: *a, can, I, like, we*. Then read each word and have children repeat after you.
- **Connected Text** Have children reread the previous **Take-Home Book**. Circulate and listen. Tell children to read the story to their family.

See **Practice Book** pages 55–56.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Write the sentence pattern from the story. Read it, and have children repeat. Prompt children to offer words to complete the pattern. Tell children that today’s story will contain this pattern. Ask children to point to the characters in the illustrations.
- **Choral Reading** Read the **Take-Home Book** together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 59–60.

### ► Write

**Objective** Practice writing words

- Have children refer to the **Word Cards** to write the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.

### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

## Unit Assessment

Have children complete the **Unit Assessment** on **Assessment Book** pages 48–59.

Reinforce vocabulary, grammar, writing, and listening and speaking skills every week.

**Materials**

- Oral Vocabulary Development Cards: "The Tortoise and the Hare," "Rain Forest Animals," "The Foolish, Timid Rabbit"

- Photo Cards: *alligator, astronaut, camel, cowboy, octopus, rabbit*

**More Word Work Oral Vocabulary: Wonderful Words**

Use the Oral Language prompts on the **Oral Vocabulary Development Cards** to review the meanings of the three Wonderful Words for each week. Then use the prompts below. Have children create sentences of their own using the words.

**Objective** Reinforce meanings of oral vocabulary

**WEEK 1**

- **boast, leaped, confident**
  - Which word goes with "when you say you can do something better than someone else"?
  - Which word goes with "jumped"?
  - Which word goes with "feeling good about yourself"?

**WEEK 2**

- **unusual, prefer, patient**
  - Is it *unusual* for you to eat every day? Why? or Why not?
  - Do you *prefer* to drink milk or juice? Why?
  - If you have to wait for a light to cross the street, would you be *patient*? Why?

**WEEK 3**

- **timid, wise, bewildered**
  - Would a *timid* boy be easy to scare? Why?
  - Why would it be *wise* for you to listen to your teacher?
  - Would you be *bewildered* if you saw an elephant walking down the street? Why?

**Grammar: Action Words (Verbs)**

**Objective** Identify and use action words

**WEEK 1**

- Explain that action words tell what people, animals, or things are doing. Display Card 2 of "The Tortoise and the Hare." Point to the hare. *The hare runs. Runs is an action word.*
- Tell children to point to and name the actions the animals are doing in Cards 1–4. Start a list of action words and add to it each week.
- Display a **Photo Card** of a person or animal and tell children to make up a sentence about the picture, using an action word. Have the group identify the action word.

**Listening and Speaking** Remind speakers to speak clearly and listeners to listen carefully.

**WEEK 2**

- Hold up Card 1 of "Rain Forest Animals." Point to the toucan. *The toucan stands on the tree branch. The word stands is an action word. It tells what the toucan is doing.*
- Hold up Cards 2 and 3. Have children identify what the animals are doing in each picture. List children's responses.
- Ask children to think of other things a chimpanzee might do. *What might a chimpanzee be doing on the ground?* List children's responses. Read the list with children and remind them that all of the words are action words.

**WEEK 3**

- Display Card 1 of "The Foolish, Timid Rabbit." Tell children to identify what the rabbit is doing in the picture. Remind them that action words tell what someone or something does. List their responses.
- Read from Card 3: "The lion roared three times." Have children identify the action word in the sentence. (*roared*) Have children identify what the other animals in the picture are doing. List the words.
- Hold up Cards 2 and 4. Have children use action words to identify what the animals are doing in each picture. List children's responses.



## Writing: Charts, Sentences, Posters, and Book Titles

**Objectives** Write charts, sentences, posters, and book titles; Develop concepts of print

### WEEK 1

#### Shared Writing: Chart

- Display Cards 1–4 of “The Tortoise and the Hare.” Explain to children that making a chart is a good way to remember information and ideas. Tell them that you will make a chart together that tells about the pictures in the story.
- Have children identify the animals in each picture and tell what each animal is doing. Make a chart with the headings “Story Character” and “What the Character Is Doing.” List children’s responses. Then track the print as you read the chart.

**Concepts of Print** Point out that the name of each animal is on a separate line in the chart. The names are written under one another. Point to the list of action words and explain that the words are next to the animal that is doing the action. Use your finger to track the print as you read the words in the chart to show how print moves from left to right and top to bottom. Then have a few children track the print. Tell children to point out any letters they know.

#### Interactive Writing: Sentences

- Write the sentence frames: *Hare is \_\_\_\_\_ in a race. Tortoise is \_\_\_\_\_ in a race.* Then have children look at the chart and suggest a word to complete the sentence. Encourage children to write any letters they know. Track print as you read the sentences.

### WEEK 2

#### Shared Writing: Chart

- Point out that a chart is a good way to keep track of the different things an animal can do.
- Make a chart with the headings: *Toucan, Jaguar, Chimpanzee, and Boa Constrictor.* Read each heading as you track the print.
- Display Card 1 of “Rain Forest Animals.” Reread the card. Have children tell about the toucan in their own words. List children’s responses. Repeat for Cards 2–4.

#### Interactive Writing: Posters

- Tell children that the class will make posters about the rain forest animals. Explain that posters have a picture and a sentence that tells about the picture. Display Cards 1–4.
- Write the sentence frames: *A toucan can \_\_\_\_\_. A jaguar can \_\_\_\_\_. A chimpanzee can \_\_\_\_\_. A boa constrictor can \_\_\_\_\_. Then have children look at the chart and suggest a word to complete each sentence. Point to the capital letter and period in each sentence and explain that all sentences begin with a capital letter and end with a mark. Encourage children to write any letters they know. Track print as you read the sentences. Have children choose a sentence, draw a picture for it, and write the sentence at the bottom of their drawing to create a poster.*

#### Listening and Speaking

Remind children to listen carefully and to ask questions if they do not understand a question or an answer.

### WEEK 3

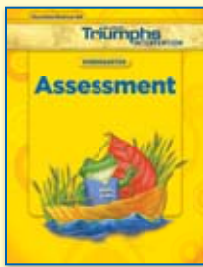
#### Shared Writing: Chart

- Display Cards 1–4 of “The Foolish, Timid Rabbit.” Tell children that the class will make a chart that shows what is happening in each picture of the story.
- Make a chart with the headings: *Card 1, Card 2, Card 3, and Card 4.* Have children tell what is happening in the story from the picture on each card. List children’s responses. Track the print as you read the completed chart to children.

#### Interactive Writing: Book Titles

- Explain to children that a book title lets the reader know what the story is about. Tell children that the class will make up another title for the story. Display Cards 1–4.
- Write the sentence frames: *The rabbit is \_\_\_\_\_. The lion is \_\_\_\_\_. Have children look at the chart and suggest a word to describe each animal. Then have children choose words for a story title, such as “The Wise Lion.” Encourage children to write any letters they know. Track print as you read the sentences. Tell children to draw another picture to go with the new story title. Have children write the story title on their drawing.*

**Concepts of Print** Point out the words in a book title. Explain to children that the words tell about the important things in the story. Use your finger to track the print as you read the words from left to right and top to bottom. Have children point out any letters they know.



Assessment Book

Choose from the Additional Instruction for children who need more support. Use Unit Assessment to check children's progress.

## Working with Words

### Materials

- Practice Book: Take-Home Books, pp. 43–44, 47–48; 49–50, 53–54; 55–56, 59–60
- Sound-Spelling WorkBoards
- Large Sound-Spelling Cards: *Nest, Piano, Turtle*
- Large Letter Cards: *n, p, t*
- Letter Tiles
- markers or counters
- hand puppet

### Online Resources

**IWB** Interactive White Board  
Phonics Lessons

## ▶ Phonemic Awareness

**Objective** Develop phonemic awareness

### Onset and Rime

#### Take a Step Back: Listen for Beginning Sounds

Have three children line up in front of the class. Point to the first child and say: [Child's name] is at the beginning of the line. The other two children are at the end of the line. Repeat with other children. Point out that words, too, have beginnings and endings. Have children listen carefully as you say some words aloud. Tell them to pay close attention to the beginning sound in each word. Then say the word *cat*. I hear the sound /k/ at the beginning of the word. Let's say the word *cat* again, focusing on the beginning sound: /k/ /k/ /k/ /at/. The sounds /at/ make up the rest of the word.

Repeat with the words *pat, not, and tap*. After children identify the beginning sound in each word, guide them to hear the sounds in the rest of the word.

**Take a Step Back: Listen for Ending Sounds** Have children listen carefully as you say some words. Tell them to pay close attention to the ending sounds in

each word. Then say the word *can*. I hear the sound /k/ at the beginning of the word. I hear the sounds /an/ at the end of the word. What sounds do you hear at the ending of the word *can*? Tell children that /an/ are the ending sounds in the word *can*. Repeat with the words *pat, not, and tap*.

**Onset and Rime** Tell children that you are going to say the beginning sound of a word and then the rest of the word. Then say that you are going to blend the sounds together to say the whole word: /p/ /an/, *pan*. Have children repeat after you. Then say /p/ /ig/, *pig*. Continue using this procedure with these words:

- Lessons 1–5: *pie, poke, put, pot, paste*
- Lessons 6–10: *tip, tan, tell, toss, tail, teeth*
- Lessons 11–15: *nut, nice, nod, new, note, name*

Then say each word one at a time and have a child say the beginning sound of the word and then the ending sounds.

**Isolate Phonemes** Remind children that the sound /p/ can appear at the beginning of a word, as in *pen*. Using the **Sound-Spelling WorkBoard**, say the word *pen*, repeating the first sound in the word: /p/ /p/ /p/. When I say the word *pen*, I hear the /p/ sound at the beginning of the word. I will place a marker in the first box on the **Sound-Spelling WorkBoard**. Repeat this process with the words *pig, peg, and pup*. What sound do you hear at the beginning of each word? Yes, you hear the sound /p/ at the beginning of each word. I will place a marker in the first box on the **Sound-Spelling WorkBoard**. Continue with the following words:

- Lessons 1–5: *pat, paint, pick, pour, penguin, pickle*
- Lessons 6–10: *tall, ten, tag, Todd, Tim, tiger, table*
- Lessons 11–15: *net, neat, nice, nurse, nail, nose*

**Segment Onset and Rime** Remind children to listen to the first sound in a word and then listen to the rest of the word. Have the puppet say the word *nest*. What is the first or beginning sound in this word? Yes, the beginning or first sound is /n/. What are the rest of the sounds? Yes, the rest of the sounds are /est/.

Repeat this routine with the following words: *nine, teeth, nice, pail, nurse, tight*.

## ► Phonics

**Objective** Identify initial /p/p, /t/t, /n/n

Display the *Piano Sound-Spelling Card*. Remind children that the letter *p* can stand for the sound /p/ at the beginning of a word, such as *pan*. Write the word *pan*. Draw a line under the letter *p* as you say the sound /p/. Repeat with *pet*. Repeat this process, focusing on the beginning sound with the *Turtle Sound-Spelling Card* and the word *ten* and the *Nest Sound-Spelling Card* and the word *night*.

- Write the words below on the board. Display the **Large Letter Cards** for *p*, *t*, and *n*. Have children say the letter and the sound it stands for. Then say the words listed on the board and have children repeat the words after you. Ask them to point to the *p* card when they hear a word that begins with /p/, the *t* card when they hear a word that begins with /t/, or the *n* card if they hear a word that begins with /n/. Use the following words:
  - Lessons 1–5: *pears, bat, pickles, pie, mat, pig, person, pencil*
  - Lessons 6–10: *toss, tail, sat, table, teeth, toys, mug, toe, ten*
  - Lessons 11–15: *nine, pen, never, nest, new, soup, night, nickel*

**ELL** Review the meanings of words in the lesson that can be demonstrated in a concrete way. For more support, see pages T6–T7.

**Alphabet Recognition** Display the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” as you point to each letter.

Have children work in pairs. Ask them to use **Letter Tiles** to make their first name. Then have them make each other’s names.

## Write Pp, Tt, Nn

**Take a Step Back: Form the Letter Pp** Have children use pipe cleaners to make the capital letter *P*. Ask them to trace the pipe cleaner *P* with their fingers as they make the sound /p/ /p/ /p/. Have children practice saying /p/ as they form *P* and *p* with their pipe cleaners. Tell them to pretend to pop popcorn as they say /p/.

**Take a Step Back: Form the Letter Tt** Have children use pencils or wooden sticks to make a capital *T*. Emphasize the two lines used to form the letter. Have children pretend to be a clock and move their heads back and forth as the clock ticks as they say /t/.

**Take a Step Back: Form the Letter Nn** Have children use pencils or wooden sticks to make a capital *N*. Emphasize the three lines used to form the letter. Tell children to shake their heads no as they say /n/.

**Dictation** Model how to write *N* and *n* as you say the sound. Have children trace the letter in the air with their fingers. Then ask children to write the letter on their **Sound-Spelling WorkBoards**. Repeat with the letters *Pp* and *Tt*. Then randomly say *n*, *p*, or *t* and have children write what you say. For more handwriting support, see pages T8–T11.

**Fluency: Connected Text** Have children reread the **Take-Home Books** on the **Practice Book** pages listed below. When children feel comfortable reading the stories, have them read the stories to a partner.

- Lessons 1–5: **Practice Book** pp. 43–44, 47–48
- Lessons 6–10: **Practice Book** pp. 49–50, 53–54
- Lessons 11–15: **Practice Book** pp. 55–56, 59–60

**IWB** For additional work with sound-symbol relationships, use **Online Phonics Lessons: Consonants Nn, Pp, Tt**.



## Words to Know

### Materials

- Word Cards: *a, like, we*
- Sound-Spelling WorkBoards
- Letter Tiles: *a, e, i, k, l, w*
- Photo Cards: *jump, mix, write*
- pocket chart

### ► High-Frequency Words

**Objective** Reteach high-frequency words *we* (Lessons 1–5); *like* (Lessons 6–10); *a* (Lessons 11–15)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word we. It is spelled w-e. We. We are at the park. This is the word like. It is spelled l-i-k-e. Like. I like to go on the swings. This is the word a. It is spelled with the letter a. A group of children were at the park.*
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters and frames using the words. For example: *We go to the \_\_\_\_\_. I like to \_\_\_\_\_. A \_\_\_\_\_ is at the park.* Have children take turns orally completing the sentences. Write the sentences as children complete them and then read each sentence aloud. Have children take turns underlining the high-frequency words in each sentence.
- Have partners work together to spell *we, like,* and *a* using the **Letter Tiles**.

### ► Concept Words

**Objectives** Develop oral vocabulary

**Comparing Words (Lessons 1–5)** Remind children that they have been using words that tell about comparing things, such as *slow, slower, slowest,* and *fast, faster, fastest.* Say: *A car can travel fast. A helicopter can travel faster. A jet plane can travel the fastest of all.*

- Say sentences naming some other words that compare two or more things in the classroom, such as *big, bigger, biggest.* For example: *This pencil is big, but that pencil is bigger. The one that Juan is holding is the biggest pencil of all.*
- Have partners work together to create sentences using the oral vocabulary words. Partners can include people or items, such as two different sized pencils, two books of different thickness, or two children of different heights. For example: *Maria is taller than Jim.*

**Action Words (Lessons 6–10)** Remind children that an action word tells about something that someone or something does. Tell children that *run* is an action word. Other action words are *skip* and *jump*.

- Display **Photo Cards** *jump, mix,* and *write* as you name each one. Ask a child to describe what he or she sees and to tell what action is shown in the picture.
- Have children share ideas about what actions they like to do.

**Feeling Words (Lessons 11–15)** Remind children that they have been using words that tell about feelings. *We use the word happy to describe how we feel when we like or enjoy something. Other feeling words are sad, mad, excited.*

- Discuss the meaning of each word with children.
- Have children use feeling words as they take turns describing how they are feeling today.

**ELL** Elaborate on a child's responses or state the response in another way to more fully develop children's comprehension and oral language proficiency. For more support, see pages T6–T7.

## Time to Read

### Materials

- Oral Vocabulary Development Cards: “The Tortoise and the Hare,” “Rain Forest Animals,” “The Foolish, Timid Rabbit”

### Online Resources

**IWB** Interactive White Board  
Comprehension Lessons

## ► Listening Comprehension

### Objectives Review comprehension skills

**Make Predictions (Lessons 1–5)** Remind children that sometimes the words and pictures in a story give clues as to what will happen next. *If we listen carefully and look at the pictures, we can guess or make predictions about what will happen next in a story. Then we can see if our predictions are right.*

- Use the **Oral Vocabulary Development Cards** for “The Tortoise and the Hare.” *Let’s read “The Tortoise and the Hare.” As we read, pay attention to the pictures and words so we can guess what will happen next.*
- Read aloud Cards 1 and 2. *As I look at the picture and read Card 2, I see that the hare is ahead of the tortoise. I think that he might win the race. As you read, pause for children to predict what might happen next. Have children make their predictions and then guide them to see if their predictions were right. Repeat with Cards 3–4.*
- *What do you think will happen when the hare takes a little snooze? (The tortoise will pass Hare as he naps.) Do you think Hare will win the race now? (No. Tortoise will win.)*
- Have children retell the story.
- **Make Predictions** Have children look through picture books and make predictions based on the cover and title. Have children make predictions and tell what made them make the predictions that they did.

**Classify and Categorize (Lessons 6–10)** Remind children that when we read nonfiction, we learn facts and details about a topic. *As readers, we can look for ways to sort the important facts and*

*details into groups.* Display the **Oral Vocabulary Development Cards** for “Rain Forest Animals.” For example, in “Rain Forest Animals,” we learn that many animals live in the rain forest. For example, tigers, jaguars, and leopards all live there. These animals are all cats. So, we can sort them into a group called “cats.”

- Read aloud each card, pausing between each one. *What do the toucan and chimpanzee like to eat? (The toucan eats fruit. The chimpanzee eats fruit, nuts, seeds, and insects.) Guide children to understand that both the toucan and the chimpanzee eat fruit. We can sort these animals into a group called “fruit eaters.”*

### Identify Character and Plot (Lessons 11–15)

Remind children that the characters are the people or animals in a story and the plot is what happens in a story. The rabbit is one of the characters in “The Foolish, Timid Rabbit.”

- Use the **Oral Vocabulary Development Cards** for “The Foolish, Timid Rabbit.” *Let’s read “The Foolish, Timid Rabbit.” As I look at the pictures and read the cards, I learn that there are other characters in this story. There are other rabbits, a deer, a fox, a lion, and an elephant. They all join the first rabbit.*
- Continue to read Cards 3 and 4, pausing after each one. Ask children to discuss what the characters are doing.
- Have children retell the story.
- **Character and Plot** Have children look through picture books, name the characters, and tell what happened in the story.

**IWB** Online Comprehension Lessons: Make Predictions; Character, Setting, Plot

### Self-Selected Reading

Provide books for children to read during independent reading time or to take home for additional practice. Guide children to predict what may happen in the story and to identify characters and plot in fiction books and to classify and categorize information in nonfiction books.



Oral Vocabulary Development Cards



Oral Vocabulary Development Cards

**Working with Words**

- Phonemic Awareness
- Phonics

**Words to Know**

- High-Frequency Words
- Concept Words
- Build Fluency

**Time to Read**

- Oral Vocabulary Development Cards
- Comprehension
- Write

**Language Arts**

- Grammar
- Writing

**Assessment**

- Informal
- Formal

**Week 1, Lessons 1–5**

**Phonemic Awareness**

- Phoneme Isolation
- Phoneme Identity

**Phonics**

- Initial /k/c

**High-Frequency Words**

- *the*

**Concept Words**

- Position Words

**Fluency**

- Letter, Sound, and Word Fluency; Connected Text

**Read**

- “Firefighters”

**Strategy:** Summarize

**Skill:** Identify Sequence of Events

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

- Action Words

**Writing**

- Shared Writing: Numbered List
- Interactive Writing: Sentences



Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

**Week 2, Lessons 6–10**

**Phonemic Awareness**

- Phoneme Isolation
- Phoneme Categorization

**Phonics**

- Initial /f/f

**High-Frequency Words**

- *see*

**Concept Words**

- Sensory Words

**Fluency**

- Letter, Sound, and Word Fluency; Connected Text

**Read**

- “Baby Animals”

**Strategy:** Summarize

**Skill:** Make Inferences

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

- Action Words

**Writing**

- Shared Writing: Numbered List
- Interactive Writing: Sentences



Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

**Additional Instruction, pages 148–151**





Oral Vocabulary Development Cards

### Week 3, Lessons 11–15

#### Phonemic Awareness

- Phoneme Identity
- Phoneme Categorization

#### Phonics

- Review /k/c and /f/f

#### High-Frequency Words

- Review: *a, like, see, the, we*

#### Concept Words

- Clothing

#### Fluency

- Letter, Sound, and Word Fluency;  
Connected Text

#### Read

- “Little Juan and the Pig”

**Strategy:** Summarize

**Skill:** Make Inferences

#### Daily Writing Prompts

Handwriting, Dictation, Story Response

#### Grammar

- Action Words

#### Writing

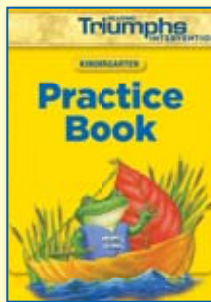
- Shared Writing: Numbered List
- Interactive Writing: Sentences



Phonemic Awareness, Phonics,  
High-Frequency Words, Concept  
Words, Comprehension

- **Unit Assessment, Assessment  
Book pp. 60–71**





Practice Book

## Materials

- Practice Book: Take-Home Book; pp. 59–60
- Large Letter Cards: *n, p, t, Aa-Zz*
- Large Sound-Spelling Card: *Camel*
- Photo Cards: *car, under*
- Sound-Spelling WorkBoards
- Word Card: *the*

- self-stick notes
- pocket chart

## Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Isolate initial phoneme /k/

Read aloud the following rhyme.

My cute canary sings in her cage.  
She calmly sings a sweet song.  
My calico cat sits on the sill.  
And carefully watches all day long.

- I Do** ■ Listen to the word *cute*: /k-k-kūt/. *Cute* begins with the /k/ sound. The first sound in *cute* is /k/.

- Repeat with the words *canary* and *cage*.

- We Do** ■ Read the rhyme again. The word *cat* also begins with the /k/ sound. Let's say the word together: *cat*. Let's say the first sound in *cat*: /k/.

- Repeat the routine with *calmly*, *calico*, and *carefully*.

- You Do** ■ Read line 1 of the rhyme to children. What is the first sound you hear in *cute*? Let's say the sound and the word together: /k/, *cute*.

- Continue with the rest of the rhyme.

**ELL** To make the /k/ sound, the back of the tongue and the roof of the mouth should be touching. Release a puff of air as you lower the tongue to say /k/. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say the sound /k/ and have children repeat it. *Cat* begins with /k/. Say the sound and the word: /k/, *cat*. Listen to this word: *cap*. What is the first sound?

#### Quick Check

Can children isolate the initial phoneme /k/? If not, use Additional Instruction, pp. 148–151.

### ▶ Phonics

**Objective** Identify initial /k/c

**Review** Show each of the following Large Letter Cards as children say each sound: *n, t, p*.

- I Do** ■ Display the *Camel* Sound-Spelling Card.
- Point to the letter. This is capital C. This is lowercase c. The letter c stands for /k/ in *camel*.
  - Listen for the /k/ sound as I say the word: *camel*.
  - Display Photo Card *car*. Place a self-stick note with a lowercase c written on it below the picture.
  - This is a car. The letter c stands for the /k/ sound in *car*. Listen for /k/ as I say the word again: *car*.

- We Do** ■ Write *cub*, *cat*, and *cow* on the board.
- Point to the letter c in *cub*. The c in *cub* stands for /k/. Say the sound and word with me: /k/, *cub*.
  - Continue with *cat* and *cow*.

- You Do** ■ Write these words: *can*, *cow*, *call*, *cat*, *car*, *cab*.
- Point to the word *can* and read it aloud.
  - Have a child circle the letter that stands for the /k/ sound in *can* and say /k/.
  - Continue until children have circled and identified the sound /k/ and the letter c in each word.

**IWB** Online Phonics Lessons: Consonant Cc Throughout Unit 4, use the phonics instruction animations only.

### CORRECTIVE FEEDBACK

Write *cat* on the board. Draw a line under the c. This is the letter c. Say the name of the letter with me: c. The letter c stands for the /k/ sound at the beginning of *cat*. Say the sound as I point to the letter.

#### Quick Check

Can children identify /k/ spelled Cc? If not, use Additional Instruction, pp. 148–151.

► **Alphabet Recognition**

Use **Sound-Spelling WorkBoards**. Sing “The Alphabet Song” as children point to each letter.

- **Play a Game** Choose a few **Large Letter Cards** and distribute one capital and one lowercase of each. One at a time, have children hold up their letters and help them say the letter’s name.
- Have children match capital and lowercase letters.

**Words to Know**

► **High-Frequency Word: *the***

**Objective** Read high-frequency words

- Display **Word Card** *the* in the pocket chart.
- Point to *the*. *This is the word the. It is spelled t-h-e. I went to the store. What’s the word?*
- Have children chorally **read** and **spell** the word *the* with you as you point to it.
- Have children **write** the word *the* on their **Sound-Spelling WorkBoards**.
- Have children take turns finishing the sentence: *I went to the \_\_\_\_*. Write the completed sentences.

**CORRECTIVE FEEDBACK**

Point to and say *the*. *The word is the. Point to the. Say it with me: the. Let’s say and spell the: the, t-h-e.*

**Quick Check**

Can children read *the*? If not, use **Additional Instruction**, pp. 148–151.

► **Concept Words: Position Words**

**Objective** Develop oral vocabulary

- Write the words *on* and *under* on the board. *The word on tells us where something or someone is: The cat is on the window sill. Name something else that could be on a window sill.*
- Display **Photo Card** *under*. Have children describe it and name other objects that could be *under* something. Repeat with *in*, *over*, *behind*.
- Make a list of positional words: *on*, *under*, *in*, *over*, *behind*. Have children say each word and help them think of a sentence using each: *Lisa sits on the bench. The bird is in the cage.*

**CORRECTIVE FEEDBACK**

Ask questions such as *Am I on the rug? Yes, I am on the rug. Is the clock over the door?*

**Quick Check**

Do children understand position words? If not, use **Additional Instruction**, pp. 148–151.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

- Tell children they will reread the **Take-Home Book** from the previous week.
- Write the sentence pattern from the story. Read it aloud and have children repeat. Prompt children to offer possible words to complete the pattern.
- **Choral Reading** Reread the story together.
- **Independent Reading** Have children whisper-read the story independently. Offer guidance.
- **Partner Reading** Finally, ask children to partner-read the story.

Tell children to read the story to their family.

► **Response**

Ask children to respond to the **Take-Home Book**. Identify the characters and explain what happens.

See **Practice Book** pages 59–60.

► **Write**

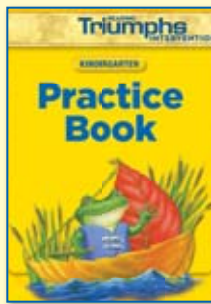
**Objective** Write Cc

- Display the *Camel* **Sound-Spelling Card**.
- Model how to write Cc by tracing the letter.
- Write the letter Cc on the board.
- Have children take turns tracing the letter with their fingers on the *Camel* **Sound-Spelling Card**.
- Have children say the sound /k/ as they write the letter Cc several times.

**Dictation** Write the letter I say on your **Sound-Spelling WorkBoard**: capital c. Repeat with lowercase c and the letters *f*, *n*, *p*, and *t*.

See Handwriting pages T8–T11.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 61–62, 192
- Sound-Spelling WorkBoards
- Large Letter Cards: *c, m, n, p, s, t*
- Large Sound-Spelling Card: *Camel*
- Photo Cards: *camera, car, carrots, comb, corn, cowboy, net, nose, pumpkin, table, teeth*
- Word Cards: *a, like, the, we*
- markers or counters
- self-stick notes
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /k/

Display the rhyme and read it aloud.

My cute canary sings in her cage.  
She calmly sings a sweet song.  
My calico cat sits on the sill.  
And carefully watches all day long.

- I Do**
- Tell children you will isolate the beginning sound in words using the sound boxes on the **Sound-Spelling WorkBoards**.

- Listen to the following word: *cute*. *Cute* begins with the /k/ sound. I am going to put a marker in the first box to stand for the /k/ sound at the beginning of *cute*.
- Repeat for *cage* and *cat*.

- We Do**
- Tell children they will listen for the beginning sound /k/ in some more words.
  - Listen to this word: *cot*. What sound do you hear at the beginning of the word? Say the sound and word with me: /k/, *cot*. Let's put a marker in the first box to stand for the sound. What's the sound again?
  - Repeat for *can* and *car*.

- You Do**
- Continue saying words with initial /k/, such as *cap, camp, car, cat, and can*.
  - Listen to the word I say: *cap*. Now you say the word. What sound do you hear at the beginning of the word? Where do we place the marker to represent that sound?
  - Have children place markers in the sound boxes to show where they hear the /k/ sound.

### CORRECTIVE FEEDBACK

Display the sound boxes. Say *can* and have children repeat. The sound at the beginning of *can* is /k/. Place a marker in the first box. Repeat the sound and word with me: /k/, *can*. What sound do you hear at the beginning of *can*?

#### Quick Check

Can children isolate the initial phoneme /k/? If not, use Additional Instruction, pp. 148–151.

### ► Phonics

**Objective** Identify initial /k/c

**Review** Show each of the following **Large Letter Cards** as children say each sound: *c, n, t, p, m, s*. Mix the cards and repeat.

- I Do**
- Display the *Camel* **Sound-Spelling Card**.
  - Point to the letter *c*. The name of this letter is *c*. The letter *c* stands for the /k/ sound at the beginning of *camel*.
  - Listen for the /k/ sound as I say the word: *camel*. Emphasize the /k/ sound.
  - Then display **Photo Card** *cowboy*. Place a self-stick note with a lowercase *c* written on it below it.
  - This is a cowboy. Cowboy has the /k/ sound at the beginning of the word. Listen for the /k/ sound as I say the word again: *cowboy*.

- We Do**
- Display **Photo Card** *comb*.
  - Place a self-stick note with a lowercase *c* written on it below the comb.
  - This is a comb. The *c* at the beginning of *comb* stands for the /k/ sound. Say the sound as I point to the letter.
  - Repeat for **Photo Cards** *car, corn, and camera*.
  - Then have children say the picture names with you as you circle the letter *c* on the self-stick note.

- You Do**
- Display **Photo Cards** *carrots, car, comb, corn, camera, net, nose, pumpkin, table, and teeth* in random order. Have children say each picture name with you.
  - Ask individual children to hold up **Letter Card c** and say /k/ if the picture name begins with /k/.

**IWB** **Online Phonics Lessons:** Consonant Cc

## Words to Know

### ► High-Frequency Word: *the*

**Objective** Read high-frequency words

- Display **Word Card** *the* in the pocket chart. **This word is *the*. I liked the story.**
- Have children repeat with you: *the*.
- Have children take turns using *the* in a sentence.
- Display **Word Cards** *the, a, like* and *we* in the pocket chart. Ask a volunteer to point to the word *the*. Then have children identify the other three words.

**ELL** When children make up sentences with high-frequency words, pair English Language Learners with children who are more proficient. Write their sentences, read them together, and point to the high-frequency words. For more support, see pages T6–T7.

### **CORRECTIVE FEEDBACK**

Point to and say *the*. **The word is *the*. Point to the word and say it with me: *the*. What's the word?** Then place **Word Cards** *the, a, like*, and *we* on the table. Have children individually identify and say *the*.

### **Quick Check**

Can children read *the*? If not, use Additional Instruction, pp. 148–151.

### ► Concept Words: Position Words

**Objective** Develop oral vocabulary

- Remind children of the position words they talked about last time: *in, on, under, over, behind*.
- Have children demonstrate their knowledge of the words by using them to describe things in the classroom. For example: *The books are on the shelf. My pencil is in my desk. We are under the lights. The window is over the door. My coat is behind the door.*

See the *Position Words* page at the back of the **Practice Book**.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Write the sentence pattern. Read it aloud and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today's story will contain this pattern. Point to the first word in the story and tell children that this is where to begin reading.
- **Choral Reading** Read the story together.
- Have children track print as they read.
- Point out any known high-frequency words.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 61–62.

### ► Write

**Objective** Write Cc

- Write both forms of the letter Cc on the board.
- Model writing Cc by tracing the letter with your finger.
- Have children take turns tracing the letter with their fingers on the *Camel* **Sound-Spelling Card**.
- Have children say the sound /k/ as they write the letter Cc several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoard**: *capital c*. Repeat with lowercase c and the letters *n, t, and p*. Write the letter for the sound I say: /k/. Repeat with /t/, /p/, and /n/. Provide immediate feedback.

See Handwriting pages T8–T11.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "Firefighters"
  - Practice Book: pp. 63, 64; Take-Home Book, pp. 61–62
  - Photo Cards: *camel, camera, car, carrots, comb, cow, cowboy, corn, net, nose, nurse, nut*
  - Large Letter Cards: *c, m, n, p, s, t*
  - Word Card: *the*
  - pocket chart
- Online Resources**
- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Phoneme identity /k/

Read aloud the following rhyme.

My cute canary sings in her cage.  
She calmly sings a sweet song.  
My calico cat sits on the sill.  
And carefully watches all day long.

- I Do**
- Say line 1 of the rhyme and have children repeat after you. I hear the /k/ sound at the beginning of *cute, canary* and *cage*. Say those words with me. Now I'm going to say the sound I hear at the beginning of those words: /k/. Say the sound with me: /k/.
  - Continue with the words *calmly* and *cat*.
- We Do**
- Tell children you are going to say some more words. Ask them to help you identify the sound that is the same in both words.
  - Repeat these words after me: *calico, careful*. What is the first sound in these words? Say the sound and words with me: /k/, *calico, careful*.
  - Repeat with *color, candle* and *cot, cape*.

- You Do**
- Tell children you are going to show them pictures. Have them name each picture and then identify the first sound they hear in the word. Use **Photo Cards** *carrots, car, comb, corn, cow, and camera*.

### ► Phonics

**Objective** Identify initial /k/c

**Review** Show each of the following **Large Letter Cards** as children say each sound: *c, n, t, p, s, m*. Mix the cards and repeat.

- I Do**
- Display **Large Letter Card** *c*.
  - This is the letter *c*. It stands for the /k/ sound in words like *cold* and *come*.
  - Listen as I say the sound and the words again: /k/, *cold*; /k/, *come*.

- We Do**
- Place **Letter Card** *c* at the top of the pocket chart. Show children **Photo Cards** *carrots, camera, car, corn, and comb*.
  - Have children say the name of each picture with you and the beginning sound /k/.
  - Place the pictures under **Letter Card** *c* in the pocket chart.
  - These words all begin with the /k/ sound. Say the sound as I point to the letter.

- You Do**
- Place **Letter Card** *c* at the top of the pocket chart. Distribute **Photo Cards** *carrots, camel, camera, car, cowboy, corn, comb, nurse, net, nose* and *nut* among children.
  - One at a time, have each child say the name of the picture and determine whether they hear the /k/ sound at the beginning of the word. Have children place the pictures under **Letter Card** *c* in the pocket chart if the names begin with /k/.

See **Practice Book** page 63.

### CORRECTIVE FEEDBACK

Write the word *cat* on the board. Draw a line under the *c*. This is the letter *c*. Say the name of the letter with me: *c*. The letter *c* stands for the /k/ sound at the beginning of the word *cat*. Say the sound as I point to the letter.

### Quick Check

Can children identify initial phoneme /k/c? If not, use **Additional Instruction**, pp. 148–151.



## Words to Know

### ► High-Frequency Word: *the*

**Objective** Review high-frequency words

- Display **Word Card** *the* in the pocket chart. *What word is this? I like the slide.*
- Have children **read, spell, and write** the word *the* and use it in a sentence.
- Read aloud the following: *I like the \_\_\_\_\_*. Have each child dictate an ending to the sentence.
- Afterward have each child circle *the* in his or her sentence.

See **Practice Book** page 64.

### ► Oral Vocabulary: *Emergency and Protect*

**Objective** Develop oral vocabulary

**Define** In the story you will read today, there will be an *emergency*. An *emergency* is when something important or dangerous happens very fast. Say the word with me: *emergency*.

**Example** Police officers, doctors, and firefighters help us in an *emergency*.

**Ask** Which would be an *emergency*: a building on fire or forgetting your lunch? Why?

**Define** Some people's jobs are to *protect* us from emergencies. To *protect* means "to keep from danger." Say the word with me: *protect*.

**Example** The police officer helped *protect* me when I got lost at the fair.

**Ask** Who helps *protect* you?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list on the board: *the, a, like, we, can, I*. Read the list aloud to children. Then reread each word and have children echo-read. Have children practice reading the word list throughout the week.
- **Connected Text** Have children reread the previous **Take-Home Book** independently or in pairs. Circulate and listen in.

See **Practice Book** pages 61–62.

## Time to Read

### ► Read "Firefighters"

**Objective** Develop listening comprehension;  
**Summarize: Identify sequence of events**

**Before Reading** Display "Firefighters," Card 1 and read the title. Ask children questions about the photo. *Where do you think the firefighters are going? What do you see on the fire truck?* Repeat with Cards 2, 3, and 4.

- Tell children that paying attention to the order in which events happen will help them understand the text.
- Help children set a purpose for reading. *Let's listen for what firefighters do first after an alarm goes off.*

**During Reading** Read the story. Check comprehension using **Listening Comprehension**, **Act It Out**, and **Read the Picture** prompts.

**After Reading** Reread the last paragraph on Card 2. Identify with children the sequence of what happens after the alarm goes off. *What do the firefighters do first? (They run downstairs or slide down poles.) Then what do they do?*

**ELL** Encourage children to seek clarification when a word or phrase does not make sense. For example, *What does "blazing" mean?* For more support, see pages T6–T7.

**IWB** **Online Comprehension Lessons:**  
Sequence Use the story to model the skill.

### ► Comprehension Check

**Retell** Ask children to retell the story using the pictures as prompts.

### ► Write

**Objective** Write a label

- Have children draw a picture of themselves dressed as a firefighter.
- Ask children to write their name below their picture.

See the Shared Writing and Concepts of Print lessons on page 147.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "Firefighters"
- Practice Book: Take-Home Book, pp. 61–62
- Photo Cards: *camera, car, carrots, comb, corn, cow, man, moon, mouse, table, tiger, top*
- Large Letter Cards: *c, m, n, p, s, t, a–z*
- Sound-Spelling WorkBoards
- Letter Tiles: *a–z*
- Word Cards: *a, can, I, like, the, we*
- Comprehension Cards

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

#### Objective Phoneme identity /k/

Read the following rhyme. Then read it again, and ask children to chime in with you:

My cute canary sings in her cage.  
She calmly sings a sweet song.  
My calico cat sits on the sill.  
And carefully watches all day long.

- I Do** ■ Listen to these words: *cute, canary, cage*. Listen to hear what sound is the same in *cute, canary, and cage*. The first sound /k/, is the same.
  - Repeat with *calico, cat, and carefully*.
- We Do** ■ Tell children you are going to say three words. Ask them to help you figure out what sound is the same in the words.
  - Say these words after me: *color, corn, car*. Which sound is the same in *color, corn, car*? The first sound, /k/, is the same.
  - Repeat with *coat, cake, and cub*.
- You Do** ■ I am going to show some pictures. Say the picture name after me. If the picture name begins with the /k/ sound, say the /k/ sound.
  - Use **Photo Cards** *carrots, car, comb; tiger, top, table; corn, cow, camera, man, moon, mouse*.

### CORRECTIVE FEEDBACK

Say the words *cow, cake, and car*. The sound at the beginning of *cow, cake, and car* is the same. It is the /k/ sound. Let's say the sound and the words together: /k/, *cow, cake, car*. What sound is the same in *mat, men, and mop*?

### Quick Check

Can children identify initial phoneme /k/ in words? If not, use Additional Instruction, pp. 148–151.

### ► Phonics

#### Objective Identify initial /k/c

**Review** Show each of the following **Large Letter Cards** as children say each sound: *c, n, t, p, s, m*. Mix the cards and repeat.

- I Do** ■ Display **Letter Card c**. This is the letter c. It stands for the /k/ sound at the beginning of the word *cat*.
  - Say more words that begin with *c*, such as *coat, cot, and come*. Emphasize the initial /k/ sound.
- We Do** ■ Now I'd like you to help me think of some more words that begin with *c*. How about *cake*? Say it with me: /kāk/, *cake*. Which letter stands for the /k/ sound at the beginning of *cake*?
  - As children think of words that begin with /k/, write the words on the board and circle the letter *c*. (If children name words that begin with letter *k*, acknowledge that they have identified the correct sound and explain that sometimes the /k/ sound is represented by a different letter.)
  - Read the words again, asking children to repeat the words and the beginning sound after you.
- You Do** ■ Have children draw a picture of a word that begins with the /k/ sound. They may choose a word from the board or think of another. Have children label their pictures with the letter *c*.
  - Have each child say the /k/ sound and their picture name.
- ELL** Model saying words beginning with /k/ by isolating the initial sound, /k/, /k/, *camel*; /k/, /k/, *cup*. For more support, see pages T6–T7.

### ► Alphabet Recognition

Have children use **Sound-Spelling WorkBoards**. Sing “The Alphabet Song” as children point to each letter.

- **Play a Game** Distribute one set of lowercase **Letter Cards** or **Letter Tiles** *a–z* one at a time to children.
- **Who has the first letter of the alphabet? Say the letter name as you put it on the table.**
- Continue until all 26 letters are identified and placed in alphabetical order on the table.
- When they are done, sing “The Alphabet Song” one more time as you point to each letter.

## Words to Know

### ► High-Frequency Words: *a, can, I, like, the, we*

**Objective** Review high-frequency words

- Display **Word Card** *the* in the pocket chart. **What word is this? I ran to the park.**
- Have children **read, spell, and write** the word *the* and use it in a sentence.
- Display **Word Cards** *the, a, like, we, can,* and *I* in the pocket chart. Read the words with children.
- Have children answer these questions about the words: **Which words have three letters? Which word rhymes with *bike*? Which word is spelled with one capital letter?**

### ► Oral Vocabulary: *Emergency and Protect*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story you read last time, “Firefighters.” **In the story, there was an emergency. An emergency is when something important or dangerous happens very fast.**

- **What was the emergency in the story?** Remind children that some people help *protect* others during emergencies. To *protect* means “to keep someone or something from danger.”
- **How do firefighters help protect us?**

**Connect** Have children discuss why a fire is an emergency and why it is important to have people like firefighters and police officers.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write: *I, can, we, like, a, the*. Read each word and have children repeat. Say the words in random order. Have children point to the word you say.
- **Connected Text** Have children reread the previous **Take-Home Book** independently. See **Practice Book** pages 61–62.

## Time to Read

### ► Read “Firefighters”

**Objective** Develop oral vocabulary; Summarize: Identify sequence of events

**Before Reading** Remind children that putting events in the order in which they happen helps us to understand the text. Ask children to listen for how a firefighter’s day usually begins.

**During Reading** During reading, use the **Oral Language** and **Wonderful Word** prompts.

**After Reading** Discuss the text. Talk about what firefighters do at the firehouse and at a fire.

- Use the **Tell What You Learned** prompts on Card 4 to guide children in discussing the selection.

**IWB** **Online Comprehension Lessons:** Sequence Use the story to model the skill.

### **CORRECTIVE FEEDBACK**

If children need more practice with Sequence of Events, use **Comprehension Cards: Sequence**.

**Quick Check**

Can children identify Sequence? If not use **Additional Instruction**, pp. 148–151.

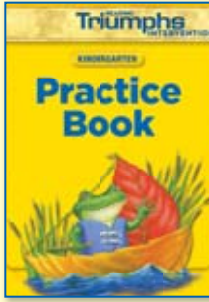
### ► Write

**Objective** Write a label

- Have children draw a picture of themselves doing something helpful, such as walking the dog, doing the dishes, or sharing their crayons.
- Write *I help* on the board and have children copy it under their pictures.

See Vocabulary, Grammar, and Interactive Writing lessons on pages 146–147.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 61–62; 65–66
- Photo Cards: *camel, camera, car, carrots, comb, corn, cowboy, nest, nine, nose, nurse, nut, table, tiger, toothbrush*
- Large Sound-Spelling Card: *Camel*
- Sound-Spelling WorkBoards
- Letter Tiles: *Aa–Zz*
- Word Cards: *a, can, I, like, the, we*
- pocket chart

### Online Resources

- Bibliography

## Working with Words

### ▶ Phonemic Awareness

#### Objective Phoneme identity /k/

Read aloud the following rhyme. Then read it again, and ask children to chime in with you:

My cute canary sings in her cage.  
She calmly sings a sweet song.  
My calico cat sits on the sill.  
And carefully watches all day long.

- I Do** ■ I'm going to say some words from the rhyme: *cute, camly, cage*. Listen to me say those words again: *cute, calmly, cage*. I hear that the first sound, /k/, is the same in *cute, calmly, and cage*.
- Continue with other words from the rhyme: *canary, cat, carefully* and *calico, cute, cage*.
- We Do** ■ Tell children you are going to say three words. Ask them to help you determine what sound is the same in the three words.
- Listen to these words: *cap, cot, cub*. What sound is the same in these words? What's the sound?
- Repeat with other sets of words: *car, cut, cap; can, cat, cub*.
- You Do** ■ Tell children you are going to show them some pictures. Have them name each picture and determine what sound is the same in the picture names.
- Hold up **Photo Cards** *corn, cowboy, camera*. What sound is the same? What is the sound?
- Repeat with **Photo Cards** *car, camel, cook; nose, nut, and nine*.

### ▶ Phonics

#### Objective Identify initial /k/c

- I Do** ■ Display the *Camel Sound-Spelling Card*. This is the letter *c*. It can stand for the /k/ sound you hear at the beginning of *camel*.
- I can hear the /k/ sound at the beginning of *car*: /k-k-kär/. I know that *car* begins with *c*.
- Say more words that begin with *c*, emphasizing the initial /k/ sound: *cot, cap, coat, candle*.
- We Do** ■ Place **Photo Cards** *camel, carrots, car, comb, corn, camera, nest, nose, nurse, table, tiger, and toothbrush* in random order in the pocket chart.
- Have children say the name of each picture with you. Then have them help you determine the sound at the beginning of the word.
- For each word that begins with /k/, have children take turns writing the letter *c* on the board. I hear /k/ at the beginning of *carrots*, so we should write the letter *c*. *C* stands for /k/ in *carrots*. Repeat after me: /k/, *carrots*.
- You Do** ■ Have children play a matching game. Lay **Photo Cards** *carrots, corn, nurse, nose, table, and tiger* facedown on the table in random order.
- Have children take turns flipping over two cards at a time, saying the names of the pictures with you and determining whether they begin with the same sound. If the picture names begin with the same sound, a match is made; if they do not, cards are put back on the table.
- After each match has been made, ask children to name the letter that stands for the initial sound. Write the letter on the board and have children say the sound as you point to the letter.

### ► Alphabet Recognition

Have children use **Sound-Spelling WorkBoards**. Sing “The Alphabet Song” as children point to each letter.

- **Make a Name** Spread out the **Letter Tiles** on the table face up.
- Have children work with a partner to build one of their names.
- When they are done, have them build the other child’s name.

## Words to Know

### ► High-Frequency Words: *a, can, I, like, the, we*

**Objective** Review high-frequency words

- Display **Word Cards** *the, a, like, we, can,* and *I* in the pocket chart.
- Have children read the words with you.
- Challenge children to use more than one high-frequency word in a sentence, such as *I like to read, We can play together, or I have a pencil.*
- Work together to think of a sentence with as many high-frequency words as possible.

### ► Oral Vocabulary: *Emergency and Protect*

**Objective** Develop oral vocabulary

**Confirm** Review the words *emergency* and *protect* with children. Remind children that an *emergency* is when something important or dangerous happens very fast. People can *protect* others by helping out in emergencies. To *protect* means “to keep from danger.”

**Discuss** *Why is a fire an emergency? Firefighters can help protect us. How can we also help protect ourselves? How can we be ready in case of an emergency?*

**Connect** *Describe another emergency. Who might help protect you in that emergency? How?*

- ELL** Encourage children to seek clarification when they do not understand a word or phrase. For more support, see pages T6–T7.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list on the board: *the, a, like, we, can, I.* Then read each word and have children repeat the words after you.
- **Connected Text** Have children reread the previous **Take-Home Book**. Circulate and listen in. See **Practice Book** pages 61–62.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Write the sentence pattern. Read it and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today’s story will contain this pattern. Ask children to point to where to begin reading.
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen as they read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 65–66.

### ► Write

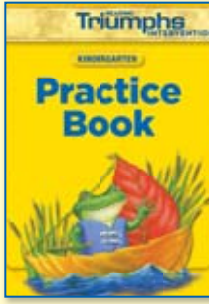
**Objective** Practice writing words

- Have children use **Letter Tiles** to make the title of the **Take-Home Book**.
- Have them draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Letter Tiles** as a guide.

### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 65–66
- Large Letter Cards: *c, m, n, p, s, t, A–Z*
- Photo Cards: *fan, farm, feet, goat, kitten, ox, penguin, seal*
- Large Sound-Spelling Card: *Fire*
- Sound-Spelling WorkBoards
- Word Card: *see*
- hand puppet
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Isolate initial phoneme /f/

Read aloud the following rhyme.

Mom and Dad think it's fun  
To feed our four fat hens.  
Mom and Dad fill pans with corn,  
And put it in their pens.

- I Do**
  - Use the puppet to show children how to isolate the first sound in a word.
  - Listen to the word *fun*: /fffun/. The word *fun* begins with the /f/ sound. The first sound in *fun* is /f/.
- We Do**
  - Read the rhyme again. The word *fat* also begins with the /f/ sound. Let's say the word together: /fffat/, *fat*. Now say the first sound in *fat*: /f/.
  - Repeat with *four* and *feed*.
- You Do**
  - Read aloud lines 1 and 2 of the rhyme. What is the first sound you hear in *fun*?
  - Continue with *four*, *fat*, and *feed*.

**ELL** The sound /f/ is made with the lips and teeth. Place the top teeth on the lower lip. Then blow air to the front of the mouth while keeping the teeth and lips together. For more support, see pages T6–T7

### CORRECTIVE FEEDBACK

Say the sound /f/ and have children repeat it. The word *fill* begins with /f/. Let's say the first sound and the word together: /f/, *fill*. Now listen to the word I say: *fix*. What is the first sound you hear?

#### Quick Check

Can children isolate the initial phoneme /f/? If not, use Additional Instruction, pp. 148–151.

### ▶ Phonics

**Objective** Identify initial /f/

**Review** Show Large Letter Cards *c, m, s, p, n, t* as children say each sound. Mix the cards and repeat.

- I Do**
  - Display the *Fire Sound-Spelling Card*.
  - Point to the letter. This is capital *F*. This is lowercase *f*. The letter *f* stands for the /f/ sound in *fire*.
  - Listen for the /f/ sound as I say the word again: *fire*.
  - Then display **Photo Card** *fan*. Write *f* on the board.
  - This is a fan. *Fan* begins with the /f/ sound. Listen for the /f/ sound as I say the word again: *fan*.
  - Repeat with **Photo Card** *feet*.
- We Do**
  - Display **Photo Card** *farm*. Write *farm* on the board.
  - Point to the letter *f*. The *f* in *farm* stands for the /f/ sound. Say the sound and word with me: /f/, *farm*.
  - Continue with *feed* and *fat*.
- You Do**
  - Write these words on the board: *Dad, fun, fat, Mom, four*.
  - Have children point to the words that begin with *f*. Have them circle the letter *f* and make the /f/ sound.

**IWB** Online Phonics Lessons: Consonant *Ff*

### CORRECTIVE FEEDBACK

Write *fat* on the board. Circle the *f*. This is the letter *f*. Say the name of the letter with me: *f*. The letter *f* stands for the /f/ sound at the beginning of *fat*. Say the sound as I point to the letter.

#### Quick Check

Can children identify /f/ spelled *Ff*? If not, use Additional Instruction, pp. 148–151.



### ► Alphabet Recognition

Use the **Sound-Spelling WorkBoards**. Sing “The Alphabet Song” as children point to each letter.

- Have children take turns saying their first names. Have each child find the first letter of her or his first name on the **Sound-Spelling WorkBoard**. Have the group say the letter name.

## Words to Know

### ► High-Frequency Word: see

**Objective** Read high-frequency words

- Display **Word Card** *see* in the pocket chart.
- Point to *see*. *This is the word see. It is spelled s-e-e. I see the sun. What’s the word?*
- Have children chorally **read** and **spell** the word *see* with you as you point to it.
- Have children **write** *see* on their **Sound-Spelling WorkBoards**.
- Have children take turns finishing the sentence starter *I see \_\_\_\_\_*. Write the completed sentences on the board.

### CORRECTIVE FEEDBACK

Point to and say *see*. *The word is see. Point to the word and say it with me: see. What’s the first letter in the word? How many letters are in the word? What’s the word?*

#### Quick Check

Can children read *see*? If not, use **Additional Instruction**, pp. 148–151.

### ► Concept Words: Sensory Words

**Objective** Develop oral vocabulary

- Reread the rhyme. Tell children that a hen is a grown-up, female chicken. *I will use my senses to tell about hens. There are five senses: hearing, smelling, seeing, tasting, and touching. A hen can be brown, black, tan or white and it has soft feathers. It makes a clicking or clucking sound.*
- Tell children that they will now use their senses to describe baby animals. Display **Photo Card** *kitten*. Ask children what a baby kitten feels like when

you pet it. Then ask how a baby kitten sounds. Write the responses.

- Continue with **Photo Cards** *goat, ox, penguin, and seal*. Ask children to use the words *smooth, hard, fluffy, cold, wet* and so on.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Write the sentence pattern from the story. Read it aloud and have children repeat. Prompt children to offer words to complete the pattern. Remind children that the story contains this pattern.
- **Choral Reading** Reread the previous story.
- **Independent Reading** Then have children whisper-read the story independently. Listen as they read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

### ► Response

Ask children to respond to the **Take-Home Book** by talking about the illustrations.

See **Practice Book** pages 65–66.

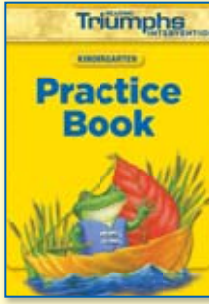
### ► Write

**Objective** Write *Ff*

- Display the **Fire Sound-Spelling Card**.
- Model how to write *Ff* by tracing the letter.
- Write the letter *Ff* on the board.
- Have children take turns tracing the letter with their fingers on the **Fire Sound-Spelling Card**.
- Have children say /f/ as they write the letter several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: capital *f*. Now write lowercase *f*. Repeat with the letters *c* and *n*. Write the letter for the sound I say: /f/. Repeat with /t/ and /p/. Provide immediate feedback.

See Handwriting pages, T8–T11.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 67–68
- Large Letter Cards: *c, f, m, n, p, s, t, Aa–Zz*
- Large Sound-Spelling Card: *Fire*
- Photo Cards: *apple, banana, berries, egg, fan, farm, feather, feet, fish, five, fork, nut, pumpkin, pie, soup, vegetables*
- Sound-Spelling WorkBoards
- Word Cards: *a, see, the*
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Isolate initial phoneme /f/

Display the rhyme and read it aloud.

Mom and Dad think it's fun  
To feed our four fat hens.  
Mom and Dad fill pans with corn,  
And put it in their pens.

- I Do**
  - Today we are going to listen for the /f/ sound at the beginning of words.
  - Listen to the word I say: *fun*. You can hear the /f/ sound at the beginning of *fun*: /fun/.
  - Repeat with *four* and *fill*.
- We Do**
  - Say the words *feed* and *need*. Which word begins with /f/? The word *feed* begins with the /f/ sound. Let's say that word together: *feed*.
  - Repeat with *bun, fun* and *fat, pat*.
- You Do**
  - Say a word from the poem: *fill*. What sound does *fill* begin with? If I say a word that begins with /f/, say /f/: *face, fast, dog, five*.
  - Continue with *feet, seed, fox, and box*.

### CORRECTIVE FEEDBACK

Say the sound /f/ and have children repeat it. The word *fun* begins with /f/. Now listen to the words I say: *fit, sit*. Which word begins with the /f/ sound?

#### Quick Check

Can children isolate the initial phoneme /f/? If not, use Additional Instruction, pp. 148–151.

### ▶ Phonics

**Objective** Identify initial /f/

**Review** Show each of the following **Large Letter Cards** as children say each sound: *f, c, m, s, p, n, t*. Mix the cards and repeat.

- I Do**
  - Display the *Fire Sound-Spelling Card*.
  - Point to the letter *f*. This is the letter *f*. The letter *f* stands for the /f/ sound at the beginning of *fire*.
  - Listen for the /f/ sound as I say the word again: *fire*.
  - Then display **Photo Card** *feet*. Write *f* on the board.
  - These are feet. The word *feet* has /f/ at the beginning. Listen for /f/ as I say the word again: *feet*. The word *feet* begins with the letter *f*.
  - Repeat with **Photo Cards** *fork* and *feather*.
- We Do**
  - Display **Photo Card** *fan*. Write *fan* on the board. The *f* at the beginning of *fan* stands for the /f/ sound. Say the sound as I point to the letter.
  - Repeat with **Photo Cards** *feather* and *farm*.
  - Have children say each word and /f/ with you.
- You Do**
  - Display **Photo Card** *farm*. Write the word on the board.
  - Point to the word and read it aloud with children.
  - Ask a child to circle the letter that stands for the /f/ sound and say /f/.
  - Continue with **Photo Cards** *five* and *fish*.
  - Then have children write the letter *f* several times as they say /f/.

**IWB** Online Phonics Lessons: Consonant Ff

- ELL** Remind children of expressions they can use to request assistance from the teacher, such as *Can you repeat that? Can you say it a different way?* For more support, see pages T6–T7.

### ► Alphabet Recognition

Use the **Sound-Spelling WorkBoards**. Sing “The Alphabet Song” as children point to each letter.

- **Letter Match-Up** Choose several letters and give each child a capital or lowercase letter. Help children name their letters and then find the person who has the same letter.
- Then have children find their letters on the **Sound-Spelling WorkBoards**.

## Words to Know

### ► High-Frequency Word: *see*

**Objective** Read high-frequency words

- Display **Word Card** *see* in the pocket chart. *This word is see. I see a book.*
- Have children repeat with you: *see*.
- Have children take turns using *see* in a sentence.
- Display **Word Cards** *the*, *a*, and *see* in the pocket chart. Ask a volunteer to point to *see*. Have children identify the other words.

### CORRECTIVE FEEDBACK

Point to and say *see*. *The word is see. Point to the word and say it with me: see. What’s the word?* Then place **Word Cards** *see*, *the*, and *a* on the table. Have children individually identify and say the word *see*.

#### Quick Check

Can children read *see*? If not, use Additional Instruction, pp. 148–151.

### ► Concept Words: Sensory Words

**Objective** Develop oral vocabulary

- Tell children they will think of more words using their senses.
- Display **Photo Card** *banana*.
- *What does the outside of a banana feel like? How does the inside feel? How does it smell? Does it taste sweet or sour?*
- Write the responses on the board.
- Repeat with **Photo Cards** *apple*, *berries*, *egg*, *nut*, *pumpkin*, *pie*, *soup*, and *vegetables*.

### CORRECTIVE FEEDBACK

Some words tell how something tastes, sounds, feels, looks, or smells. A lemon tastes *sour*. How does a raisin taste?

#### Quick Check

Can children use and understand sensory words? If not, use Additional Instruction, pp. 148–151.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Write the sentence pattern from the story. Read it aloud and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children today’s story will contain this pattern.
- **Choral Reading** Read the story together.
- Have children track print as they read.
- Focus on the pattern of the story and any changes in punctuation.
- Point out any known high-frequency words.
- **Independent Reading** Then have children whisper-read the story independently.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 67–68.

### ► Write

**Objective** Write *Ff*

- Write both forms of the letter *Ff* on the board.
- Model how to write *Ff* by tracing the letter.
- Have children take turns tracing the letter with their fingers on the **Fire Sound-Spelling Card**.
- Have children say the sound /f/ as they write the letter *Ff* several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: capital *f*. Now write lowercase *f*. Repeat with the letters *t* and *c*. Write the letter for the sound I say: /f/. Repeat with /n/ and /p/. Provide feedback.

See Handwriting pages T8–T11.





Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: “Baby Animals”
- Practice Book: 69, 70; Take-Home Book, pp. 67–68,
- Large Letter Cards: *c, f, m, n, p, s, t*
- Photo Cards: *camera, comb, corn, fan, farm, feather, feet, fish, fire, fork, map, moon, mouse, pen, pizza, pumpkin, table,*

*teeth, top*

- Large Sound-Spelling Card: *Fire*
- Word Card: *see*
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

#### Objective Categorize phonemes

Read aloud the rhyme.

Mom and Dad think it's fun  
To feed our four fat hens.  
Mom and Dad fill pans with corn,  
And put it in their pens.

- I Do**
- Tell children that they are going to listen for the /f/ sound at the beginning of words.
  - Listen to these words from the rhyme: *four, hens, and fun*. I hear the /f/ sound at the beginning of the words *four* and *fun*. I do not hear /f/ at the beginning of the word *hens*.
  - Repeat with *to, feed, and fat*.

- We Do**
- Listen to these words: *fun, Mom, feed*. One word does not belong. It does not begin with /f/.
  - Say *Mom* with children. *Mom* does not begin with the /f/ sound. It does not belong with the others.
  - Continue with *feed, four, and pans*.

- You Do**
- Listen to these words: *pens, fill, four*. Which word does not belong with the others?
  - Continue with *feed, fat, corn* and *nice, fix, fan*.

### ► Phonics

#### Objective Identify initial /f/f

**Review** Show each of the following **Large Letter Cards** as children say each sound: *f, c, m, s, p, n, t*. Mix the cards and repeat.

- I Do**
- Display **Photo Cards** *feet* and *pen*. Identify each picture with children.
  - Place **Letter Cards** *f* and *p* in the pocket chart. Hold up **Photo Card** *feet*. This picture shows *feet*. Listen for the /f/ sound as I say the word: *feet*. Place **Photo Card** *feet* below *f* in the pocket chart.
  - Hold up **Photo Card** *pen*. This picture shows a *pen*. Listen for the /p/ sound as I say the word: *pen*. Place **Photo Card** *pen* underneath *p*.
  - Continue with **Photo Cards** *feather, fan, pumpkin, and pizza*.

- We Do**
- Place **Letter Cards** *f* and *m* in the pocket chart.
  - Display **Photo Card** *fan*. *Fan* begins with the /f/ sound.
  - Have a child put **Photo Card** *fan* under **Letter Card** *f*.
  - Repeat with **Photo Cards** *farm, fire, map, fork, moon, and mouse*.

- You Do**
- Place **Letter Cards** *f, c, and t* in the pocket chart. Display the following **Photo Cards**: *top, table, teeth, feet, feather, fan, fish, comb, corn, camera*.
  - Identify each letter and its sound. Say the name of each picture with children. Then point to a letter and have a child find a **Photo Card** whose name begins with that letter sound. Place the **Photo Card** underneath the matching **Letter Card**. Then have children say the letter sound.

See **Practice Book** page 69.

- ELL** Identify each **Photo Card** name and have children repeat before matching **Photo Cards** with initial letters. For more support, see pages T6–T7.

**CORRECTIVE FEEDBACK**

Display the *Fire Sound-Spelling Card*. Point to the letter *f*. This is letter *f*. Say the name of the letter with me: *f*. The letter *f* stands for /f/ at the beginning of the word *fire*. Say the sound as I point to the letter.

**Quick Check**

Can children identify /f/ spelled *Ff*? If not, use **Additional Instruction**, pp. 148–151.

**Words to Know**

► **High-Frequency Word: see**

**Objective** Review high-frequency words

- Display **Word Card** *see* in the pocket chart. *What word is this? I see a cat.* Have children **read, spell, and write** the word *see* and use it in a sentence.
- Read aloud the sentence starter: *We see \_\_\_\_\_.* Have each child give an ending to the sentence.
- Afterward have each child circle the word *see* in his or her sentence.

See **Practice Book** page 70.

► **Oral Vocabulary: Survive and Grow**

**Objective** Develop oral vocabulary

**Define** In the story we will read today, bears survive the cold winter. *Survive* means to stay alive. Say the word with me: *survive*.

**Example** *My plants survive because I water them every week.*

**Ask** What things help you survive?

**Define** The story we will read also shows how a baby animal grows. *Grow* means to get bigger and stronger. Say the word with me: *grow*.

**Example** *Flowers grow in the spring.*

**Ask** How do you grow?

► **Build Fluency: Word Automaticity**

**Objective** Improve word accuracy

- Write these words: *see, the, a, like*. Read them and have children repeat. Have children practice reading the word list throughout the week.
- **Connected Text** Have children reread the previous **Take-Home Book**. Circulate and listen.

See **Practice Book** page 67–68.

**Time to Read**

► **Read “Baby Animals”**

**Objective** Develop listening comprehension;  
**Summarize:** Make inferences

**Before Reading** Display “Baby Animals,” Card 1. Ask children to tell what is happening in the picture. *What animals are in this picture? Who is taking care of the baby ducklings?*

- Explain that sometimes a writer does not tell you everything. You have to use clues from the text and what you already know to figure out facts that the writer does not explain.
- Help children set a purpose for reading. *Let’s learn about baby animals and how they grow up.*

**During Reading** Read the story. Check children’s comprehension using the **Listening Comprehension, Act It Out, and Read the Picture** prompts.

**After Reading** Make inferences about the selection. *Why would the first steps of a newborn foal be awkward? (Possible answers: It has to figure out how to use its legs. Its legs are not strong enough yet.)*

**IWB Online Comprehension Lessons:** Make Inferences Use the story to model the skill.

► **Comprehension Check**

**Retell** Ask children to retell the story using the pictures as prompts.

► **Write**

**Objective** Write a sentence

Have children draw an animal from the story. Write this sentence starter on the board: *I see a \_\_\_\_\_.* Have children suggest animal names to complete the sentence and write the names on the board. Have them copy the sentence below their picture and add their animal’s name.

See the Shared Writing lesson on page 147.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "Baby Animals"
- Practice Book: Take-Home Book, pp. 67–68
- Large Letter Cards: *c, f, m, n, p, s, t, a–z*
- Photo Cards: *fan, farm, feather, feet, fire, fork, teeth, tiger, top, toys*
- Sound-Spelling WorkBoards
- Word Cards: *a, can, like, see, the, we*
- Comprehension Cards
- hand puppet
- pocket chart

### Online Resources

- **IWB** Interactive White Board: Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

#### Objective Categorize phonemes

Read aloud the rhyme. Then read it again, and ask children to chime in with you:

Mom and Dad think it's fun  
To feed our four fat hens.  
Mom and Dad fill pans with corn,  
And put it in their pens.

- I Do** ■ Tell children that the puppet is going to say three words from the poem: *feed, fat, hens*.

- The word *hens* does not begin with the /f/ sound. Listen to the words again: *feed, fat, hens*.

- We Do** ■ Listen to these words: *four, mat, fill*. Say the words with me. Which word does not belong with the others?

- Say *mat* with children. What sound does *mat* begin with? *Mat* does not belong with the other words. It does not begin with the /f/ sound.
- Continue with *fat, fell, bus* and *cat, fan, fun*.

- You Do** ■ Say these words after me: *fin, fat, bun, fit*. Which word does not belong with the others?
- Continue with *fib, fuss, mop; pat, fine, fix; and foot, gate, full*.

#### CORRECTIVE FEEDBACK

The words *fun, fix, and full* go together because they all begin with the /f/ sound. Say the words with me. Now listen to these words: *fit, fell, bat*. Which word does not begin like the others?

### Quick Check

Can children categorize phonemes? If not, use Additional Instruction, pp. 148–151.

### ► Phonics

#### Objective Identify initial /f/

**Review** Show each of the following **Large Letter Cards** as children say each sound: *f, m, c, n, t, p, s*. Mix the cards and repeat.

- I Do** ■ Place **Letter Cards** *t* and *f* in the pocket chart.
- Point to each letter. The letter *f* stands for the /f/ sound. The letter *t* stands for the /t/ sound.
- Display **Photo Card** *teeth*. Say *teeth*. The word *teeth* begins with the /t/ sound. Point to the letter *t*. I'm going to put *teeth* under the letter *t*. Put **Photo Card** *teeth* in the pocket chart under *t*.
- Repeat with **Photo Card** *feather*.

- We Do** ■ Display **Photo Card** *tiger*. What sound does *tiger* begin with? I'm going to put the *tiger* card under the *t* because *tiger* begins with the /t/ sound. Say the sound and word with me: /t/, *tiger*.
- Repeat for **Photo Cards** *feet, farm, and top*.

- You Do** ■ Point to each letter in the pocket chart and have children say the sound each letter stands for.
- Display **Photo Cards** *tiger, teeth, top, toys, feather, fork, fire, and fan*.
- Have children name each picture, identify the initial sound, and place each card under the corresponding letter in the pocket chart.
- Have the rest of the children repeat the letter sound.



### ► Alphabet Recognition

Have children use **Sound-Spelling WorkBoards**. Ask children to sing “The Alphabet Song” as they point to each letter.

- I’m going to say a letter: *b*. Which letter comes next? Point to it. Continue with other letters.

## Words to Know

### ► High-Frequency Words: *a, can, like, see, the, we*

**Objective** Review high-frequency words

- Display **Word Card** *see* in the pocket chart. *What word is this? I see the book.*
- Have children **read, spell, and write** the word *see* and use it in a sentence.
- Display **Word Cards** *see, the, a, like, we, and can* in the pocket chart. Read the words with children.
- Have children answer these questions about the words: *Which word has two letters? Which word has four letters? Which word ends with the /n/ sound?*

### ► Oral Vocabulary: *Survive and Grow*

**Objective** Develop oral vocabulary

**Discuss** Discuss the selection, “Baby Animals.”

- In the text, the bears survive. *Survive* means to stay alive. *How do the bears survive in winter?*
- Remind children that *grow* means to get bigger and stronger. *What helps the foals, or baby horses, grow?*

**Connect** Have children talk about how animals they know of survive and grow.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list: *see, the, a, like, we*. Read each word and have children say the words after you. Then say the words in random order. Have children point to the word you say.
- **Connected Text** Have children reread the previous **Take-Home Book** independently or in pairs. Circulate and listen in.

See **Practice Book** pages 67–68.

## Time to Read

### ► Read “Baby Animals”

**Objective** Develop oral vocabulary; Summarize: Make inferences

**Before Reading** Remind children that sometimes a writer does not tell you everything. You have to use clues from the text and what you already know to figure out facts and details that are not stated.

**During Reading** As you read each card, pause to focus on this week’s concept, sensory words. Use the **Oral Language** prompts to discuss the different sensory words in the story: *fluffy* and *sharp*.

Use the **Wonderful Word** prompts to develop children’s understanding of the words *protect, independent, and explore*. *How does the mother duck protect her ducklings?*

**After Reading** Help children make inferences about “Baby Animals.” *What does a duckling need to learn before it becomes a grown-up duck? What do cubs need to learn before they become independent and go off on their own?*

- Use the **Tell What You Learned** prompts on Card 4 to help children tell information from the text.

**IWB** **Online Comprehension Lessons:** Make Inferences Use the story to model the skill.

### **CORRECTIVE FEEDBACK**

If children need practice with making inferences, use **Comprehension Cards: Make Inferences**.

### **Quick Check**

Can children make inferences? If not use **Additional Instruction, pp. 148–151**.

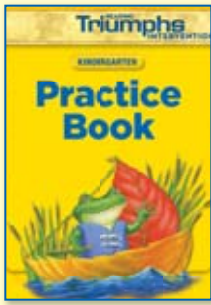
### ► Write

**Objective** Write a sentence

Have children write the words *I like* \_\_\_\_\_ on their page and then have them draw a picture of something they like from “Baby Animals.”

- **ELL** Model by writing *I like ducks*. Draw a picture to go with it. Point out that the picture shows the animal. For more support, see pages T6–T7.

See Vocabulary, Grammar, and Interactive Writing lessons on pages 146–147.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 67–68; 71–72
- Large Letter Card: *f*
- Photo Cards: *carrots, corn, dog, fan, farm, feather, feet, football, fork, fox, monkey, moon, mop, pen, pizza*
- Sound-Spelling WorkBoards
- Letter Tiles
- pocket chart
- **Online Resources**
- Bibliography

## Working with Words

### ▶ Phonemic Awareness

#### Objective Categorize phonemes

Read the rhyme and have children join in as they are able.

Mom and Dad think it's fun  
To feed our four fat hens.  
Mom and Dad fill pans with corn,  
And put it in their pens.

- I Do** ■ Listen as I say these words: *four, fan, boat*. The word *boat* does not belong. It does not begin with the /f/ sound.
  - Continue with these words: *fine, cap, fox*.
- We Do** ■ Listen to these words: *moon, full, four*. Now repeat them after me. Raise a finger when you say a word that does not begin like the others. Now repeat the words that belong with me: *full, four*.
  - Continue with *fell, pig, feather*.
- You Do** ■ Tell children that they will now decide which word does not belong with the others. Say these words: *five, cap, fun*.
  - Have children repeat the words. Ask a child which word does not belong. Ask others to raise a finger if they agree.
  - Repeat with *fuss, dog, full; fit, feet, top; and bat, five, finger*.

### ▶ Phonics

#### Objective Identify initial /f/

- I Do** ■ Place **Large Letter Card** *f* in the pocket chart and display **Photo Cards** *feet* and *dog*.
  - Say the names of the pictures. The letter *f* stands for the /f/ sound. I want to find a picture name that begins with the /f/ sound. I see feet. *Feet* starts with /f/. I'll put this card under the letter *f*.
  - Place **Photo Card** *feet* in the pocket chart.
- We Do** ■ Display **Photo Cards** *corn, moon, fan, feather, and farm* in the pocket chart.
  - Let's say the name of each picture. Now let's decide which picture names begin with /f/.
  - Place **Photo Cards** *fan, feather, and farm* under **Letter Card** *f*.
- You Do** ■ Distribute **Photo Cards** *carrots, fan, farm, feather, feet, football, fork, fox, monkey, mop, pizza, and pen* to children.
  - Have each child say his or her picture name with you.
  - Have the child decide if his or her picture name begins with /f/. If so, have the child place the **Photo Card** in the pocket chart.

### ▶ Alphabet Recognition

Have children use **Sound-Spelling WorkBoards**. Sing "The Alphabet Song" together.

- **What's the next letter?** Now I'm going to sing the song alone. When I stop, you say the letter that comes next.
- After children say the next letter, have them point to it on their **Sound-Spelling WorkBoards**. Continue the activity.

## Words to Know

### ► High-Frequency Words: *can, I, like, see*

**Objective** Review high-frequency words

- Write *see, like, can,* and *I* on the board.
- Have children read the words with you.
- Say one of the words and have children point to it. Repeat for all the words.
- Then ask the following questions about the words: *Which word rhymes with bike? Which words have three letters? Which word rhymes with fly?*

### ► Oral Vocabulary: *Survive and Grow*

**Objective** Develop oral vocabulary

**Confirm** Review the words *survive* and *grow* with children. Remind children that *survive* means to stay alive. *Grow means to get bigger and stronger.*

**Discuss** Have children finish the following sentence starters: *The plants survive because they get \_\_\_\_\_. The cubs grow \_\_\_\_\_ and \_\_\_\_\_.*

**Connect** *How do you survive and grow?*

**ELL** Elaborate on a child's response or state the response in another way to more fully develop children's oral language proficiency. For more support, see pages T6–T7.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *I, can, we, see, like.* Then read each word and have children say the word after you.

- **Connected Text** Have children reread the previous **Take-Home Book**. Circulate and listen in.

Tell children to read the **Take-Home Book** to their family.

See **Practice Book** pages 67–68.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Write the sentence pattern from the story on the board. Read it aloud and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today's story will contain this pattern.
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 71–72.

### ► Write

**Objective** Practice writing words

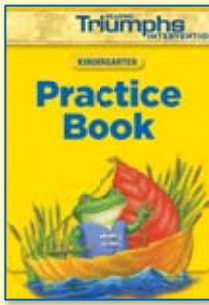
- Have children use **Letter Tiles** to make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Letter Tiles** as a guide.

### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 71–72
- Large Letter Cards: *c, f, n, p, t*
- Large Sound-Spelling Cards: *Camel, Fire, Nest, Piano, Turtle*
- Photo Cards: *car, fork, girl, hat, jacket, jewelry, king, man, net, pie, sock, top, undershirt, vest*
- Word Cards: *a, like, see, the, we*
- Sound-Spelling WorkBoards
- hand puppet
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

#### Objective Phoneme identity

Read aloud the following rhyme.

My sister tells me she's a painter.  
She wears a cap that's pink and blue.  
She paints castles and farms with her fingers,  
And says, "This picture's just for you!"

- I Do**
  - Have the puppet say these words: *painter, pink*.
  - Listen to the words *painter* and *pink*. They have the same beginning sound: /p/. Listen to the first sound again: *painter, pink*. What's the sound?
  - Repeat with *farms* and *for*.
- We Do**
  - Listen to these words: *cap, castle*. Both words have the beginning sound /k/. Say the sound and words with me: /k/, *cap, castle*. What's the sound?
  - Repeat with *tells, to* and *nice, near*.
- You Do**
  - Read the rhyme again. Which sound is the same in *painter* and *pink*?
  - Continue with *farms, for; caps, castles; fingers, for*.
- ELL** Have children generate pairs of words beginning with /k/, /f/, /n/, /p/, and /t/ in their native language. For more support, see pages T6–T7.

#### CORRECTIVE FEEDBACK

Say /f/. Have children repeat. *Fun* and *fill* begin with /f/. Let's say the first sound and the words together: /fff/, *fun, fill*. Listen to these words: *paper, pen*. Which sound is the same? Repeat with *take* and *taps*.

#### Quick Check

Can children match like phonemes? If not, use Additional Instruction, pp. 148–151.

### ▶ Phonics

#### Objective Identify initial /k/c, /f/f, /n/n, /p/p, /t/t

**Review** Show **Large Letter Cards** *c, f, n, p*, and *t* one at a time and have children say the sound for each letter. Mix the cards and repeat.

- I Do**
  - Display the *Camel* **Sound-Spelling Card**.
  - Point to each letter. This is capital C. This is lowercase c. The letter c can stand for /k/ as in *camel*. Listen for /k/ as I say the word again: *camel*.
  - Display **Photo Card** *car*. Write letter c.
  - This is a car. *Car* begins with the letter c. The letter c stands for the /k/ sound in *car*. Listen for the /k/ sound as I say the word again: /kär/, *car*.
  - Repeat with *Fire, Nest, Piano*, and *Turtle* **Sound-Spelling Cards** and **Photo Cards** *fork, net, pie, top*.
- We Do**
  - Write *car* on the board. Point to the letter c. The c in *car* stands for the /k/ sound. Say the sound and word with me: /k/, *car*.
  - Repeat routine with *fork, net, pie, and top*.
- You Do**
  - Add *cap* and *coat* to the list on the board. Have children take turns pointing to and circling the letter c in each word.
  - Have children say the sound /k/ as they point to the letter c in each word.
  - Repeat routine with *farm, feet; neck, nose; pants, pin; and tail, tent*.

**IWB** Online Phonics Lessons: Consonants Cc, Ff, Nn, Pp, Tt

#### CORRECTIVE FEEDBACK

Write *coat* on the board. Draw a line under the c. This is the letter c. Say the name of the letter with me: c. Which sound does the letter c stand for at the beginning of *coat*? Repeat for *fix, net, pin, and top*.

**Quick Check**

Can children identify /k/, /f/, /n/, /p/, and /t/ spelled Cc, Ff, Nn, Pp, and Tt? If not, use Additional Instruction, pp. 148–151.

## Words to Know

### ► High-Frequency Words: *a, like, see, the, we*

**Objective** Review high-frequency words

- Display **Word Cards** *a, like, see, the,* and *we* in the pocket chart.
- Point to *a*. *This is the word a. It is spelled a. I can ride a bike. What's the word?*
- Have children chorally **read** and **spell** the word *a* with you as you point to it.
- Have children **write** *a* on their **Sound-Spelling WorkBoards**.
- Have children take turns finishing the sentence *I see a \_\_\_\_\_*. Write the sentences on the board.
- Repeat with the words *like, see, the,* and *we*.

### **CORRECTIVE FEEDBACK**

Point to and say *a*. *The word is a. Point to the word and say it with me: a. How many letters are in the word? What's the word?* Use a similar procedure for *like, see, the,* and *we*.

**Quick Check**

Can children read *a, like, see, the,* and *we*? If not, use Additional Instruction, pp. 148–151.

### ► Concept Words: Clothing

**Objective** Develop oral vocabulary

- Reread the rhyme with children. Ask children what item of clothing is named in the rhyme. Remind children that *clothing* refers to things you can wear.
- Display **Photo Cards** *hat, jacket, jewelry, sock, undershirt,* and *vest*. Have children name each article of clothing.
- Ask children to identify articles of clothing they are wearing. List them on the board.
- Display **Photo Cards** *girl, king,* and *man*. Have children name the articles of clothing shown in each picture.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Tell children they will reread the **Take-Home Book** from the previous week.
- Write the sentence pattern from the story. Read it and have children repeat. Prompt them to offer possible words to complete the pattern. Remind children that the story contains this pattern.
- **Choral Reading** Reread the story together.
- **Independent Reading** Have children whisper-read the story independently. Offer guidance.
- **Partner Reading** Finally, ask children to partner-read the story.

Tell children to read the story to their families.

### ► Response

Ask children to respond to the **Take-Home Book**. Ask them what animal is on the cover and how they know.

See **Practice Book** pages 71–72.

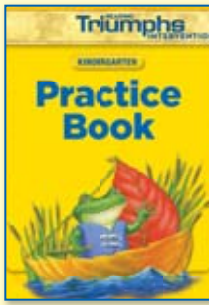
### ► Write

**Objective** Review writing Cc, Ff, Nn, Pp, Tt

- Display *Camel* **Sound-Spelling Card**.
- Model how to write Cc by tracing the letter.
- Write the letter Cc on the board.
- Have children take turns tracing the letter with their fingers on the *Camel* **Sound-Spelling Card**.
- Have children say the sound /k/ as they write the letter Cc several times.
- Then have children review writing the letters Ff, Nn, Pp, and Tt using the *Fire, Nest, Piano* and *Turtle* **Sound-Spelling Cards**.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoard: c**. Repeat with the letters *f, n, p,* and *t*. Write the letter for the sound I say: /k/. Repeat with /f/, /n/, /p/, and /t/. Provide immediate feedback.

See Handwriting pages T8–T11.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 73–74
- Large Letter Cards: *c, f, n, p, t, Aa–Zz*
- Large Sound-Spelling Cards: *Camel, Fire, Nest, Piano, Turtle*
- Photo Cards: *car, comb, corn, fan, fish, feet, fork, nose, nurse, nine, pen, peach, pizza, toe, tiger, top*
- Sound-Spelling WorkBoards
- Word Cards: *a, like, see, the, we*
- self-stick notes
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

#### Objective Phoneme identity

Display the rhyme and read it aloud.

My sister tells me she's a painter.  
She wears a cap that's pink and blue.  
She paints castles and farms with her fingers,  
And says, "This picture's just for you!"

- I Do**
- Today we are going to listen for the same beginning sound in words. Say *for, farms, finger*.
  - I hear /f/ at the beginning of each word. Listen as I say the words again: *for, farms, finger*. Each word begins with the /f/ sound.
  - Repeat with *cap, castle, cut; painter, pink, picture; and tells, top, town*.

- We Do**
- Listen to these words: *fan, fix, fed*. Say the words with me: *fan, fix, fed*. Listen to the beginning sound of *fan, fix, and fed*. What sound do we hear?
  - Repeat with *neck, nest, name; pat, park, pin; tap, top, toe; and cat, coat, can*.

- You Do**
- Listen for the sound that is the same in these three words: *tag, teeth, tie*. What beginning sound is the same in *tag, teeth, and tie*?
  - Continue with *coat, cap, cut* and *fun, fit, fan*.

### CORRECTIVE FEEDBACK

*Face, fish, and fog* have the beginning /f/ sound. Say the words with me and listen for /f/: *face, fish, fog*. Which sound is the same in *face, fish, and fog*?

#### Quick Check

Can children identify like phonemes?  
If not, use Additional Instruction,  
pp. 148–151.

### ► Phonics

#### Objective Identify initial /k/c, /f/f, /n/n, /p/p, /t/t

**Review** Show each of the following **Large Letter Cards** as children say each sound: *c, f, n, p, t*.

- I Do**
- Display the *Camel Sound-Spelling Card*.
  - Point to the letter *c*. The name of this letter is *c*. The letter *c* stands for the /k/ sound at the beginning of *camel*.
  - Listen for /k/ as I say the word again: *camel*.
  - Display **Photo Card** *corn*. Place a self-stick note with a lowercase *c* below the picture.
  - *Corn* begins with the letter *c*. The letter *c* stands for the /k/ sound at the beginning of the word *corn*. Listen for /k/ as I say the word: /kôrn/, *corn*.
  - Repeat with the *Fire, Nest, Piano, and Turtle Sound-Spelling Cards* and **Photo Cards** *fan, nurse, pen, and tiger*.

- We Do**
- Display **Photo Card** *car*. Write the word on the board. The *c* at the beginning of *car* stands for the /k/ sound. Say the sound as I point to the letter: /k/.
  - Repeat with **Photo Card** *comb*.
  - Then have children say each word and beginning sound with you again.
  - Use a similar procedure for **Photo Cards** *feet, fish; nose, nine; pen, peach; and toe, top*.

- You Do**
- Display **Photo Card** *car*. Write the word.
  - Point to the word and read it aloud with children.
  - Ask a child to circle the letter that stands for the /k/ sound in *car* and say /k/.
  - Continue with **Photo Cards** *corn* and *comb*.
  - Then have children use a finger to write the letter *c* on their palms and say /k/.
  - Repeat for **Photo Cards** *fan, fork; nurse, nose; pizza, pen; and toe, tiger*.



**IWB** Online Phonics Lessons: Consonants *Cc, Ff, Nn, Pp, Tt*

### ► Alphabet Recognition

Use the **Sound-Spelling WorkBoards**. Sing “The Alphabet Song” as children point to each letter.

- **Letter Shape** Display any eight **Letter Cards** in the pocket chart. Have children work with a partner to describe the shape of one of the letters.
- Partner 1 draws the shape of a displayed letter in his/her partner’s palm. Partner 2 identifies the letter. Partners then switch roles.

**ELL** Provide additional practice in recognizing and naming letters for children whose native languages do not use the symbols of the Latin alphabet. For more support, see pages T6–T7.

## Words to Know

### ► High-Frequency Words: *a, like, see, the, we*

**Objective** Review high-frequency words

- Display **Word Card** *like* in the pocket chart. *This word is like. I like the color red.* Have children repeat with you: *like*.
- Have children take turns using *like* in a sentence.
- Display **Word Cards** *a, like, see, the, and we*. Have a child point to *like*. Have children identify the other words and use each in a sentence.

### **CORRECTIVE FEEDBACK**

The word is *like*. Point to the word and say it with me: *like*. What’s the word? Have children point to *like* and use it in a sentence. Repeat with *a, see, the, we*.

#### **Quick Check**

Can children read *a, like, see, the, and we*? If not, use **Additional Instruction**, pp. 148–151.

### ► Concept Words: Clothing

**Objective** Develop oral vocabulary

- What kind of clothing do you wear when it is cold? What kind of clothing do you wear when it is hot?
- Make two lists of clothing on the board titled *Hot Weather* and *Cold Weather*. Have children name clothing to wear when the weather is cold or hot.

### **CORRECTIVE FEEDBACK**

Identify what you are wearing and then ask children to tell what clothing they are wearing.

#### **Quick Check**

Do children understand and use clothing words? If not, use **Additional Instruction**, pp. 148–151.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Write the sentence pattern from the story. Read it aloud and have children repeat. Prompt children to offer words to complete the pattern. Tell children that today’s story will have this pattern. Point out to children where to begin reading.
- **Choral Reading** Read the **Take-Home Book** together. Have children track print as they read.
- Point out any known high-frequency words.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as needed.
- **Partner Reading** Ask children to partner-read.

See **Practice Book** pages 73–74.

### ► Write

**Objective** Review writing *Cc, Ff, Nn, Pp, Tt*

- Write both forms of the letter *Cc* on the board.
- Model how to write *Cc* by tracing the letter with your finger.
- Have children take turns tracing the letter with their fingers on the **Camel Sound-Spelling Card**.
- Have children say the sound /k/ as they write the letter *Cc* several times.
- Then have children write letters *Ff, Nn, Pp, and Tt*.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoard**: *c*. Repeat with the letters *f, n, p, and t*. Write the letter for the sound I say: /k/. Repeat with /f/, /n/, /p/, and /t/. Provide immediate feedback.

See Handwriting pages T8–T11.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "Little Juan and the Pig"
- Practice Book: pp. 75, 76; Take-Home Book, pp. 73–74
- Large Letter Cards: *c, f, n, p, t*
- Photo Cards: *car, comb, corn, cow, farm, feather, feet, fork, nail, net, nose, nurse, pen, pear, pie, pizza, tiger, top, turkey*
- Large Sound-Spelling Cards: *Camel, Fire, Nest, Piano, Turtle*
- Word Cards: *a, like, see, the, we*
- pocket chart

### Online Resources

- **IWB** Interactive White Board: Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

#### Objective Phoneme categorization

Read aloud the following rhyme.

My sister tells me she's a painter.  
She wears a cap that's pink and blue.  
She paints castles and farms with her fingers,  
And says, "This picture's just for you!"

- I Do** ■ Tell children that they are going to listen to three words. Explain that two of the words will have the same beginning sound and one will not.
  - Listen to these words: *painter, farms, pink*. The words *painter* and *pink* both begin with the /p/ sound: /p/, *painter*; /p/, *pink*. The word *farms* does not begin with the same sound as *painter* and *pink*.
  - Repeat with *for, blue, farms* and *cap, castles, pie*.
- We Do** ■ Listen to these three words: *neck, nose, sat*. Let's say the beginning sounds together: /n/, *neck*; /n/, *nose*; /s/, *sat*. Which word does not belong?
  - Repeat with *feet, coat, curl* and *pen, new, paper*.
- You Do** ■ Listen to these three words: *tail, nod, tag*. Which words have the same beginning sound?
  - Repeat with *far, fun, mask* and *car, ten, cap*.

### CORRECTIVE FEEDBACK

Say *pig, cow, cat* and have children repeat. The word *pig* does not belong. It does not start with /k/. *Cow* and *cat* both start with the /k/ sound. Listen to these words: *fin, map, fix*. Which word does not belong?

#### Quick Check

Can children categorize phonemes? If not, use Additional Instruction, pp. 148–151.

### ▶ Phonics

#### Objective Identify initial /k/c, /f/, /n/n, /p/p, /t/t

**Review** Show each of the following Large Letter Cards as children say each sound: *c, f, n, p, t*.

- I Do** ■ Display **Photo Cards** *car, fork, net, pie, and top*. Identify each picture with children.
  - Place the *Camel, Fire, Nest, Piano, and Turtle Sound-Spelling Cards* in the pocket chart. Hold up **Photo Card** *car*. The picture shows a car. Listen for the /k/ sound as I say the word: /kär/, *car*. The word *car* begins with the letter *c*. Place **Photo Card** *car* below the *camel* card in the pocket chart.
  - Repeat with **Photo Cards** *fork, net, pie, and top*.
- We Do** ■ Continue the activity. Hold up **Photo Card** *comb*.
  - This is a comb. *Comb* starts with the letter *c*. The letter *c* stands for the /k/ sound in *comb*. Say the sound and the word with me: /k/, *comb*. Let's put **Photo Card** *comb* in the chart. Ask a child to put the **Photo Card** in the pocket chart below *camel*.
  - Repeat with **Photo Cards** *feather, nail, pizza, tiger*.
- You Do** ■ Remove the **Photo Cards** from the pocket chart and use with additional **Photo Cards** *cow, feet, nose, pear, turkey*. Display one **Photo Card**. Ask children to name the picture and say the beginning sound. Then have them tell under which letter it should go in the pocket chart.
  - Have children sort the remaining **Photo Cards**.

- ELL** Review the picture names of the **Photo Cards** before sorting. For more support, see pages T6–T7.

See **Practice Book** page 75.

### CORRECTIVE FEEDBACK

Display **Photo Cards** *corn, farm, nurse, pen, and top*. Say each picture name together. Which one starts with /k/? Repeat with the sounds /f/, /n/, /p/, and /t/.

**Quick Check**

Can children identify initial /k/, /f/, /n/, /p/, and /t/ in words? If not, use Additional Instruction, pp. 148–151.

## Words to Know

### ► High-Frequency Words: *a, like, see, the, we*

**Objective** Review high-frequency words

- Display **Word Card** *see* in the pocket chart. *What word is this? I see you.*
- Have children **read, spell, and write** the word *see* and use it in a sentence.
- Read the following sentence starter: *I see a \_\_\_\_\_.* Have each child dictate an ending to the sentence.
- Have each child circle *see* in his or her sentence.
- Use a similar routine to review *a, like, the,* and *we.*

See **Practice Book** page 76.

### ► Oral Vocabulary: *Splattered and Responsible*

**Objective** Develop oral vocabulary

**Define** In the story you will hear today, you will meet a pig who gets splattered with mud. *Splattered* means "splashed with something wet." Say the word with me: *splattered*.

**Example** *I dropped my glass of juice and the juice splattered my pants and shoes.*

**Ask** Have you ever gotten splattered?

**Define** When you are responsible, you can be trusted to do what is right and what needs to be done. Say the word with me: *responsible*.

**Example** *The baby sitter is responsible. He made sure the children were safe and happy.*

**Ask** Is someone who breaks the rules responsible? Why or why not?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list: *see, the, a, like, we.* Read each word and have children repeat it. Have children point to the word you say. Practice reading the word list throughout the week.

- **Connected Text** Have children read the previous **Take-Home Book** independently or in pairs.

See **Practice Book** pages 73–74.

## Time to Read

### ► Read "Little Juan and the Pig"

**Objective** Develop listening comprehension;  
**Summarize: Make inferences**

**Before Reading** Display "Little Juan and the Pig," Card 1. Explain that there are many stories written about Little Juan. He is a boy who tries to help but does not think carefully about what he is doing. Ask children to describe the picture on Card 1.

- Explain that sometimes an author does not tell you everything. You have to use clues from the text and what you already know to figure out why the characters act as they do.
- Help children set a purpose for reading. *Let's find out what silly things Juan does.*

**During Reading** Read the story. Check children's comprehension using the **Act It Out, Listening Comprehension,** and **Read the Picture** prompts.

**After Reading** Help children make inferences. *What does Juan think the pig wanted to do? What did Little Juan think that Mama did at the party?*

**IWB Online Comprehension Lessons:** Make Inferences Use the story to model the skill.

### ► Comprehension Check

**Retell** Ask children to retell the story using the pictures as prompts.

### ► Write

**Objective** Write labels

- Have children draw a picture of the pig dressed for the tea party.
- Write these words on the board: *dress, scarf, shoes, jewelry, pig.* Read the words. Have children copy the words to label their pictures.

See the Shared Writing lesson on page 147.





Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: “Little Juan and the Pig”
- Practice Book: Take-Home Book, pp. 73–74
- Large Letter Cards: *c, f, n, p, t, Aa-Zz*
- Letter Tiles: *c, f, n, p, t, Aa-Zz*
- Sound-Spelling WorkBoards
- Word Cards: *a, like, see, the, we*
- Comprehension Cards
- pocket chart
- **Online Resources**
- **IWB Interactive White Board:** Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

#### Objective Phoneme categorization

Read aloud the rhyme. Then read it again and ask children to chime in with you:

My sister tells me she’s a painter.  
She wears a cap that’s pink and blue.  
She paints castles and farms with her fingers,  
And says, “This picture’s just for you!”

- I Do** ■ Tell children that they are going to listen to the beginning sounds of three words.
- Listen to these words: *tells, taps, feet*. The words *tells* and *taps* both begin with the /t/ sound: /t/, *tells*; /t/, *taps*. The word *feet* does not begin with the /t/ sound.
- Repeat with *neck, nurse, can* and *fun, feet, see*.
- We Do** ■ Listen to these words: *feet, nose, fit*. Say the words after me: *feet, nose, fit*. Let’s say the beginning sounds: /f/, *feet*; /n/, *nose*; /f/, *fit*. Which word does not belong?
- Repeat with *meet, coat, cane* and *pen, new, pal*.
- You Do** ■ Listen to these three words: *neck, net, sat*. Which word does not belong? Why is it different?
- Repeat with *fix, cap, cake* and *pin, pack, tire*.

#### CORRECTIVE FEEDBACK

Say *cave, pan, peg* and have children repeat. One word does not have the same beginning sound as the other two words. Which word does not belong? The word *cave* does not belong because it starts with /k/: *cave*. *Pan* and *peg* both start with the /p/ sound: /p/, *pan*; /p/, *peg*.

### Quick Check

Can children categorize phonemes? If not use Additional Instruction, pp. 148–151.

### ► Phonics

#### Objective Identify initial /k/c, /f/f, /n/n, /p/p, /t/t

**Review** Show these **Large Letter Cards** and have children say each sound: *c, f, n, p, t*. Mix and repeat.

- I Do** ■ Display **Letter Card c**. This is the letter *c*. It stands for the /k/ sound.
- I hear the /k/ sound at the beginning of *car*: /kär/. I know that *car* begins with *c*. Let’s put a letter tile for *c* in the first box because the /k/ sound is at the beginning of the word *car*. Place **Letter Tile c** in the first sound box on the **Sound-Spelling WorkBoard**.
- Say more words that begin with *c*, emphasizing the initial /k/ sound: *cap, coat, corn, carrots, comb*.
- Repeat for initial /p/p, /t/t, /n/n, and /f/f.
- We Do** ■ Distribute **Sound-Spelling WorkBoards**. Listen to this word: *can*. Say it with me: *can*. Which letter stands for the /k/ sound at the beginning of *can*?
- Place **Letter Tile c** in the first sound box. Repeat with *cap* and *cup*.
- Repeat with **Letter Tiles p, t, n, f** and the words *pen, taps, nose, and feet*.
- You Do** ■ Place **Letter Tile c** in the first sound box.
- Have children say the sound the letter stands for.
- Have children think of a word that begins with /k/.
- Repeat for *p, t, n, and f*.

- ELL** Pair children with more English-proficient partners. Have them choose two or three words from the lesson and use the words in a sentence. For more support, see pages T6–T7.

► **Alphabet Recognition**

Use the **Sound-Spelling WorkBoards**. Sing “The Alphabet Song” as children point to each letter.

- **Play a Game** Give each child a lowercase **Letter Card** or **Letter Tile**. Name the letter for the child and have the child repeat it.
- Then place the capital **Letter Cards** or **Letter Tiles** face up in the middle of the table. Have each child find the capital letter that goes with his or her letter. Have each child say the letter’s name.

**Words to Know**

► **High-Frequency Words: *a, like, see, the, we***

**Objective** Review high-frequency words

- Display **Word Card** *we* in the pocket chart. *What word is this? We are friends.*
- Have children say *we* and use it in a sentence.
- Display **Word Cards** *a, like, see, the,* and *we* in the pocket chart. Read the words with children.
- Have children answer these questions about the words: *Which word has one letter? Which word begins with /l/? Which words have three letters?*

► **Oral Vocabulary: *Splattered and Responsible***

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they heard last time: “Little Juan and the Pig.” *In the story, we learned that Little Juan is not responsible. He is supposed to take care of the family pig, but he dresses the pig in his mother’s clothes. The pig gets mud splattered on the clothes.*

- *How can you tell Juan is not responsible? How did the pig get the dress splattered with mud?*

**Connect** *When is it fun to get splattered with water? How can you be responsible at home?*

► **Build Fluency: Word Automaticity**

**Objective** Improve word accuracy

- Write the following words in a list: *see, the, a, like, we, can*. Read each word and have children repeat. Have children point to the word you say.
- **Connected Text** Have children reread the previous **Take-Home Book** independently or in pairs. Circulate and listen in.

See **Practice Book** pages 73–74.

**Time to Read**

► **Read “Little Juan and the Pig”**

**Objective** Develop oral vocabulary; Summarize: Make inferences

**Before Reading** Remind children that sometimes an author does not tell you everything. You have to use clues from the text and what you already know to figure out information that is not stated.

**During Reading** As you read, focus on this week’s concept, clothing words.

- Use the **Oral Language** prompts to discuss the words *dress, scarf, shoes*.
- Use the **Oral Language** prompts to define and discuss *squeal, hammock, and puddle*.
- Use the **Wonderful Word** prompts to develop children’s understanding of the words *sensible, attractive, and furious*.

**After Reading** Help children make inferences about the text. *Why did Little Juan think that the pig went to the party?*

- Use the **Retell the Story** prompts on Card 4 to help children retell the story.

**IWB** **Online Comprehension Lessons:** Make Inferences Use the story to model the skill.

**CORRECTIVE FEEDBACK**

If children need more practice making inferences, use **Comprehension Cards: Make Inferences**.

**Quick Check**

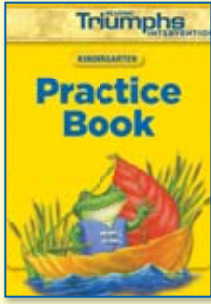
Can children make inferences? If not use Additional Instruction, pp. 148–151.

► **Write**

**Objective** Write a label

- Have children draw a picture of themselves wearing their favorite outfit.
- Ask children to write or dictate labels for their articles of clothing.

See Vocabulary, Grammar, Interactive Writing, and Concepts of Print lessons on pages 146–147.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 73–74; 77–78
- Assessment Book
- Large Letter Cards: *c, f, n, p, t, Aa–Zz*
- Photo Cards: *camera, comb, corn, farm, feather, fork, nail, nose, nurse, penguin, pizza, pumpkin, table, teeth, toothbrush*
- Sound-Spelling WorkBoards
- Word Cards: *a, like, see, the, we*
- hand puppet
- pocket chart

### Online Resources

- Bibliography

## Working with Words

### ► Phonemic Awareness

#### Objective Phoneme categorization

Read the rhyme and have children join in as they are able.

My sister tells me she's a painter.  
She wears a cap that's pink and blue.  
She paints castles and farms with her fingers,  
And says, "This picture's just for you!"

- I Do** ■ Tell children that the puppet is going to say three words from the rhyme. Two words will have the same beginning sound. One word will not have the same beginning sound.
- Have the puppet say *fingers, farms, blue*. Which word does not belong? *Fingers* and *farms* both begin with the /f/ sound. The word *blue* does not begin with the /f/ sound. *Blue* does not belong.
- Repeat with *painter, pink, cap*.
- We Do** ■ Tell children that the puppet is going to say three more words.
- Have the puppet say *farm, cap, cut*. Have children repeat the words and tell which two words have the same beginning sound. What sound do you hear in *cap* and *cut*?
- Repeat with *nod, nest, pack*.
- You Do** ■ Tell children that they will decide which word does not belong. Have the puppet say *cave, tie, top*.
- Have children repeat the words and tell which one doesn't belong. Which sound do you hear at the beginning of *tie* and *top*?
- Repeat with *feet, nail, fish* and *toy, pan, pool*.

### ► Phonics

#### Objective Identify initial /k/c, /f/f, /n/n, /p/p, /t/t

- I Do** ■ Place **Large Letter Cards** *c, f, n, p, t* in the pocket chart and display **Photo Cards** *camera, feather, nurse, penguin, and teeth*.
- Say the names of the pictures. The letter *c* can stand for the /k/ sound. *Camera* starts with the /k/ sound. I'll put it under the letter *c* in the pocket chart.
- Place **Photo Card** *camera* in the pocket chart.
- Use a similar procedure for letters *f, n, p, and t*.
- We Do** ■ Display **Photo Cards** *comb, fork, nose, pizza, and toothbrush*.
- Let's say the name of each picture: *comb, fork, nose, pizza, and toothbrush*. Which picture shows something that starts with the /k/ sound? I see a comb. Let's say the sound and the word: /k/, *comb*.
- Place **Photo Card** *comb* in the pocket chart. Repeat for letters *f, n, p, and t*.
- You Do** ■ Display **Photo Cards** *corn, farm, nail, pumpkin, and table* in the pocket chart.
- Have children say each picture name.
- Have children find the picture name that begins with /k/ and place it in the pocket chart.
- Repeat for the remaining letters.

### ► Alphabet Recognition

Use the **Sound-Spelling WorkBoards**. Sing "The Alphabet Song" as children point to each letter.

- **Play a Game** Place the **Letter Cards** *Aa–Zz* facedown in a pile in random order. One player selects a card while a partner covers his or her eyes. Player 1 names the letter on the **Letter Card**. Player 2 opens his or her eyes and finds the letter on the **Sound-Spelling WorkBoard**.
- Players continue until all the cards have been used.



## Words to Know

### ► High-Frequency Words: *a, like, see, the, we*

**Objective** Review high-frequency words

- Display **Word Cards** *a, like, see, the,* and *we* in the pocket chart.
- Have children read the words with you.
- Have a child dictate a sentence using the word *a*. Write the sentence on the board. Read it aloud and have children point to the word *a*.
- Repeat with *like, see, the,* and *we*.

**ELL** Use classroom objects to emphasize words. For example, *Which books do you like?* Have children answer using the high-frequency word: *I like \_\_\_\_\_*. For more support, see pages T6–T7.

### ► Oral Vocabulary: *Splattered and Responsible*

**Objective** Develop oral vocabulary

**Confirm** Review the words *splattered* and *responsible*. Remind children that when someone or something is splattered, it is splashed with something wet. *When someone is responsible, you can trust him or her to do the right thing.*

**Discuss** Have children name people that they consider to be responsible. Have them tell why.

**Connect** *Would you want a baby sitter to be responsible? Why or why not? Would you want your clothes to get splattered?*

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list on the board: *we, the, see, like, a, can*. Then read each word and have children repeat it after you.
- **Connected Text** Have children reread the previous **Take-Home Book**. Circulate and listen in.

Tell children to read the **Take-Home Book** to their family.

See **Practice Book** pages 73–74.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Write the sentence pattern from the story. Read it aloud and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today's story will contain this pattern. Ask children to point to the word where they should begin reading.
- **Choral Reading** Read the **Take-Home Book** together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 77–78.

### ► Write

**Objective** Practice writing words

- Display **Word Cards** for children to refer to as they make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the cards as a guide.

### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

## Unit Assessment

Have children complete the **Unit Assessment** on **Assessment Book** pages 60–71.

Reinforce vocabulary, grammar, writing, and listening and speaking skills every week.

### Materials

- Oral Vocabulary Development Cards: "Firefighters," "Baby Animals," "Little Juan and the Pig"
- Photo Cards: *ant, baby, bear, bird, dog, dolphin, giraffe, gorilla, horse, kangaroo, kitten, mouse, penguin*

## More Word Work Oral Vocabulary: Wonderful Words

Use the Oral Language prompts on the **Oral Vocabulary Cards** to review the meanings of the three Wonderful Words for each week. Then use the prompts below. Have children create sentences of their own using the words.

**Objective** Reinforce meanings of oral vocabulary

### WEEK 1

- **prepare, usually, rescue**
  - Which word goes with "get ready for"?
  - Which word goes with "happens most of the time"?
  - Which word goes with "to save someone or something"?

### WEEK 2

- **protect, independent, explore**
  - What things *protect* you when you are crossing the street?
  - Is an animal *independent* if it can not find its own food? Why not?
  - What is a place you might like to *explore*? Why?

### WEEK 3

- **sensible, attractive, furious**
  - Which is more *sensible*—to eat one meal a day or to eat three meals a day?
  - Which is more *attractive*—flowers or mud?
  - If someone is *furious*, is he or she happy or mad?

## Grammar: Action Words (Verbs)

**Objective** Identify and use action words

### WEEK 1

- Action words tell what someone or something is doing. Display Card 1 of "Firefighters." Ask children what the fire truck is doing. *The fire truck races down the street. You can tell it moves fast because things in the background are not clear. Races and moves are action words.*
- Display Cards 2–4. Have children tell what actions the firefighters are doing. List the action words.
- Display **Photo Cards** of people or animals. Have children tell actions they do, such as a horse *gallops*.

### Listening and Speaking

Remind children to speak slowly and correctly so others can understand.

### WEEK 2

- Review with children that action words tell what people, animals, or things are doing. Display Card 1 of "Baby Animals." Point to the ducks. *What are the ducks doing?* Have children identify action words using the photographs on Cards 2–4. List children's responses.
- Read this sentence from Card 4: *"Although its first steps can be awkward, within an hour or two, it is running and kicking!"* Have children identify the action words in the sentence. (*running, kicking*)
- Have children tell about other actions that they think ducklings, cubs, foals, and kittens can do, such as run, jump, hop, and trot. List children's responses.

### WEEK 3

- Have children explain what action words are. Then display Card 3 of "Little Juan and the Pig." Tell children to describe what the pig is doing. Then have them tell what Juan's mother is doing. Remind children that action words tell what a person, animal, or thing is doing. Guide children in describing what the characters are doing in Cards 1, 2, and 4.
- Read these sentences from Card 3: *"The pig ran away until she came to a big mud puddle. She decided to have a good time and roll in the mud!"* Have children identify the action words in the sentences. (*ran, roll*)

## Writing: Numbered Lists and Sentences

**Objectives** Write numbered lists and sentences; Develop concepts of print

### WEEK 1

#### Shared Writing: List

- Tell children that sometimes you can make a list with numbers to show the order in which things happen.
- Display Cards 1–4. Ask children to describe what happens first, second, third, and last. Record children’s responses in a numbered list. Then track the print as you read the numbered list.

**Concepts of Print** Point out that the words or ideas in a numbered list are listed in the order that things happen. The numbers are on a separate line, one under the other. Track the print as you read the words in a numbered list, to show how print moves from left to right and follows the sweep to the next line. Then have a few children track the print. Have them point out any capital letters.

#### Interactive Writing: Sentences

- Write these sentence frames:
  1. *First, the firefighters \_\_\_\_\_.*
  2. *Then, the firefighters \_\_\_\_\_.*
  3. *Next, the firefighters \_\_\_\_\_.*
  4. *Last, the firefighters \_\_\_\_\_.*Track print as you read the sentences.
- Then ask children to look at the numbered list and suggest a word or words to complete each sentence. Encourage children to write any letters they know. Track print as you read the sentences.

### WEEK 2

#### Shared Writing: List

- Tell children that the class will make a numbered list that shows what they learned about how a baby animal grows. Make a numbered list with the heading, “Baby Ducks.” Point to the heading as you read it.
- Display Card 1 of “Baby Animals.” Reread the card, stopping at the points that tell about the way a duckling grows: *(Ducklings grow in eggs. Ducklings learn how to swim and find food in a day. Ducklings have all their feathers in a month.)* Ask children to tell each stage of the duckling’s growth. Record children’s responses in the numbered list.

#### Interactive Writing: Sentences

- Write and read these sentence frames: *1. A duckling hatches from an \_\_\_\_\_. (egg) 2. In about a day, a duckling learns how to \_\_\_\_\_. (swim and find food) 3. In about a month, the ducklings have all their \_\_\_\_\_. (feathers)* Then have children look at the numbered list and suggest a word to complete each sentence. Point to the capital letter and period in each sentence and tell children that all sentences begin with a capital letter and end with a mark. Track print as you read the completed sentences with children.

#### Listening and Speaking

Remind children to speak clearly and be good listeners when a classmate is speaking.

### WEEK 3

#### Shared Writing: List

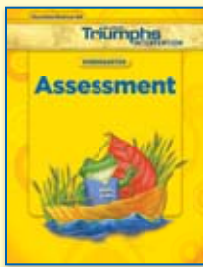
- Remind children that a numbered list shows the order in which things happen. Tell children that the class will make a numbered list to show how Juan dressed the pig.
- Display Cards 1–2. Reread the cards and stop at the point when Juan dresses the pig with an article of clothing. Ask: *What does Juan put on the pig now?* Record children’s responses in a numbered list. Read the completed list to children.

#### Interactive Writing: Sentences

- Write these sentences: *1. Juan puts the pig in a \_\_\_\_\_. (dress) 2. Juan ties a \_\_\_\_\_ on the pig’s head. (scarf) 3. Juan puts \_\_\_\_\_ on the pig’s feet. (shoes) 4. Juan puts \_\_\_\_\_ on the pig’s ears. (earrings)* Then have children look at the numbered list and identify the article of clothing to complete each sentence. Encourage children to write any letters they know.

**Concepts of Print** Point to the capital letter in a sentence and to the period. Explain that all sentences begin with a capital letter and end with a mark. Point to the spaces between words in a sentence. Tell children that each word has a space before and after it. Track the print as you read the words in a numbered list, to show how print moves from left to right and follows the sweep to the next line. Then have a few children track the print. Have them point out letters or words they know.





Assessment Book

Choose from the Additional Instruction for children who need more support. Use Unit Assessment to check children's progress.

## Working with Words

### Materials

- Practice Book: Take-Home Books, pp. 61–62, 65–66; 67–68, 71–72; 73–74, 77–78
- Large Sound-Spelling Cards: *Camel, Fire, Nest, Piano, Turtle*
- Photo Cards: *camel, camera, carrots, fan, farm, feather, feet, fish, nail, net, nine, nose, nut, paint, pea, peach, pear, pen, turkey, turtle*
- Sound-Spelling WorkBoards
- Large Letter Cards: *c, f, n, p, t*
- Letter Tiles
- markers or counters

### Online Resources

**IWB** Interactive White Board  
Phonics Lessons

## ► Phonemic Awareness

**Objective** Develop phonemic awareness

### Isolate Initial Phonemes

#### Take a Step Back: Identify Beginning Sounds in Nonsense Words

Begin by saying some phrases from familiar rhymes, songs, or poems with nonsense words. I'm going to say the first line in the song "Row, row, row your boat." Now I'm going to change this line to "Low, low, low your loat." I hear the sound /l/ in *low*, /lllō/ and *loat*, /lllōt/. Now I'm going to say "Mow, mow, mow your moat." What sound do you hear at the beginning of *mow* and *moat*? (/m/)

Repeat with the familiar nursery rhyme "Humpty, Dumpty sat on a wall." Change the rhyme to say "Numpty, Numpty nat on a nall." What sound do you hear at the beginning of *Numpty*, *nat*, and *nall*? (/n/)

**Isolate Phonemes** For lessons 1–5, remind children that the sound /k/ can appear at the beginning of a word, as in *cat*. Listen again as I say the word *cat*: /k/ /k/ /k/ /at/, *cat*. When I say the word *cat*, I hear the /k/ sound at the beginning of the word. I will place a marker in the first box on the **Sound-Spelling WorkBoard**. Repeat this process with the words *car*, *cool*, *cook*, *cold*, *cap*, and *color*. What sound do you hear at the beginning of each word? Yes, you hear the sound /k/ at the beginning of each word.

Continue this procedure with the following words:

- Lessons 6–10: *fun, feet, fill, feed, feather*
- Lessons 11–15: *come, coat, four, can, fish, fan, corn, fat, net, neck, near, pants, pin, pink, tent, tell, top*

**Identify Phonemes** For Lessons 1–5, display the *Camel Sound-Spelling Card*. Tell children that *camel* begins with the sound /k/. Display the **Photo Cards** *carrots*, *camera*, and *camel* as you name each one. Say the initial /k/ sound in each word. I hear the sound /k/ at the beginning of *carrots*, *camera*, and *camel*. The first sound /k/ is the same in each word.

- Lessons 6–10: Repeat this process by displaying the *Fire Sound-Spelling Card* for /f/ and the **Photo Cards** *fan*, *farm*, *feather*, *feet*, *fish*.
- Lessons 11–15: Repeat this process by displaying the *Nest Sound-Spelling Card* and **Photo Cards** *nail*, *net*, *nine*, *nose*, *nut*; *Piano Sound-Spelling Card* and **Photo Cards** *paint*, *pea*, *peach*, *pear*, and *pen*; *Turtle Sound-Spelling Card* and **Photo Cards** *turkey* and *turtle*.

**Categorize Phonemes** Tell children that they are going to listen to some words. Explain that two of the words in each set of words begin with the same sound. Listen as I say the words: *cat*, *corn*, *sun*. I hear the sound /k/ at the beginning of *cat*: /k/. I also hear the sound /k/ at the beginning of *corn*: /k/. I hear the sound /s/ at the beginning of *sun*: /sss/. The word *sun* does not begin with the same sound as *cat* and *corn*. Now tell children to say the word that doesn't belong. Say: *cake*, *pop*, *can*. Continue with the following words: *fat*, *fox*, *net*; *feed*, *fill*, *mouse*; *cup*, *color*, *fill*; *comb*, *feather*, *coat*.

## ► Phonics

**Objective** Identify initial /k/c, /f/f, /n/n, /p/p, /t/t

Display the *Camel Sound-Spelling Card*. Remind children that the letter *c* can stand for the sound /k/ at the beginning of a word, such as *cat*. Write the word *cat*. Draw a line under the letter *c* as you say the sound /k/. Repeat with *cap*. Repeat this process focusing on the beginning sound with the *Fire Sound-Spelling Card* and the word *fan*; the *Nest Sound-Spelling Card* and the word *neck*; the *Piano Sound-Spelling Card* and the word *pencil*; and the *Turtle Sound-Spelling Card* and the word *tight*.

- Write the words below on the board. Display the **Large Letter Cards** for *c*, *f*, *n*, *p*, and *t*. Have children say the letter and the sound it stands for. Then say the words listed on the board and have children repeat the words after you. Ask them to point to the letter card when they hear a word that begins with that letter. Use the following words:
  - Lessons 1–5: *cat, cage, sat, cute, cow, car, map, corn, camera*
  - Lessons 6–10: *fun, cave, fat, four, fill, coat, feed, five, fish*
  - Lessons 11–15: *can, canary, food, fun, pencil, pan, teeth, toys, neck, nose*

**ELL** Review the meanings of words in the lesson that can be demonstrated in a concrete way. For more support, see pages T6–T7.

**Alphabet Recognition** Display the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” as you point to each letter.

Have children work in pairs. Ask them to use **Letter Tiles** to make their first name. Then have them make each other’s names.

## Write Cc, Ff

**Take a Step Back: Form the letter Cc** Have children use cotton balls to make a capital *C*. Emphasize the curve used to form the letter. Have children practice saying /k/ as they form *C* and *c* in sand or with paint. Tell children to pretend to click a camera as they say /k/.

**Take a Step Back: Form the letter Ff** Have children use pencils or wooden sticks to make a capital *F*. Emphasize the three lines used to form the letter. Tell children to move their hands like they are using a fan as they say /f/.

**Dictation** Model how to write *C* and *c* as you say the sound. Have children trace the letter in the air with their fingers. Then ask children to write the letter on their **Sound-Spelling WorkBoards**. Repeat with *F* and *f*. Then randomly say *c* or *f* and have children write what you say. For more handwriting support, see pages T8–T11.

**Fluency: Connected Text** Have children reread the **Take-Home Books** on the **Practice Book** pages listed below. When children feel comfortable reading the stories, have them read the stories to a partner.

- Lessons 1–5: **Practice Book** pp. 61–62, 65–66
- Lessons 6–10: **Practice Book** pp. 67–68, 71–72
- Lessons 11–15: **Practice Book** pp. 73–74, 77–78

**IWB** For additional work with sound-symbol relationships, use **Online Phonics Lessons: Consonants Cc, Ff, Nn, Pp, Tt**.

## Words to Know

### Materials

- Word Cards: *a, like, see, the, we*
- Sound-Spelling WorkBoards
- Letter Tiles: *a, e (2), h, i, k, l, s, t, w*
- Photo Cards: *berries, lemon, rabbit, rose*
- pocket chart

### ► High-Frequency Words

**Objective** Reteach high-frequency words *the* (Lessons 1–5); *see* (Lessons 6–10); *a, like, see, the, we* (Lessons 11–15)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word the. It is spelled t-h-e. The. The bird is in its nest. This is the word see. It is spelled s-e-e. See. I see the sun in the sky. Repeat the routine with a, like, and we.*
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters using the words. For example: *We like to go to the \_\_\_\_\_. I see a \_\_\_\_\_. Have children take turns orally completing the sentences. Write the sentences as children complete them and then read each sentence aloud. Have children take turns underlining the high-frequency words in each sentence.*
- Have partners work together to spell *a, like, see, the,* and *we* using the **Letter Tiles**.

### ► Concept Words

**Objectives** Develop oral vocabulary

**Position Words (Lessons 1–5)** Remind children that they have been using words that tell about position of things, such as *up, down,* and *under*. Use these words in sentences, such as: *Kyle walked up the stairs. Mia went down the slide. This box is under the table.* Point out the position word in each sentence.

- Have children say sentences naming some other position words that tell where something is in the classroom, such as *over*. For example: *The clock is over the bookshelf.*
- Have partners work together to create sentences using the oral vocabulary words. Partners can include people or items. For example: *Juanita is looking under the desk.*

**Sensory Words (Lessons 6–10)** Remind children that they have been using words that tell about how something or someone looks, feels, sounds, smells, or tastes. Tell children that *sweet* tells how something tastes or smells. Other words that use the senses are *sour, smooth, bumpy,* and *soft*.

- Display **Photo Cards** *berries, lemon, rabbit,* and *rose* as you name each one. Ask a child to describe how each one either looks, tastes, smells, or feels. Point out the sensory words that the child uses to describe the pictures.
- Have children share ideas about other juicy, sour, soft, and sweet things.

**Clothing Words (Lessons 11–15)** Remind children that they have been using words that tell about clothing. *We wear warm clothing when it is cold outside. We wear light clothing when it is hot outside. Some clothing words are jacket, coat, and sweater.*

- Discuss the meaning of each word with children.
- Have children use clothing words as they take turns describing in what kind of weather they might wear each kind of clothing.

**ELL** Remind children that they can use nonverbal cues to share information when they are not able to do so verbally. Encourage children to use visuals. For example, children can point to a piece of clothing if they can't say the word verbally. For more support, see pages T6–T7.



## Time to Read

### Materials

- Oral Vocabulary Development Cards: “Firefighters,” “Baby Animals,” “Little Juan and the Pig”

### Online Resources

**IWB** Interactive White Board

Comprehension Lessons

### ► Listening Comprehension

**Objectives** Review comprehension skills

#### Identify Sequence of Events (Lessons 1–5)

Remind children that it’s important to pay attention to the order in which things happen in a selection in order to understand it better. *If we listen carefully and look at the pictures, we can keep track of what happens first, next, and last.*

- Use the **Oral Vocabulary Development Cards** for “Firefighters.” Let’s read “Firefighters.” *As we read, let’s pay attention to the order in which things happen.*
- Read aloud Cards 1 and 2. *As I look at the picture and read the words on Card 2, I learn that when there’s a fire, the first thing that happens at a fire station is an alarm rings.* As you read, pause for children to think about what happens next. Repeat with Cards 3–4.
- *What happens when the firefighters get to the fire? (Firefighters attach hoses to fire hydrants and rescue people. Other firefighters go into the building to put out the fire.)*
- Have children tell what they learned from “Firefighters.”
- **Identify Sequence of Events** Have children look through picture books and read to see the order that things happen in a story. Have children identify the sequence of story events.

**Make Inferences (Lessons 6–10)** Remind children that when we read nonfiction, we learn facts and details about a topic. *We can use pictures and words as clues to figure out what an author doesn’t tell in words. For example, on Card 2 in “Baby Animals,” the author doesn’t tell what the temperature is like. By looking at the picture of the polar bears, I can tell that the weather is cold.*

- Use the **Oral Vocabulary Development Cards** “Baby Animals.” *Let’s read “Baby Animals” to learn about animal babies.*
- Read aloud each card, pausing between each one.
- *After looking at and listening to Card 4, I see a baby horse with its mother. I learn that it’s awkward for the foal to take its first steps. Why do you think this is so? (Possible answers may include: Because they are not used to using their legs; or because they are not strong enough yet.)*
- Have children tell what they learned from the “Baby Animals.”
- **Make Inferences** Have children look through picture books and use the pictures and words to make inferences about the topic.

**Make Inferences (Lessons 11–15)** Remind children that when we read fiction, we need to pay attention to the details to better understand what the author means. For example, in “Little Juan and the Pig,” the author doesn’t tell how the boy or mother feels.

- Use the **Oral Vocabulary Development Cards** “Little Juan and the Pig.” *Let’s read “Little Juan and the Pig.” Let’s pay attention to the details and pictures.*
- Read aloud each card, pausing after each one. Ask children to describe Little Juan. *After looking at the picture and reading the words on Card 1, I can tell that Little Juan seems happy.*
- Look at Card 4. *How do you think Little Juan’s mom feels? (angry and frustrated) How do you know? (On Card 3, she sees the pig and looks like she is yelling at it. On Card 4, she has her hand to her head, as if she just doesn’t know what to do.)*
- Have children retell the story.
- **Make Inferences** Have children look through picture books and identify pictures and details in the story. Encourage them to discuss inferences and the clues that they used to help them.

**IWB** Online Comprehension Lessons:

Sequence; Make Inferences

#### Self-Selected Reading

Provide books for children to read for additional practice. Guide children to identify the sequence of events and to make inferences as they read.



Oral Vocabulary Development Cards



Oral Vocabulary Development Cards

**Working with Words**

- **Phonemic Awareness**
- **Phonics**

**Words to Know**

- **High-Frequency Words**
- **Concept Words**
- **Build Fluency**

**Time to Read**

- **Oral Vocabulary Development Cards**
- **Comprehension**
- **Write**

**Language Arts**

- **Grammar**
- **Writing**

**Assessment**

- **Informal**
- **Formal**

**Week 1, Lessons 1–5**

**Phonemic Awareness**

- Phoneme Isolation
- Phoneme Identity

**Phonics**

- Final Sounds: /m/m and /s/s

**High-Frequency Words**

- *go*

**Concept Words**

- Size Words

**Fluency**

- Letter, Sound, and Word Fluency; Connected Text

**Read**

- “The Three Billy Goats Gruff”

**Strategy:** Recognize Story Structure

**Skill:** Make and Confirm Predictions

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

- Sentences

**Writing**

- Shared Writing: List
- Interactive Writing: Sentences



Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

**Week 2, Lessons 6–10**

**Phonemic Awareness**

- Phoneme Isolation
- Phoneme Blending

**Phonics**

- Final Sounds: /p/p, /t/t, and /n/n

**High-Frequency Words**

- *have*

**Concept Words**

- Household Objects

**Fluency**

- Letter, Sound, and Word Fluency; Connected Text

**Read**

- “Long Ago and Now”

**Strategy:** Recognize Text Structure

**Skill:** Classify and Categorize

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

- Sentences

**Writing**

- Shared Writing: List
- Interactive Writing: Sentences



Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

**Additional Instruction, pages 186–189**



Oral Vocabulary Development Cards

### Week 3, Lessons 11–15

#### Phonemic Awareness

- Phoneme Isolation
- Phoneme Blending

#### Phonics

- Initial /h/h

#### High-Frequency Words

- *play*

#### Concept Words

- Number Words

#### Fluency

- Letter, Sound, and Word Fluency; Connected Text

#### Read

- “Ten Tigers and the Flute”

**Strategy:** Recognize Story Structure

**Skill:** Identify Character and Plot

#### Daily Writing Prompts

Handwriting, Dictation, Story Response

#### Grammar

- Sentences

#### Writing

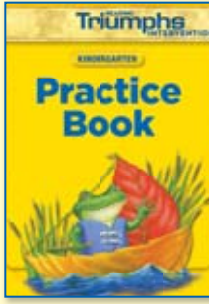
- Shared Writing: List
- Interactive Writing: Sentences

**Quick Check** Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

- **Unit Assessment, Assessment Book pp. 72–83**







Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 77–78
- Photo Cards: *ant, bus, farm, jet, jump rope, ladder*
- Sound-Spelling WorkBoards
- Large Letter Cards: *m, p, t*
- Word Card: *go*
- Large Sound-Spelling Card: *Map*

- markers or counters
- self-stick notes
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate final phoneme /m/

Read aloud the following rhyme.

Sam and Tom got on a big bus.  
They went to visit their best friend Gus.  
They wanted to run with him and play.  
But the bus ran out of gas on the way.

- I Do**
- Today we are going to listen for the /m/ sound at the end of a word.
  - Reread the rhyme, emphasizing the name *Sam*. You can hear the /m/ sound at the end of the name *Sam*: /s/ /a/ /m/.
  - Listen for the /m/ sound as I say the name again: *Sam*.
  - Repeat the procedure with the word *him*.

- We Do**
- Say the name *Tom* with children. *What sound do you hear at the end of Tom? Let's say the name and sound together: Tom, /m/.*
  - Repeat with *him, Sam, and drum*.

- You Do**
- Display **Photo Card** *farm*.
  - Have children say the word that names the picture. Then have them say the sound they hear at the end of the word.

**ELL** Help children understand what the *sound at the end* means. Say the child's name. Then segment it into sounds, emphasizing the ending sound and identifying it as the sound at the end. Have the child repeat. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Use the **Sound-Spelling WorkBoard**. Say *Sam* and have children repeat. *The sound at the end of Sam is /m/.* Place a marker in the last box. *Say the name and sound: Sam, /m/. What sound do you hear at the end?*

### Quick Check

Can children isolate the final phoneme /m/? If not, use **Additional Instruction**, pp. 186–189.

### ► Phonics

**Objective** Identify final /m/m

**Review** Show each of the following **Large Letter Cards** as children say each sound: *m, p, t*. Mix the cards and repeat.

- I Do**
- Display the picture on the front of the **Photo Card** for *farm* and then the word on the back.
  - Point to the letter *m*. *The name of this letter is m. The letter m stands for the /m/ sound at the end of farm. Listen for the /m/ sound as I say the word again: farm.* Emphasize the /m/ sound.
  - Place a self-stick note with a lowercase *m* written on it below the picture of the farm.

- We Do**
- Write the word *him* on the board. *The m at the end of him stands for the /m/ sound. Say the sound as I point to the letter.*
  - Have children say the word with you again as you circle the letter that stands for the final /m/ sound.

- You Do**
- Write the following words on the board: *him, ham, Tom, Sam*.
  - Point to the word *him* and read it aloud with children. Ask a child to circle the letter that stands for the /m/ sound in *him* and say /m/.
  - Continue until children have circled and identified the letter *m* and sound /m/ in each word.

**IWB** **Online Phonics Lessons:** Consonant *Mm*

Throughout Unit 5, use the phonics instruction animations only.

**CORRECTIVE FEEDBACK**

Display **Letter Card** *m*. This is the letter *m*. The letter *m* stands for the /m/ sound at the end of *farm*. Let's say the word and the sound: *farm*, /m/. What sound does *m* stand for?

**Quick Check**

Can children identify final /m/m in words? If not, use **Additional Instruction**, pp. 186–189.

**Words to Know**

► **High-Frequency Word: go**

**Objective** Read high-frequency words

- Display **Word Card** *go* in the pocket chart.
- Point to the word *go*. This is the word *go*. It is spelled *g-o*. *I go to school in the morning*. What's the word?
- Have children chorally **read** and **spell** *go* with you as you point to it.
- Have children **write** *go* on their **Sound-Spelling WorkBoards**.
- Have children take turns finishing the sentence: *I go to \_\_\_\_\_*. Write the sentences on the board.

**CORRECTIVE FEEDBACK**

Point to and say *go*. The word is *go*. Point to the word and say it with me: *go*. What is the first letter in the word? What is the last letter? What is the word?

**Quick Check**

Can children read *go*? If not, use **Additional Instruction**, pp. 186–189.

► **Concept Words: Size Words**

**Objective** Develop oral vocabulary

- Reread the rhyme. Display **Photo Card** *bus*. *Things come in different sizes. In the rhyme, Sam and Wes got on a big bus. What other things can you name that are big?*
- Display **Photo Cards** *ant, jet, jump rope, ladder*. Identify the pictures with children. Then have them use size words to describe the pictures. *Which thing is tiny? Which is huge? Which is long? Which is tall?*

- On the board, make a list of the size words that you discuss. Then read the list with children.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

- Tell children they will reread the **Take-Home Book** from the previous week.
- Write the sentence pattern from the story. Read it aloud and have children repeat. Prompt children to offer possible words to complete the pattern.
- **Choral Reading** Reread the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen as they read, offering guidance as needed.
- **Partner Reading** Finally, ask children to partner-read the story.

Tell children to read the **Take-Home Book** to their family.

► **Response**

Ask children to respond to the **Take-Home Book** by telling their favorite part of the story.

See **Practice Book** pages 77–78.

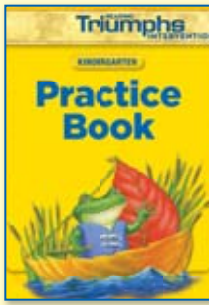
► **Write**

**Objective** Write *Mm*

- Display the *Map* **Sound-Spelling Card**.
- Model how to write *Mm* by tracing the letter.
- Write the letter *Mm* on the board.
- Have children take turns using their finger to trace *Mm* on the *Map* **Sound-Spelling Card**.
- Have children say the sound /m/ as they write the letter *Mm* on their **Sound-Spelling WorkBoards**.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: *capital m*. Repeat with lowercase *m*, and the letters *f, p, t*, and *s*. Write the letter for the sound I say: /m/. Repeat with /s/, /p/, and /t/. Provide immediate feedback.

See Handwriting pages T8–T11.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 79–80
- Sound-Spelling WorkBoards
- Large Letter Cards: *c, f, m, n, s*
- Letter Tiles: *m, Aa-Zz*
- Word Cards: *a, go, see, the*
- Large Sound-Spelling Card: *Map*
- hand puppet
- markers or counters
- index cards with children's first names written on them
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Identify final phoneme /m/

Read aloud the rhyme.

Sam and Tom got on a big bus.  
They went to visit their best friend Gus.  
They wanted to run with him and play.  
But the bus ran out of gas on the way.

- I Do** ■ Use the puppet to show children how to identify the same sound in different words. Listen as the puppet says three words from the rhyme: *Sam, him, Tom*. The last sound is the same in *Sam, him* and *Tom*. That sound is /m/. Say the words and the sound: *Sam, him, Tom, /m/*. What sound is the same in *Sam, him, and Tom*?
  - Repeat with *Jim, Tom, and ham*.
- We Do** ■ Tell children that the puppet is going to say some more words. Ask them to help you identify what sound is the same in both words.
  - Repeat after me: *hum, Pam, gem*. What is the last sound in these words? Say the words and the sound with me: *hum, Pam, gem, /m/*.
  - Repeat with *drum, him, and Sam*.
- You Do** ■ Have children say *yum, dim, and ham* with you. What sound is the same in *yum, dim, and ham*?
  - Have children place a marker in the sound boxes on their **Sound-Spelling WorkBoards** to show if the beginning, middle, or end sound is the same in *yum, dim, and ham*. Have them name the sound again.
  - Repeat with *jam, Tom, and him*.

### CORRECTIVE FEEDBACK

Say the sound /m/ and have children repeat it. The words *Sam, him, and Tom* end with the /m/ sound. Let's say the words together: *Sam, him, Tom*. What sound is the same?

#### Quick Check

Can children identify final phoneme /m/ in words? If not, use Additional Instruction, pp. 186–189.

### ► Phonics

**Objective** Identify final /m/m

**Review** Show these **Large Letter Cards** as children say each sound: *m, s, n, c, f*. Mix the cards and repeat.

- I Do** ■ Display the **Letter Card** and **Letter Tile** *m*.
  - Point to the letter *m* on the **Letter Card**. The name of this letter is *m*. The letter *m* stands for the /m/ sound at the end of *Sam*. I will put the **Letter Tile** for *m* in the last box on the **Sound-Spelling WorkBoard** to stand for the last sound in *Sam*.
  - Listen for the /m/ sound as I say the word again: *Sam*. Now say the word and the sound with me: *Sam, /m/*.
- We Do** ■ Say the word *him* with children.
  - What sound do you hear at the end of *him*? Say the word and the sound: *him, /m/*. The letter *m* stands for /m/ at the end of *him*. Let's put *m* in the last box to represent /m/. What letter stands for /m/?
  - Repeat with *Tim* and *ham*.
- You Do** ■ Listen to the word I say: *jam*. Now you say the word. What sound do you hear at the end of the word? What letter stands for that sound?
  - Have children place **Letter Tile** *m* in the last box in the sound boxes to represent final /m/.
  - Repeat with *Sam, him, and yum*.

**IWB** Online Phonics Lessons: Consonant *Mm*



► **Alphabet Recognition**

Sing “The Alphabet Song” as children point to each letter on their **Sound-Spelling WorkBoards**.

- **Name Scramble** Have children use **Letter Tiles** to build their first name. Provide name cards.
- Have children mix up the letters in their name, give the letters to a classmate, and have the classmate form the name using the name card.

**Words to Know**

► **High-Frequency Word: go**

**Objective** Read high-frequency words

- Display **Word Card** *go* in the pocket chart. *This word is go. I go home after school.*
- Have children repeat with you: *go*.
- Have children take turns using *go* in a sentence.
- Display **Word Cards** *see, the, a, and go* in the pocket chart. Ask a child to point to *go*. Then have children identify the other three words.

**ELL** When children make up sentences, pair English Language Learners with children who are more proficient. Write their sentences, read them, and point to the high-frequency words. For more support, see pages T6–T7.

**CORRECTIVE FEEDBACK**

Point to and say *go*. *The word is go. Point to the word and say it with me: go. What’s the word?* Then place **Word Cards** *see, the, a, and go* on a table. Have children individually hold up *go* and say the word.

**Quick Check**

Can children read *go*? If not, use **Additional Instruction**, pp. 186–189.

► **Concept Words: Size Words**

**Objective** Develop oral vocabulary

- Remind children of some of the size words they talked about last time. *What are some things that are tiny, huge, long, or tall?*
- Have children use size words to describe an animal. *What does the animal look like? Describe its size.* List the size words as they are given.

**CORRECTIVE FEEDBACK**

Hold up a pushpin or bead and say: *This is tiny*. Have children repeat. Continue with other size words.

**Quick Check**

Can children understand size words? If not, use **Additional Instruction**, pp. 186–189.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

- Write the sentence pattern. Read it aloud and have children repeat. Prompt children to complete the pattern. Tell them that today’s story contains this pattern. Point to the first word in the story and tell children that this is where to begin reading.
- **Choral Reading** Read the story together.
- Have children track print as they read.
- Focus on the pattern of the story and any changes in punctuation.
- Point out any known high-frequency words.
- **Independent Reading** Then have children whisper-read the story independently.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 79–80.

► **Write**

**Objective** Write *Mm*

- Display the *Map* **Sound-Spelling Card**.
- Model how to write *Mm* by tracing the letter.
- Write the letter *Mm* on the board.
- Have children come up and trace *Mm* on the *Map* **Sound-Spelling Card**.
- Have children say /m/ as they write *Mm*.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: *capital m*. Repeat with lowercase *m* and the letters *f, n, and c*. Write the letter for the sound I say: /m/. Repeat with /f/, /p/, and /k/. Provide immediate feedback.

See Handwriting pages T8–T11.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "The Three Billy Goats Gruff"
- Practice Book: pp. 81, 82; Take-Home Book, pp. 79–80
- Photo Card: *bus*
- Sound-Spelling WorkBoards
- Large Letter Cards: *c, f, m, n, s, Aa–Zz*

- Word Card: *go*
- markers or counters
- self-stick notes
- pocket chart

## Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate final phoneme /s/

Read the rhyme aloud.

Sam and Tom got on a big bus.  
They went to visit their best friend Gus.  
They wanted to run with him and play.  
But the bus ran out of gas on the way.

- I Do**
- Today we are going to listen for the /s/ sound at the end of a word.
  - Reread the rhyme, emphasizing the name *Gus*. You can hear the /s/ sound at the end of the name *Gus*: /g/ /u/ /s/.
  - Listen for the /s/ sound as I say the name again: *Gus*.
  - Repeat the procedure with the word *bus*.

- We Do**
- Say the name *Gus* with children. What sound do you hear at the end of *Gus*? Let's say the name and sound together: *Gus, /s/*.
  - Repeat with *gas, bus, and us*.

- You Do**
- Display **Photo Card** *bus*.
  - Have children say the word that names the picture. Then have them say the sound they hear at the end of the word.

### CORRECTIVE FEEDBACK

Use the **Sound-Spelling WorkBoard**. Say the name *Gus* and have children repeat. The sound at the end of *Gus* is /s/. Place a marker in the last box. Let's say the name and the sound: *Gus, /s/*. What sound do you hear at the end of *Gus*?

### Quick Check

Can children isolate final phoneme /s/? If not, use Additional Instruction, pp. 186–189.

### ► Phonics

**Objective** Identify final /s/s

**Review** Show each of the following **Large Letter Cards** as children say each sound: *m, s, n, c, f*. Mix the cards and repeat.

- I Do**
- Display **Photo Card** *bus*. Place a self-stick note with a lowercase *s* written on it below the bus.
  - Point to the letter *s*. The name of this letter is *s*. The letter *s* stands for the /s/ sound at the end of *bus*.
  - Listen for the /s/ sound as I say the word again: *bus*. Emphasize the /s/ sound.

- We Do**
- Write the word *gas* on the board. The *s* at the end of *gas* stands for the /s/ sound. Say the sound as I point to the letter.
  - Then have children say the word with you as you circle the letter that stands for the final /s/ sound.

- You Do**
- Write the following words on the board: *Gus, us, gas, bus*.
  - Point to the word *Gus* and read it aloud with children.
  - Ask a child to circle the letter that stands for the /s/ sound in *Gus* and say /s/.
  - Continue until children have circled and identified the letter *s* and sound /s/ in each word.

See **Practice Book** page 81.

► **Alphabet Recognition**

Use the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” as you point to each letter.

- **Letter Match** Give half of the children capital **Letter Cards**. Give the other half matching lowercase letters. Have children name the letter on their **Letter Cards**.
- Have children find their “letter partner” by matching capital and lowercase letters.

**Words to Know**

► **High-Frequency Word: go**

**Objective** Review high-frequency words

- Display **Word Card** *go* in the pocket chart. *What word is this? We go to the library.*
- Have children **read, spell, and write** *go*.
- Read aloud the following sentence starter: *I can go \_\_\_\_*. Have each child dictate an ending to the sentence. Write the sentences on the board.
- Afterward have each child circle the word *go* in his or her sentence.

See **Practice Book** page 82.

► **Oral Vocabulary: Anxious and Courage**

**Objective** Develop oral vocabulary

**Define** In the story you will read today, some characters are anxious. Someone who is anxious is afraid or worried. Say the word with me: *anxious*.

**Example** *Jim was very anxious before he had to sing on stage.*

**Ask** What might make a person feel anxious: getting a shot at the doctor’s office, or eating breakfast?

**Define** In the story you will read today, one character has a lot of courage. Someone who has courage is brave or not afraid. Say the word with me: *courage*.

**Example** *Sarah has a lot of courage. She’s not afraid to climb to the top of the jungle gym.*

**Ask** Which shows courage: a firefighter running into a fire, or a girl raking leaves?

► **Build Fluency: Word Automaticity**

**Objective** Improve word accuracy

- Write these words in a list: *go, see, the, a, like, we*. Point to the words as you read the list aloud. Then reread each word and have children echo-read.
- **Connected Text** Have children read the previous **Take-Home Book** independently or in pairs.

See **Practice Book** pages 79–80.

**Time to Read**

► **Read “The Three Billy Goats Gruff”**

**Objective** Develop listening comprehension; Recognize story structure: Make predictions

**Before Reading** Display “The Three Billy Goats Gruff,” Card 1. Ask children to tell what is happening. *Who is on the bridge? Who is under the bridge? What do you think these characters will do?*

- Explain that we can use what happens in a story to make predictions about what will happen next.
- Help children set a purpose for listening. *Let’s listen to find out what the three goats do.*

**During Reading** Read the story. Check comprehension using the **Listening Comprehension, Act It Out,** and **Read the Picture** prompts.

**After Reading** After reading Card 3, ask children to make a prediction about what will happen at the end.

**IWB Online Comprehension Lessons:** Make Predictions Use the story to model the skill.

**ELL** Encourage children to seek clarification when a word or phrase does not make sense. For example, *What does “That takes care of the troll” mean?* For more support, see pages T6–T7.

► **Comprehension Check**

**Retell** Ask children to **retell** the story using the pictures as prompts.

► **Write**

**Objective** Write a label

Have children draw a picture of themselves on the bridge. Have them label it with their name.

See the Shared Writing lessons on page 185.





Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "The Three Billy Goats Gruff"
- Practice Book: Take-Home Book, pp. 79–80
- Sound-Spelling WorkBoards
- Large Letter Cards: *f, m, n, p, s, t, Aa–Zz*
- Letter Tiles: *s*
- Word Cards: *a, go, see, the*
- Comprehension Cards
- hand puppet
- markers or counters • pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Identify final phoneme /s/

Read aloud the following rhyme. Then read it again, and ask children to chime in with you:

Sam and Tom got on a big bus.  
They went to visit their best friend Gus.  
They wanted to run with him and play.  
But the bus ran out of gas on the way.

- I Do**
- The puppet will say some words: *bus, gas, less*. The last sound, /s/, is the same in *bus, gas, and less*. Say the words and the sound: *bus, gas, less, /s/*. What sound is the same in *bus, gas, and less*?
  - Repeat with *gas, yes, and mess*.

- We Do**
- Tell children that the puppet is going to say three more words. Ask them to help you identify the sound that is the same in the words.
  - Repeat after me: *Gus, pass, yes*. What is the last sound? Say the words and the sound with me: *Gus, pass, yes, /s/*.
  - Repeat with *bus, mess, and gas*.

- You Do**
- Have children say *bus, pass, and less* with you. What sound is the same in *bus, pass, and less*?
  - Have children place a marker in the sound boxes on their **Sound-Spelling WorkBoards** to show if the beginning, middle, or end sound is the same in *bus, pass, and less*. Have them name the sound.
  - Repeat with *gas, us, and yes*.

- ELL** Some children may need support in understanding the concept of *same*. Say the word *bus* twice as an example of the same word. Then say *bus* and *bike*, then *bus* and *gas* emphasizing the *same sound* at the beginning or end of the word. Have children

repeat. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say *Gus, yes, pass* and have children repeat. The last sound in *Gus, yes, pass* is the same: /s/. Place a marker in the last box on the **WorkBoard**. Let's say the words: *Gus, yes, pass*. What sound is the same?

### Quick Check

Can children identify final /s/ in words? If not, use Additional Instruction, pp. 186–189.

### ► Phonics

**Objective** Identify final /s/s

**Review** Show each of the following **Large Letter Cards** as children say each sound: *m, s, p, t, n, f*. Mix the cards and repeat.

- I Do**
- Use the **Sound-Spelling Workboard** and **Letter Tile s**. The name of this letter is *s*. The letter *s* stands for /s/ at the end of *gas*. I will put the *s* **Letter Tile** in the last box, to stand for the last sound in *gas*.
  - Listen for the /s/ sound as I say the word again: *gas*. Now say the word and the sound with me: *gas, /s/*.

- We Do**
- Say the word *yes* with children.
  - What sound do you hear at the end of *yes*? Let's say the word and the sound together: *yes, /s/*. The letter *s* stands for the /s/ sound at the end of *yes*. Let's put *s* in the last box to represent the /s/ sound. What letter stands for the /s/ sound?
  - Repeat with *us, bus* and *gas*.

- You Do**
- Listen to the word I say: *Gus*. Now you say the word. What sound do you hear at the end of the word? What letter stands for that sound?
  - Have children place **Letter Tile s** in the last sound box on the **WorkBoards** to represent the final /s/s.
  - Repeat with *Wes, gas, and bus*.

► **Alphabet Recognition**

Use the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” as you point to each letter.

- **Letter Hunt** Give children capital and lowercase **Letter Cards**. Each child should have both forms of one letter.
- Have children find their letters in classroom books, point to the letters, and say them aloud.

**Words to Know**

► **High-Frequency Words: a, go, see, the**

**Objective** Review high-frequency words

- Display **Word Card** *go* in the pocket chart. *What word is this? We go to the zoo.*
- Have children **read, spell, and write** *go*.
- Display **Word Cards** *go, see, the, and a* in the pocket chart. Read the words with children.
- Have children answer these questions about the words: *Which word has only one letter? Which word rhymes with no? Which two words have the same number of letters?*

► **Oral Vocabulary: Anxious and Courage**

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they read last time, “The Three Billy Goats Gruff.” *In the story, the little goat is anxious. Someone who is anxious is afraid or worried.*

- *Why is the little Billy Goat anxious?*

Remind children that someone who has courage is brave or not afraid.

- *How does the big Billy Goat show that he has courage?*

**Connect** Have children make a face that shows they are anxious. Then have them make a face that shows they have courage.

**Build Fluency: Word Automaticity**

**Objective** Improve word accuracy

- Write these words in a list on the board: *go, see, the, a, like, we, can*. Read each word and have children repeat. Then say the words in random order. Have children point to the word you say.

- **Connected Text** Have children reread the previous **Take-Home Book** independently. See **Practice Book** pages 79–80.

**Time to Read**

► **Read “The Three Billy Goats Gruff”**

**Objective** Develop oral vocabulary; Recognize story structure: Make predictions

**Before Reading** Remind children that they can pay attention to what happens in a story to make a prediction about what will happen next. Read the story. Pause throughout to develop oral vocabulary.

**During Reading** As you read each card, pause to focus on this week’s concept, size words. Use the **Oral Language** prompts to discuss the different size words in the story: *little, medium-sized, big*.

- Use the **Wonderful Word** prompts to develop children’s understanding of **Wonderful Words** *pleaded, impatient, and bravely*. *Why did the little Billy Goat plead with the troll? Why was the troll impatient? Who acted bravely in the story?*
- Use the **Retell the Story** prompts on Card 4 to help children retell the story.

**IWB** **Online Comprehension Lessons:** Make Predictions Use the story to model the skill.

**CORRECTIVE FEEDBACK**

If children need more practice with making predictions, use **Comprehension Cards: Make Predictions**.

**Quick Check**

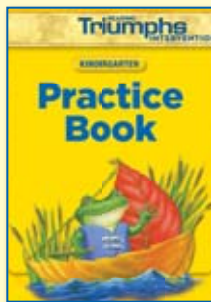
Can children make predictions? If not use **Additional Instruction, pp. 186–189**.

► **Write**

**Objective** Write a name

Ask children to imagine that the three Billy Goats have another brother named Gus, or a sister named Pam. Have them draw the brother or sister goat and write the goat’s name below the picture.

See Vocabulary, Grammar, and Interactive Writing lessons on pages 184–185.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 79–80; 83–84
- Letter Cards: *m, s, a–m*
- Letter Tiles: *m, s, Aa–Zz*
- Sound-Spelling WorkBoards
- Word Cards: *a, go, like, see, the, we*
- pocket chart
- 6 index cards with the words *a, go, like, see, the, we*

### Online Resources

- Bibliography

## Working with Words

### ▶ Phonemic Awareness

**Objective** Identify final phonemes /m/, /s/

Read aloud the following rhyme. Then read it again, and ask children to chime in with you:

Sam and Tom got on a big bus.  
They went to visit their best friend Gus.  
They wanted to run with him and play.  
But the bus ran out of gas on the way.

- I Do**
- Remind children that some of the words in the rhyme end with the same sound.
  - *Sam, Tom, and him* end with the same sound. The last sound, /m/, is the same. What sound is the same in *Sam, Tom, and him*?
  - *Bus, Gus, and gas* end with the same sound. The last sound, /s/, is the same. What sound is the same in *bus, Gus, and gas*?

- We Do**
- Tell children you are going to say three words. Ask them to help you determine what sound is the same in all three words.
  - Listen to these words: *him, Sam, Tom*. What sound is the same in all three words? Yes, the last sound /m/ is the same in *him, Sam, and Tom*.
  - Repeat with other sets of words: *us, gas, mess; yes, gas, bus*.

- You Do**
- Have children listen as you say *worm, him, Tom*. What sound is the same in *worm, him, Tom*?
  - Repeat with *gas, yes, us*.
  - Then have children name other words that end with /m/ and /s/.

### ▶ Phonics

**Objective** Identify final /m/m, /s/s

- I Do**
- Read the rhyme aloud.
  - Display **Large Letter Cards** *m* and *s*. This is the letter *m*. It stands for the /m/ sound at the end of *Sam*. This is the letter *s*. It stands for the /s/ sound at the end of *Gus*.
  - Place **Letter Tile** *m* in the last box on the **Sound-Spelling WorkBoard**. The letter *m* stands for the /m/ sound at the end of *Sam*. I can name other words that end with /m/. Say *him, yum, and ram*, stressing final /m/. Point to *m* in the sound boxes. The letter *m* stands for the /m/ sound at the end of *him, yum, and ram*.
  - Place **Letter Tile** *s* in the last box on the **Sound-Spelling WorkBoard** and repeat with *yes, bus, and gas*.
- We Do**
- Give children **Letter Tiles** *m* and *s* and their **Sound-Spelling WorkBoards**.
  - Listen for the last sound as I say the word *hum*. *Hum* ends with the /m/ sound. The letter *m* stands for the /m/ sound. Hold up the letter *m*. Say the sound with me: /m/. Now put *m* in the last box on your **WorkBoard**. Repeat with *dim* and *ham*.
  - Continue with *yes, gas, bus* to focus on final /s/s.
- You Do**
- Have children use their **Sound-Spelling WorkBoards**.
  - Let's play a game. I'll say a word. You pick the letter that stands for the last sound in the word and put it in the last box of the sound boxes.
  - Say the following words one at a time: *him, yes, Pam, gem, Gus, rim, bus*. Pause after each word to allow children to put the correct letter in the last box of the sound boxes.



### ► Alphabet Recognition

Use the **Sound-Spelling WorkBoards**. Sing “The Alphabet Song” as children point to each letter.

- **Letter Order** Give children **Letter Cards** that represent the first half of the alphabet: *a–m*.
- Have children hold up their **Letter Cards** and stand in a row in alphabetical order. Have them say the names of the letters they are holding.

## Words to Know

### ► High-Frequency Words: *a, go, like, see, the, we*

**Objective** Review high-frequency words

- Write one high-frequency word on each of the index cards: *a, go, like, see, the, we*
- Display **Word Cards** *a, go, like, see, the, we*.
- Have children read the words with you.
- Place **Word Cards** and index cards face down.
- Play a matching game. Turn over one card and read it aloud. Have children echo-read the word.
- Try to find the match for the word by turning over another card. Read the second card.
- If it is a match, place the **Word Card** in the pocket chart with the index card next to or behind it.
- If it is not a match, turn the cards back over in their spot. Have children take turns turning cards over until all the matches are found.
- Save the index cards for use at another time.

### ► Oral Vocabulary: *Anxious and Courage*

**Objective** Develop oral vocabulary

**Confirm** Review the words *anxious* and *courage* with children. Remind children that an anxious person is afraid or worried. A person with courage is brave and not afraid.

**Discuss** Have children finish the following sentence: *I felt anxious when \_\_\_\_\_ and I need courage to \_\_\_\_\_.*

**Connect** Describe a time when you had courage. How did you act?

- ELL** Encourage children to seek clarification when they do not understand a word or phrase. For more support, see pages T6–T7.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list on the board: *go, see, the, a, like, we, can, I*. Then read each word and have children say the word after you.
- **Connected Text** Have children read the previous **Take-Home Book**. Circulate and listen in. Tell children to read the story to their family.

See **Practice Book** pages 79–80.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Write the sentence pattern. Read it aloud and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today’s story will contain this pattern.
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 83–84.

### ► Write

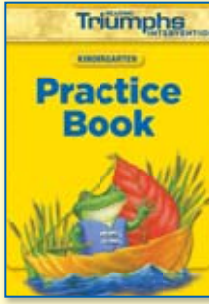
**Objective** Practice writing words

- Display the **Word Cards** for children to refer to as they make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Word Cards** as a guide.

### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 83–84
- Photo Cards: *fan, lamp, map, mop, soap, table*
- Large Letter Cards: *m, n, p, s, t*
- Word Card: *have*
- Sound-Spelling WorkBoards
- Large Sound-Spelling Card: *Piano*
- self-stick notes
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Isolate final phoneme /p/

Read aloud the following rhyme.

Dan is a man with a very fat cat.  
His fat cat likes to nap.  
The cat napped in a frying pan,  
On top of a mop, and under a fan.

- I Do**
  - Today we are going to listen for the /p/ sound at the end of a word.
  - Reread the rhyme, emphasizing the word *nap*. You can hear the /p/ sound at the end of the word *nap*: /n/ /a/ /p/. Listen for the /p/ sound as I say the word again: *nap*.
  - Repeat the procedure with the word *mop*.
- We Do**
  - Say the word *top* with children. What sound do you hear at the end of *top*? Let's say the word and sound together: *top, /p/*.
  - Repeat with *nap, mop, and map*.
- You Do**
  - Display **Photo Card** *map*.
  - Have children repeat the picture name after you. Then have them say the sound they hear at the end of the word.

### CORRECTIVE FEEDBACK

Say /p/ and have children repeat the sound. *Nap* ends with /p/. Let's say the word and the sound together: *nap, /p/*. Listen to another word: *cap*. What is the last sound in *cap*?

#### Quick Check

Can children isolate final phoneme /p/? If not, use Additional Instruction, pp. 186–189.

### ▶ Phonics

**Objective** Identify final /p/

**Review** Show each of the following **Large Letter Cards** as children say the sound: *p, t, n, m, s*. Mix the cards and repeat.

- I Do**
  - Display the picture on the **Photo Card** for *soap*. Then show the side with the picture name.
  - Point to the letter *p*. The name of this letter is *p*. The letter *p* stands for the /p/ sound at the end of *soap*. Listen for /p/ as I say the word again: *soap*.
  - Then display **Photo Card** *map*. Place a self-stick note with a lowercase *p* below the map.
  - This is a map. *Map* has the /p/ sound at the end of the word. Listen for the /p/ sound as I say the word again: *map*.
- We Do**
  - Write the word *nap* on the board. The *p* at the end of *nap* stands for the /p/ sound. Say the sound as I point to the letter.
  - Have children say the word with you as you circle the letter that stands for the final /p/ sound.
- You Do**
  - Write the following words: *map, cap, top, mop*.
  - Point to the word *map* and read it aloud with children. Have a child circle the letter that stands for the /p/ sound in *map* and say /p/.
  - Continue until children have circled and identified the letter *p* and sound /p/ in each word.

**IWB** Online Phonics Lessons: Consonant Pp

### CORRECTIVE FEEDBACK

Display the picture-side of the **Photo Card** for *soap*. Then show the side with the picture name. Point to *p*. The letter *p* stands for the /p/ sound at the end of *soap*. Let's say the word and the sound: *soap, /p/*. What sound does *p* stand for?

**Quick Check**

Can children identify final /p/p? If not, use **Additional Instruction**, pp. 186–189.

## Words to Know

### ► High-Frequency Word: *have*

**Objective** Read high-frequency words

- Display **Word Card** *have* in the pocket chart.
- Point to *have*. *This word is have. It is spelled h-a-v-e. We have a nice school. What's the word?*
- Have children chorally **read** and **spell** *have* with you as you point to it.
- Have children **write** *have* on their **Sound-Spelling WorkBoards**.
- Have children take turns finishing the sentence starter: *We have \_\_\_\_\_*. Write the sentences.

**ELL** Pair English Language Learners with children who are more proficient. Write their sentences, read them together, and point to the high-frequency words. For more support, see pages T6–T7.

### **CORRECTIVE FEEDBACK**

Point to and say *have*. *The word is have. Point to the word and say it with me: have. What is the first letter in the word? What is the word?*

**Quick Check**

Can children read *have*? If not, use **Additional Instruction**, pp. 186–189.

### ► Concept Words: Household Objects

**Objective** Develop oral vocabulary

- Reread the rhyme with children. Point out that the fat cat naps in unusual places around the house, including in a frying pan. Explain that things around the house are called *household objects*.
- Display **Photo Cards** *fan, lamp, mop, and table*. *Here are some household objects. Let's name them together.*
- *What other household objects can you name?*
- On the board, list the household objects that children name. Encourage children to tell where in a home they might find each object.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Tell children that they will reread the **Take-Home Book** from the previous week.
- Write the sentence pattern from the story. Read it aloud and have children repeat. Prompt children to offer possible words to complete the pattern.
- **Choral Reading** Reread the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen as children read, offering guidance as needed.
- **Partner Reading** Finally, ask children to partner-read the story.

Tell children to read the story to their family.

### ► Response

Ask children to respond to the **Take-Home Book** by talking about the illustrations.

See **Practice Book** pages 83–84.

### ► Write

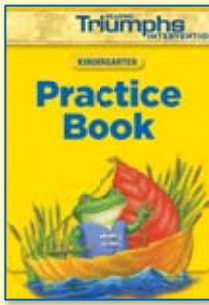
**Objective** Write *Pp*

- Display the *Piano* **Sound-Spelling Card**.
- Model how to write *Pp* by tracing the letter with your finger.
- Write the letter *Pp* on the board.
- Have children use their finger to trace *Pp* on the **Sound-Spelling Card**.
- Have children say the sound /p/ as they write the letter *Pp* several times.

**Dictation** *Write the letter that I say on your Sound-Spelling WorkBoards: p.* Repeat with the letters *t, n, m,* and *c.* *Write the letter for the sound I say: /p/.* Repeat with /m/ and /s/. Provide immediate feedback.

For more handwriting support, see pages T8–T11.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 85–86, 193
- Sound-Spelling WorkBoards
- Large Letter Cards: *c, f, n, p, t, a–z*
- Photo Cards: *hat, net*
- Large Sound-Spelling Card: *Turtle*
- Word Cards: *go, have, see, the*
- hand puppet
- markers or counters
- self-stick notes
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate final phoneme /t/

Read the rhyme aloud.

Dan is a man with a very fat cat.  
His fat cat likes to nap.  
The cat napped in a frying pan,  
On top of a mop, and under a fan.

- I Do**
- Use the puppet to show children how to listen for the /t/ sound at the end of words.
  - Reread line 1 of the rhyme, emphasizing the final /t/ in *fat*. Listen to the word: *fat*. You can hear the /t/ sound at the end of *fat*: /fat/. The last sound in *fat* is /t/. What's the sound?

- We Do**
- Read line 1 of the rhyme again. Have the puppet say the word *cat* with children. What sound do you hear at the end of *cat*? Let's say the word and sound together: *cat, /t/*.
  - Repeat with *sit, pet, and nut*.

- You Do**
- Reread line 1 of the rhyme. What is the last sound you hear in the word *fat*?
  - Reread lines 2 and 3 of the rhyme. Stop after each line, read the words that end with /t/, and have children identify the final /t/ sound.

**ELL** Provide additional practice pronouncing final /t/. Say the following words emphasizing /t/. Have children repeat after you: *fat, cat, sat, hot, bat, not, sit*. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Use the sound boxes on the **Sound-Spelling WorkBoard**. Say the word *cat* and have children repeat. The sound at the end of *cat* is /t/. Place a

marker in the last box. Let's say the word and the sound: *cat, /t/*. What sound do you hear at the end of *cat*?

### Quick Check

Can children isolate final /t/? If not, use Additional Instruction, pp. 186–189.

### ► Phonics

**Objective** Identify final /t/

**Review** Show these **Large Letter Cards** as children say each sound: *p, t, n, f, c*. Mix the cards and repeat.

- I Do**
- Display the **Photo Card** for *net*.
  - Point to the letter *t* on the side with the picture name. The name of this letter is *t*. The letter *t* stands for the /t/ sound at the end of *net*.
  - Listen for the /t/ sound as I say the word again: *net*.
  - Then display **Photo Card** *hat*. Place a self-stick note with a lowercase *t* written on it below the hat.
  - This is a hat. *Hat* also has the /t/ sound at the end of the word. Listen for the /t/ sound as I say the word again: *hat*.

- We Do**
- Reread line 1 of the rhyme.
  - Write *fat*. The *t* at the end of *fat* stands for the /t/ sound. Say the sound as I point to the letter.
  - Then have children say the word with you as you circle the letter that stands for the final /t/ sound.

- You Do**
- Write the following words: *fat, cat, net, sit*.
  - Point to the word *fat* and read it aloud with children. Have a child circle the letter that stands for the /t/ sound in *fat* and say /t/.
  - Continue until children have circled and identified the letter *t* and sound /t/ in each word.

**IWB** Online Phonics Lessons: Consonant Tt

### ► Alphabet Recognition

Use the **Sound-Spelling WorkBoards**. Sing “The Alphabet Song” as children point to each letter.

- **Write Your Letter** Give each child a **Letter Card**. Have children say the name of their letter.
- Call out the letter names one at a time. Have each child go to the board and write his or her letter.

## Words to Know

### ► High-Frequency Word: *have*

**Objective** Read high-frequency words

- Display **Word Card** *have* in the pocket chart. **This word is *have*. I have a new ball.**
- Have children repeat with you: *have*.
- Have children take turns using *have* in a sentence.
- Display **Word Cards** *go, have, see, and the* in the pocket chart. Ask a child to point to *have*. Then have children identify the other three words.

### CORRECTIVE FEEDBACK

Point to and say *have*. **The word is *have*. Point to the word and say it with me: *have*. What’s the word?** Then place **Word Cards** *go, have, see, and the* on a table. Have children individually hold up *have* and say the word.

#### Quick Check

Can children read *have*? If not, use Additional Instruction, pp. 186–189.

### ► Concept Words: Household Objects

**Objective** Develop oral vocabulary

- Remind children of some of the household objects they talked about last time, such as *mop, fan, lamp, and table*.
- **Imagine you were going to clean your house. What objects would you clean? What would you use to clean them?**
- Make a list of household objects on the board as children name them. Include words such as *vacuum, broom, rug, sponge, soap, and towel*.
- Read aloud the list of household objects.

See *Household Objects* at back of **Practice Book**.

### CORRECTIVE FEEDBACK

An elephant is not a household object. Is a frying pan a household object?

#### Quick Check

Can children use words that name household objects? If not, use Additional Instruction, pp. 186–189.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Write the sentence pattern from the story. Read it and have children repeat. Prompt children to offer words to complete the pattern. Tell children that today’s story will contain this pattern.
- **Choral Reading** Read the story together.
  - Have children track the print as they read.
  - Focus on the pattern of the story and any changes in punctuation.
  - Point out any known high-frequency words.
- **Independent Reading** Then have children whisper-read the story independently.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 85–86.

### ► Write

**Objective** Write *Tt*

- Display the *Turtle Sound-Spelling Card*.
- Model how to write *Tt* by tracing the letter.
- Write both forms of the letter *Tt* on the board.
- Have children take turns coming forward and tracing *Tt* on the **Sound-Spelling Card**.
- Have children say the sound /t/ as they write *Tt* several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: capital *t*. Repeat with lowercase *t* and the letters *p, n, f, and s*. Write the letter for the sound I say: /t/. Repeat with /p/, /n/, /m/, and /k/. Provide immediate feedback.

See Handwriting pages T8–T11.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: “Long Ago and Now”
- Practice Book: pp. 87, 88; Take-Home Book, pp. 85–86
- Photo Cards: *fan, pen*
- Large Letter Cards: *f, m, n, p, s, t, n-z*
- Sound-Spelling WorkBoards
- Word Card: *have*
- self-stick notes
- pocket chart

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate final phoneme /n/

Read aloud the rhyme.

Dan is a man with a very fat cat.  
His fat cat likes to nap.  
The cat napped in a frying pan,  
On top of a mop, and under a fan.

- I Do**
- Today we are going to listen for the /n/ sound at the end of a word.
  - Reread line 1 of the rhyme. You can hear the /n/ sound at the end of the name *Dan*: /d/ /a/ /n/.
  - Listen for the /n/ sound as I say the name again: *Dan*.
  - Repeat the procedure with the word *man*.

- We Do**
- Say the word *fan* with children. What sound do you hear at the end of *fan*? Let’s say the word and sound together: *fan, /n/*.
  - Repeat with *Dan, man, and pan*.

- You Do**
- Display **Photo Card** *pen*.
  - Say the picture name and have children repeat it. Then have them say the sound they hear at the end of the word.

### CORRECTIVE FEEDBACK

Say /n/ and have children repeat the sound. *Pan* ends with /n/. Let’s say the word and the sound together: *pan, /n/*. Listen to another word: *fan*. What is the last sound you hear in *fan*?

#### Quick Check

Can children isolate final phoneme /n/? If not, use Additional Instruction, pp. 186–189.

### ► Phonics

**Objective** Identify final /n/

**Review** Show each of the following **Large Letter Cards** as children say each sound: *p, t, n, m, s, f*. Mix the cards and repeat.

- I Do**
- Display the **Photo Card** for *fan*.
  - Point to the letter *n*. The name of this letter is *n*. The letter *n* stands for the /n/ sound at the end of *fan*.
  - Listen for the /n/ sound as I say the word again: *fan*. Then display **Photo Card** *pen*. Place a self-stick note with a lowercase *n* written on it below the *pen*.
  - This is a pen. *Pen* has the /n/ sound at the end of the word. Listen for the /n/ sound again: *pen*.

- We Do**
- Write the word *man* on the board. The *n* at the end of *man* stands for the /n/ sound. Say the sound as I point to the letter.
  - Then have children say the word with you as you circle the letter that stands for the final /n/ sound.
  - Repeat with *Dan, pan, and fan*.

- You Do**
- Write the following words on the board: *man, fan, sun, pin*.
  - Point to the word *man* and read it aloud with children.
  - Have a child circle the letter that stands for the /n/ sound in *man* and say /n/.
  - Continue until children have circled and identified the letter *n* and sound /n/ in each word.

See **Practice Book** page 87.

### ► Alphabet Recognition

Sing “The Alphabet Song” together as children point to each letter on their **Sound-Spelling WorkBoards**.



- **Guess the Letter** Give each child a **Letter Card** from the second half of the alphabet: *n–z*. Tell children not to let anyone else see their letter.
- Have children give each other clues about their letter, such as: *My letter comes after v and before x. What letter do I have?* Have children use the clues to guess each other's letters.

## Words to Know

### ► High-Frequency Word: *have*

**Objective** Review high-frequency words

- Display **Word Card** *have* in the pocket chart. *What word is this? I have a red bike.*
- Have children **read, spell, and write** the word *have*.
- Read aloud the following sentence starter: *I have a \_\_\_\_\_.* Have each child dictate an ending to the sentence. Write the sentences on the board.
- Afterward have each child circle the word *have* in his or her sentence.

See **Practice Book** page 88.

### ► Oral Vocabulary: *Outdated and Practical*

**Objective** Develop oral vocabulary

**Define** In today's story you will learn about some household objects that are *outdated*. Something that is outdated is old-fashioned. A newer and better object has taken its place. Say the word with me: *outdated*.

**Example** *My uncle's computer is outdated. It is very slow and will not play a DVD.*

**Ask** What are some things that become outdated?

**Define** In the story, you will also learn about some practical household items. Something that is practical is very useful. Say the word with me: *practical*.

**Example** *My new radio is practical. It plays music, and it has an alarm that I can set to wake me up.*

**Ask** What are some other practical household objects?

- ELL** Some children may be confused by unfamiliar words. Encourage them to ask questions when they hear a phrase that does not make sense to them. For example, *What are objects?*

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list: *have, go, see, the, a, like*. Point to the words as you read the list aloud. Then reread each word and have children repeat.
- **Connected Text** Have children reread the previous **Take-Home Book** independently or in pairs. Circulate and listen.

See **Practice Book** pages 85–86.

## Time to Read

### ► Read "Long Ago and Now"

**Objective** Develop listening comprehension;  
Recognize text structure: Classify and categorize

**Before Reading** Display "Long Ago and Now," Card 1, and read aloud the title. Talk with children about the photograph. *What do you see in the photo? When do you think the photo was taken?*

- Explain that it is helpful to sort the facts and details in a selection into groups that make sense. This will help us understand and remember the information.
- Help children set a purpose for reading. *Let's find out about things people used long ago.*

**During Reading** Read the story. Check children's comprehension using the **Listening Comprehension, Act It Out,** and **Read the Picture** and prompts.

**After Reading** Have children group the household objects in the story by naming things used for cooking and cleaning, things used for entertainment, and things used for communication.

### ► Comprehension Check

**Retell** Ask children to retell what they learned using the pictures as prompts.

### ► Write

**Objective** Write a label

Have children draw a picture of a useful household object. Help them label their pictures.

See the Shared Writing lesson on page 185.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: "Long Ago and Now"
- Practice Book: Take-Home Book, pp. 85–86
- Sound-Spelling WorkBoards
- Large Letter Cards: *c, m, n, p, s, t*
- Letter Tiles: *n, p, t*
- Word Cards: *go, have, see, the*
- markers or counters
- pocket chart

## Working with Words

### ► Phonemic Awareness

**Objective** Orally blend sounds

Read aloud the rhyme.

Dan is a man with a very fat cat.  
His fat cat likes to nap.  
The cat napped in a frying pan,  
On top of a mop, and under a fan.

- I Do**
- Use the **Sound-Spelling WorkBoard** and markers. Tell children you will blend sounds using the sound boxes.
  - Listen to the following sounds: /m/ /a/ /n/. I will place three markers in the sound boxes to stand for the three sounds. Listen as I blend the sounds together: /mmaaann/, *man*. As you say the sounds, run your finger across the three boxes.
  - When I blend the sounds quickly, I say the word *man*.

- We Do**
- Listen to the three sounds: /f/ /a/ /n/. Say the sounds with me: /f/ /a/ /n/. I will place three markers in the sound boxes to show the three sounds. Let's blend the sounds to make a word: /ffaaann/, *fan*.
  - Continue with *fat, fit, and pan*.

- You Do**
- Say the sounds /n/ /a/ /p/. How many sounds do you hear? Guide children in placing three markers in the sound boxes on their **WorkBoards**.
  - Ask children to blend the sounds to say the word: /nnaaap/, *nap*.
  - Then have children use markers and the sound boxes to blend the following sounds: /m/ /a/ /n/, *man*; /f/ /a/ /t/, *fat*; /m/ /o/ /p/, *mop*.

### CORRECTIVE FEEDBACK

Listen to the three sounds in *man*: /m/ /a/ /n/. Say the sounds with me: /m/ /a/ /n/. Now blend the sounds: /mmaaann/. What's the word?

#### Quick Check

Can children blend phonemes in words? If not, use **Additional Instruction**, pp. 186–189.

### ► Phonics

**Objective** Identify final /p/, /t/, /n/

**Review** Show each of the following **Large Letter Cards** as children say each sound: *p, t, n, m, s, c*. Mix the cards and repeat.

- I Do**
- Use the **Letter Tiles** and the **Sound-Spelling WorkBoard**. Place **Letter Tile** *p* in the last box of the sound boxes. I can name words that end with /p/. Say *mop, map, lap, and rip*, stressing final /p/. Point to *p* in the sound box. The letter *p* stands for the /p/ sound at the end of each word.
  - Place **Letter Tile** *t* in the last box of the sound boxes and repeat with *mat, sit, fit, and net*.
  - Place **Letter Tile** *n* in the last box of the sound boxes and repeat with *fan, sun, fun, and van*.
- We Do**
- Give children **Letter Tiles** *p, t, and n*.
  - *Rip* ends with the /p/ sound. The letter *p* stands for the /p/ sound. Hold up your letter *p*. Say the sound with me: /p/. Repeat with *lap* and *map*.
  - Continue with *sat, hat, fit* to focus on final /t/.
  - Continue with *fin, men, sun* to focus on final /n/.

- You Do**
- Have children use their **WorkBoards**.
  - Let's play a game. I'll say a word. You pick the letter that stands for the last sound in the word and put it in the last box of the sound boxes.

- Say these words: *pet, run, sip, tan, mop, wet, Dan*. Pause after each word to allow children to put the correct letter in the last box of the sound boxes.

## Words to Know

### ► High-Frequency Words: *go, have, see, the*

**Objective** Review high-frequency words

- Display **Word Card** *have* in the pocket chart. *What word is this? I have a good time at the park.*
- Have children **read, spell, and write** the word *have*.
- Display **Word Cards** *have, go, see, and the* in the pocket chart. Read the words with children.
- Ask: *Which two words have the same number of letters? Which word rhymes with so? Which word begins with h?*

### ► Oral Vocabulary: *Outdated and Practical*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they read last time, “Long Ago and Now.” *In the story, you read about some outdated household objects. Something that is outdated is old-fashioned. When an object is outdated, something newer and better has taken its place.*

- *What outdated household objects did you hear about in the story?*
- Remind children that something *practical* is very useful. It makes sense to use *practical* things.
- *Which things in the story are practical objects that people use every day?*

**Connect** Have children name things at school that are *outdated* and things at school that are *practical*.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write these words in a list on the board: *have, go, see, the, a, like, we*. Read each word and have children repeat it. Then say the words in random order. Have children point to the word you say.
- **Connected Text** Have children read the previous **Take-Home Book** independently or in pairs.

See **Practice Book**, pages 85–86.

## Time to Read

### ► Read “Long Ago and Now”

**Objective** Develop oral vocabulary; Recognize text structure; Classify and categorize

**Before Reading** Read the story aloud. Remind children that they can sort the facts and details in a selection into groups that make sense. *What are some machines we have today that people long ago did not have? What did they use instead?*

**During Reading** Read the story aloud. Pause to develop children’s oral vocabulary.

- As you read each card, focus on this week’s concept, household objects. Discuss the different household objects in the story.
- Use the **Wonderful Word** prompts to develop understanding of *remind, appreciate, and entertain*. *Which inventions do you appreciate the most? How did people entertain themselves long ago?*

**After Reading** Use **Tell What You Learned** prompts on Card 4 to help children retell the selection.

- ELL** Point to the pictures on the cards for children to identify. Ask: *What do you see?* Restate the correct answer in a complete sentence. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Explain that we can group together things in the selection that are alike. *Refrigerators and televisions both run on electricity. What other machines in the selection run on electricity? Does an icebox or a piano need electricity?*

#### Quick Check

Can children classify and categorize information? If not, use **Additional Instruction**, pp. 186–189.

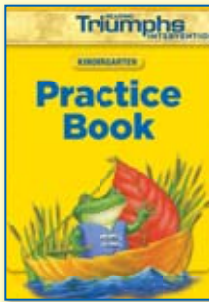
### ► Write

**Objective** Write a label

- Ask children to draw a picture of a cat taking a nap in or on a household object.
- Have them copy *nap* below their picture.

See Vocabulary, Grammar, and Interactive Writing lessons on pages 184–185.





Practice Book

## Materials

- Practice Book: Take-Home Book pp. 85–86; 89–90
  - Large Letter Cards: *c, f, m, n, p, s, t, Aa–Zz*
  - Photo Cards: *bat, fan, hat, jet, man, map, mop, net, nut, pen, soup, sun, top*
  - Sound-Spelling WorkBoards
  - Word Cards: *a, go, have, like, see, the, we*
  - hand puppet
  - self-stick notes
  - pocket chart
  - index cards
- Online Resources**
- Bibliography

## Working with Words

### ▶ Phonemic Awareness

#### **Objective** Orally blend continuous sounds

Read aloud the following rhyme. Then read it again, and ask children to chime in with you:

Dan is a man with a very fat cat.  
His fat cat likes to nap.  
The cat napped in a frying pan,  
On top of a mop, and under a fan.

- I Do**
- Tell children that the puppet is going to blend some sounds to make words.
  - Have the puppet say the sounds /n/ /a/ /p/. Then have the puppet blend the sounds and say the word: /nnnaap/, *nap*.
  - Tell children that the puppet can blend other words. Have the puppet blend /s/ /a/ /m/, /sssaaamm/, *Sam*.
  - Repeat with *man* and *fat*.

- We Do**
- Now let's blend some other words with the puppet.
  - Have the puppet say the sounds /f/ /a/ /n/. Have children repeat the sounds. Then have children blend the sounds with the puppet and say the word: /fffaannn/, *fan*.
  - Repeat with *van* and *sat*.

- You Do**
- Tell children that they will now blend sounds on their own. Have the puppet say the following sounds: /m/ /a/ /n/.
  - Have children repeat the sounds, blend them, and say the word: /m/ /a/ /n/, /mmaaannn/, *man*.
  - Repeat with /m/ /a/ /p/, *map*; /s/ /u/ /n/, *sun*; and /f/ /i/ /t/, *fit*.

### ▶ Phonics

#### **Objective** Identify final /p/p, /t/t, /n/n

**Review** Show each of the following **Large Letter Cards** as children say each sound: *p, t, n, m, s, c, f*. Mix the cards and repeat.

- I Do**
- Display **Letter Cards** *p, t, and n*.
  - Point to each letter. The letter *p* stands for the /p/ sound. The letter *t* stands for the /t/ sound. The letter *n* stands for the /n/ sound.
  - Display **Photo Card** *fan*. Say the word *fan*. The word *fan* ends with the /n/ sound. I'm going to put the letter *n* on the fan. Place a self-stick note with the letter *n* on **Photo Card** *fan*.
  - Repeat with **Photo Cards** *map* and *hat*.
- We Do**
- Give children **Letter Cards** *p, t, and n*.
  - Display **Photo Card** *net*. Listen for the last sound as we say *net* together: *net*. *Net* ends with the /t/ sound. The letter *t* stands for the /t/ sound. Hold up **Letter Card** *t*.
  - Continue with **Photo Cards** *jet, nut, mop, top, man, and pen*.
- You Do**
- Display **Photo Cards** *bat, sun, map, nut, pen, and soup*.
  - Have partners play a game. Give each child **Letter Cards** *p, t, and n*.
  - Have children put all of the **Photo Cards** in a row and name them with their partners. Take turns putting a letter on one of the cards. The letter should stand for the last sound in the word. Have children play until all the pictures have a letter on top of them.
  - After partners have played the game, name the **Photo Cards** with children and have them hold up the **Letter Card** that stands for the last sound in each word.

**ELL** Identify each **Photo Card** name and have children repeat before matching **Photo Cards** with initial letter. For more support, see pages T6–T7.

### ► Alphabet Recognition

Sing “The Alphabet Song” as children point to each letter on their **Sound-Spelling WorkBoards**.

- **Make the Alphabet** Give children capital **Letter Cards** A–Z. Have them work together as a group to arrange the letters in alphabetical order.
- Repeat, having children arrange letters in alphabetical order using lowercase **Letter Cards**.

## Words to Know

### ► High-Frequency Words: *a, go, have, like, see, the, we*

**Objective** Review high-frequency words

- Use index cards from earlier in the unit. Make an additional index card with *have* written on it.
- Display **Word Cards** *have, go, see, the, a, like*.
- Have children read the words with you. Place **Word Cards** and index cards face down.
- Play a matching game. Turn over one card and read it aloud. Have children echo-read the word.
- Try to find the match for the card by turning over another card. Read the second card. If it is a match, place the **Word Card** in the pocket chart cards with the index card next to or behind it.
- If it is not a match, turn the cards back over in their spot. Let children take turns turning over cards. Repeat until all the matches are found.
- Save the index cards for use at another time.

### ► Oral Vocabulary: *Outdated and Practical*

**Objective** Develop oral vocabulary

**Confirm** Review the words *outdated* and *practical* with children. Remind them that something outdated is old-fashioned. When an object is outdated, something newer and better has taken its place. Something practical is very useful.

**Discuss** Have children complete the following sentences: \_\_\_\_\_ *s are outdated* and *I like to use \_\_\_\_\_ because it is practical*.

**Connect** Explain why vacuum cleaners are practical.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list on the board: *have, go, see, the, a, like, we, can*. Then reread each word and have children say the word after you.
- **Connected Text** Have children read the previous **Take-Home Book**. Circulate and listen in. Tell children to read the story to their family.

See **Practice Book** pages 85–86.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Write the sentence pattern from the story. Read it aloud and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today’s story will contain this pattern.
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen as they read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 89–90.

### ► Write

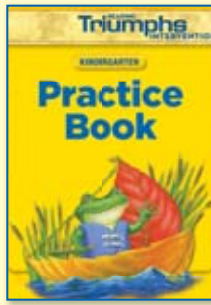
**Objective** Practice writing words

- Display the **Word Cards** and **Letter Cards** for children to refer to as they make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Word Cards** and **Letter Cards** as a guide.

### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 89–90
- Large Letter Cards: *h, m, n, p, t*
- Large Sound-Spelling Card: *Hippo*
- Photo Cards: *hand, hat, horse*
- Sound-Spelling WorkBoard
- Word Card: *play*

- hand puppet
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Isolate initial phoneme /h/

Read aloud the following rhyme.

The first fat hen lives with ducks and hogs.  
The second fat hen has her home inside a log.  
The third fat hen nests high above my head.  
But the fourth fat hen has a soft and comfy bed.

- I Do** ■ Use the puppet to show children how to isolate the first sound in a word.
- Listen to the word *hen*: /h-h-heennn/, *hen*. The word *hen* begins with the /h/ sound. The first sound in *hen* is /h/. What's the sound?
- We Do** ■ Read lines 2-3 of the rhyme again. The word *home* begins with the /h/ sound. Let's say the word together: *home*. Let's say the first sound in *home*: /h/. Repeat with *her*.
- Continue with *has, hen, high, and head*.
- You Do** ■ Read line 1 of the rhyme to children. What is the first sound you hear in *hen*? Repeat with *hogs*.
- Repeat with lines 2-4, and the initial *h* words.

**ELL** Have children say words that begin with /h/, such as *hot*, as they hold their hands in front of their mouths. *Can you feel the air against your hand?* For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say /h/ and have children repeat. *Hen* begins with /h/. Let's say the sound and the word: /h/, *hen*. Listen to another word: *hogs*. What is the first sound?

#### Quick Check

Can children isolate initial /h/? If not, use Additional Instruction, pp. 186–189.

### ▶ Phonics

**Objective** Identify initial /h/h

**Review** Show each of the following **Large Letter Cards** as children say each sound: *m, p, t, n*. Mix the cards and repeat.

- I Do** ■ Display the *Hippo Sound-Spelling Card*.
- Point to *H*. This is capital *h*. Point to *h*. This is lowercase *h*. The letter *h* stands for the /h/ sound in *hippo*.
- Display **Photo Card** *hat*. Place **Letter Card** *h* next to it.
- This is a hat. *Hat* begins with the /h/ sound. Listen for the /h/ sound as I say the word again: *hat*.
- Repeat with **Photo Cards** *hand* and *horse*.
- We Do** ■ Write *hen* and *hogs* on the board. Say *hen* and point to *h*. The *h* in *hen* stands for the /h/ sound. Say the sound and word with me: /h/, *hen*.
- Continue with *hogs, has, her, home, high, and head*.
- You Do** ■ Write *hen, hogs, has, and her* on the board.
- Point to the word *hen* and read it aloud with children.
- Have a child circle the letter that stands for the /h/ sound in *hen* and say /h/.
- Continue until children have circled and identified the letter *h* and sound /h/ in each word.

**IWB** Online Phonics Lessons: Consonant *Hh*

### CORRECTIVE FEEDBACK

Display **Letter Card** *h*. This is the letter *h*. Say the name of the letter with me: *h*. The letter *h* stands for the /h/ sound at the beginning of *hat*. Say the sound as I point to the letter.

#### Quick Check

Can children identify /h/ spelled *h*? If not, use Additional Instruction, pp. 186–189.



► **Alphabet Recognition**

Display the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” as children point to each letter.

- **Sing Your Letter** Have children say the first letter in their name.
- Sing “The Alphabet Song” again with children. Have children stand when they sing the letter at the beginning of their name.

**Words to Know**

► **High-Frequency Word: play**

**Objective** Read high-frequency words

- Display **Word Card** *play* in the pocket chart.
- Point to the word *play*. *This word is play. It is spelled p-l-a-y. I like to play soccer. What’s the word?*
- Have children chorally **read** and **spell** *play* with you as you point to it.
- Have children **write** *play* on their **Sound-Spelling WorkBoards**.
- Have children take turns finishing the sentence starter: *I like to play \_\_\_\_\_*. Write the sentences.

**CORRECTIVE FEEDBACK**

Point to and say *play*. *The word is play. Point to the word and say it with me: play. What is the first letter in the word? What is the last letter? What’s the word?*

**Quick Check**

Can children read *play*? If not, use **Additional Instruction**, pp. 186–189.

► **Concept Words: Number Words**

**Objective** Develop oral vocabulary

- Reread the rhyme with children. Point out that there are four hens.
- Display or draw the following: one block, a group of two blocks, a group of three blocks, a group of four blocks, and a group of five blocks.
- Identify the groups using number words. *This is one block. This is a group of two blocks.* Continue with the other groups.
- Explain that *one, two, three, four, and five* are number words. Randomly point to a group and have children use number words to tell how many are in the group.

**CORRECTIVE FEEDBACK**

Make a stack of four books. *There are four books.* Take a book away. *How many books are there now?*

**Quick Check**

Do children understand number words? If not, use **Additional instruction**, pp. 186–189.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

- Tell children they will reread the **Take-Home Book** from the previous week.
- Write the sentence pattern from the story. Read it aloud and have children repeat. Prompt children to offer possible words to complete the pattern.
- **Choral Reading** Reread the story together.
- **Independent Reading** Next, have children whisper-read the story independently. Listen as children read, offering guidance as necessary.
- **Partner Reading** **Then** have them partner-read.

► **Response**

Ask children to respond to the **Take-Home Book** by describing their favorite part of the story.

See **Practice Book** pages 89–90.

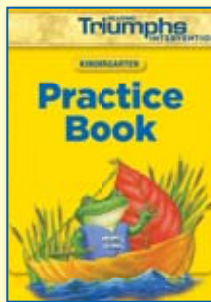
► **Write**

**Objective** Write *Hh*

- Display the *Hippo* **Sound-Spelling Card**.
- Model how to write *Hh* by tracing the letter.
- Write *Hh* on the board.
- Have children take turns using their finger to trace *Hh* on the **Sound-Spelling Card**.
- Have them say /h/ as they write *Hh* several times.

**Dictation** *Write the letter that I say on your Sound-Spelling WorkBoards: capital H.* Repeat with lowercase *h*, and the letters *p, t, and n.* *Write the letter for the sound I say: /h/.* Repeat with /p/, /t/, and /n/. Provide immediate feedback.

For more handwriting support, see pages T8–T11.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 91–92, 194
- Sound-Spelling WorkBoards
- Large Letter Cards: *h, m, n, p, t, Aa–Zz*
- Large Sound-Spelling Card: *Hippo*
- Word Cards: *go, have, play, see*

- markers or counters
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /h/

Read the rhyme aloud.

The first fat hen lives with ducks and hogs.  
The second fat hen has her home inside a log.  
The third fat hen nests high above my head.  
But the fourth fat hen has a soft and comfy bed.

- I Do**
- Tell children you will use the sound boxes on the **Sound-Spelling WorkBoard**. Tell them to listen for the first sound in a word.
  - Listen to the word *hen*. *Hen* begins with the /h/ sound: /h/, *hen*. I am going to put a marker in the first box to stand for the sound at the beginning of *hen*, the /h/ sound.
  - Repeat with *hog* and *head*.

- We Do**
- Say the word *hat* with children.
  - What sound do you hear at the beginning of *hat*? Let's say the sound and the word together: /h/, *hat*. Let's put a marker in the first box to represent the first sound in *hat*: the /h/ sound. What's the sound?
  - Repeat with *hot* and *hip*.

- You Do**
- Listen to the word *home*. Now say *home*. What sound do you hear at the beginning of *home*?
  - Have children place a marker in the first box in the sound boxes to represent the initial /h/ sound.
  - Repeat with *hen, hog, hat, and has*.

**ELL** Some children, particularly those whose first language is Spanish, may need extra practice with identifying /h/, as the *h* in Spanish is silent. For more support, see pages T6–T7.

### ► Phonics

**Objective** Identify initial /h/h

**Review** Show each of the following **Large Letter Cards** as children say each sound: *h, p, t, n, m*. Mix the cards and repeat.

- I Do**
- Display the *Hippo Sound-Spelling Card*.
  - Point to the letter *h*. The letter *h* stands for the /h/ sound at the beginning of *hippo*.
  - Listen for the /h/ sound as I say the word again: *hippo*. Now say the sound and word with me: /h/, *hippo*.

- We Do**
- Write the word *hog* on the board. The *h* at the beginning of *hog* stands for the /h/ sound. Say the sound as I point to the letter.
  - Then have children say the word with you as you circle the letter that stands for the initial /h/ sound.
  - Repeat with *hen, hat, and him*.

- You Do**
- Write the following words on the board: *hat, ham, hen, hip*.
  - Point to the word *hat* and read it aloud with children.
  - Ask a child to circle the letter that stands for the /h/ sound in *hat* and say /h/.
  - Continue until children have circled and identified the letter *h* and sound /h/ in each word.

**IWB** Online Phonics Lessons: Consonant *Hh*

### CORRECTIVE FEEDBACK

The word *head* begins with the /h/ sound. Let's say the sound and word together: /h/, *head*. What's the sound at the beginning of the word? Which letter stands for the /h/ sound?

### Quick Check

Can children identify initial /h/h in a word? If not, use **Additional Instruction**, pp. 186–189.

► **Alphabet Recognition**

Use the **Sound-Spelling WorkBoards**. Sing “The Alphabet Song” as children point to each letter.

- **Follow the Alphabet Trail** Use **Letter Cards** to make an alphabet trail through the classroom.
- Have children walk along the trail by following the letters in alphabetical order.

**Words to Know**

► **High-Frequency Word: play**

**Objective** Read high-frequency words

- Display **Word Card** *play* in the pocket chart. *This word is play. We play on the playground.*
- Have children repeat with you: *play*.
- Have children take turns using *play* in a sentence.
- Display **Word Cards** *play, have, go, and see* in the pocket chart. Have a child point to the word *play*. Then have children identify the other words.

**CORRECTIVE FEEDBACK**

Point to and say *play*. *The word is play. Point to the word and say it with me: play. What’s the word?* Then place **Word Cards** *play, have, go, and see* on a table. Have each child identify and say the word *play*.

**Quick Check**

Can children read *play*? If not, use **Additional Instruction, pp. 186–189.**

► **Concept Words: Number Words**

**Objective** Develop oral vocabulary

- Remind children of the number words from the previous lesson. Tell children that today they will learn more number words.
- Display or draw the following: a group of six blocks, a group of seven blocks, a group of eight blocks, a group of nine blocks, and a group of ten blocks.
- Identify the groups using number words. *This is a group of six blocks. This is a group of nine blocks.* Continue with the other groups.
- Explain that *six, seven, eight, nine, and ten* are number words. Point to a group and have children use number words to tell how many are in the group.

- Review number words *one, two, three, four, and five*.
- Have children take turns making groups of blocks. Have them use a number word to tell how many.

See *Number Words* at the back of the **Practice Book**.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

- Write the sentence pattern from the story. Read it aloud and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today’s story will contain this pattern.
- **Choral Reading** Read the **Take-Home Book** together.
- Have children track the print as they read.
- Focus on the pattern of the story and any changes in punctuation.
- Point out any known high-frequency words.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 91–92.

► **Write**

**Objective** Write *Hh*

- Write both forms of the letter *Hh* on the board.
- Model how to write *Hh* by tracing the letter with your finger.
- Have children take turns tracing the letter with their finger on the **Hippo Sound-Spelling Card**.
- Have children say the sound /h/ as they write *Hh* several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards: capital h**. Repeat with lowercase *h* and the letters *p, t, n, and m*. Write the letter for the sound I say: /h/. Repeat with /p/, /t/, /n/, and /m/. Provide immediate feedback.

See Handwriting pages T8–T11.





Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: “Ten Tigers and the Flute”
- Practice Book: 93, 94; Take-Home Book, pp. 91–92
- Sound-Spelling WorkBoards
- Large Letter Cards: *h, m, n, p, s, t*
- Photo Cards: *car, carrots, fan, feet, five, hair, hammer, hat, helicopter, hippo, hook, horse, house*
- Word Card: *play*
- markers or counters • pocket chart

### Online Resources

- **IWB** Interactive White Board: Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Orally blend continuous sounds

Read aloud the following rhyme.

The first fat hen lives with ducks and hogs.  
The second fat hen has her home inside a log.  
The third fat hen nests high above my head.  
But the fourth fat hen has a soft and comfy bed.

**I Do** ■ I will blend sounds using the sound boxes on the **Sound-Spelling Workboard**.

- Listen to the following sounds: /f/ /a/ /t/. As you say the sound, place a marker in each box for each sound. I have three markers to stand for the three sounds. Listen as I say the sounds and blend them together: /f/, /a/, /t/, /fffaaat/, *fat*.
- Repeat with *sit, man, and mat*.

**We Do** ■ Listen to these three sounds: /f/ /a/ /n/. Say the sounds with me: /f/ /a/ /n/. I will put three markers in the sound boxes to show the three sounds.

- Say the sounds again with me: /f/ /a/ /n/. Now blend the sounds with me: /fffaaann/, *fan*.
- Continue with *man, sat, and fit*.

**You Do** ■ Say the word *fat*. How many sounds do you hear? Have children place three markers in the sound boxes—one marker for each sound.

- Ask children to blend the sounds and say the word: /fffaaat/, *fat*.
- Then have children use the markers and the sound boxes to blend the following sounds: /m/ /a/ /p/, *map*; /s/ /a/ /t/, *sat*; /f/ /a/ /n/, *fan*.

### CORRECTIVE FEEDBACK

Say *fat* and have children repeat. Listen to the three sounds in *fat*: /f/ /a/ /t/. Say them with me. Now blend the sounds. What’s the word?

#### Quick Check

Can children blend phonemes in words? If not, use Additional Instruction, pp. 186–189.

### ► Phonics

**Objective** Identify initial /h/h

**Review** Show each of the following **Large Letter Cards** as children say each sound: *h, p, t, n, m, s*. Mix the cards and repeat.

**I Do** ■ Display the *hippo Photo Card* in the pocket chart. Point to it. The word *hippo* begins with the letter *h*. The letter *h* stands for the /h/ sound at the beginning of the word *hippo*.

■ Hold up **Photo Card** *hook*. The word *hook* also begins with the letter *h*. The letter *h* stands for /h/ at the beginning of the word *hook*. Place **Photo Card** *hook* in the pocket chart below the *hippo Photo Card*.

■ Hold up **Photo Card** *fan*. This is a fan. *Fan* does not begin with /h/. I will not put it below the *hippo card*.

**We Do** ■ Hold up **Photo Card** *hand*. This is a hand. Say the beginning sound and word with me: /h/, *hand*. Does *hand* begin with /h/? Since it starts with the /h/ sound, let’s put it under the *hippo card*.

- Have a child put **Photo Card** *horse* in the pocket chart as they say the sound /h/.
- Repeat with the *car* and *hat Photo Cards*.

**You Do** ■ Identify additional **Photo Cards** *hair, helicopter, feet, five, carrots, hammer, and house*.

- Remove **Photo Cards** from the pocket chart and mix them with additional **Photo Cards**. Distribute **Photo Cards** to children. Have children take turns naming their pictures and its beginning sound.
  - Have them tell if the card should go in the pocket chart under the *hippo* **Photo Card**.
  - Have children put their cards in the pocket chart if the picture name begins with *h*.
- See **Practice Book** page 93.

## Words to Know

### ► High-Frequency Word: *play*

**Objective** Review high-frequency words

- Display **Word Card** *play* in the pocket chart. *What word is this? I can play basketball.*
- Have children **read, spell, and write** the word *play*.
- Read aloud the following sentence starter: *I can play \_\_\_\_\_*. Have each child dictate an ending to the sentence. Write the sentences on the board.
- Have each child circle *play* in his or her sentence.

See **Practice Book** page 94.

### ► Oral Vocabulary: *Talented and Fierce*

**Objective** Develop oral vocabulary

**Define** The main character in the story you will read today is a talented flute player. People who are talented are very good at what they do. Say the word with me: *talented*.

**Example** *My friend is a talented artist. His paintings have been shown in many museums.*

**Ask** *What are some things you are talented at doing?*

**Define** The main character in the story meets some fierce tigers. A fierce animal is dangerous. Say the word with me: *fierce*.

**Example** *The fierce lion roared to protect his cubs.*

**Ask** *Have you seen a fierce animal? What did it do?*

- ELL** Remind children to seek clarification if a word or phrase does not make sense to them. For more support, see pages T6–T7.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list: *play, have, go, see, the, a*. Read and point to each word and have children echo-read. Have children practice reading the word list throughout the week.
- **Connected Text** Have children reread the previous **Take-Home Book** independently or in pairs.

See **Practice Book** pages 91–92.

## Time to Read

### ► Read “Ten Tigers and the Flute”

**Objective** Develop listening comprehension;  
**Recognize story structure: Identify character and plot**

**Before Reading** Display “Ten Tigers and the Flute,” Card 1, and read the title. Discuss the character in the picture. *Who do you see? What is he doing? Do the birds like what he is doing? How can you tell?*

- Remind children that a character is a person or animal in a story. The plot is what the characters do and what happens to them.
- Help children set a purpose for reading: *Let’s find out who the woodcutter meets in the forest.*

**During Reading** Read the story. Check children’s comprehension using the **Read the Picture, Act It Out**, and **Listening Comprehension** prompts.

**After Reading** Have children name the characters in the story. Then have them list words that describe the woodcutter.

**IWB** **Online Comprehension Lessons:** Character, Setting, Plot Use the story to model the skill.

### ► Comprehension Check

**Retell** Ask children to retell the story using the pictures as prompts.

### ► Write

**Objective** Write a label

Have children draw a picture of the hut in which the woodcutter might live. Then have children copy the word *hut* below their picture.

See the Shared Writing lesson on page 185.



Oral Vocabulary Development Cards

## Materials

- Oral Vocabulary Development Cards: “Ten Tigers and the Flute”
- Sound-Spelling WorkBoards
- Large Letter Cards: *c, f, h, n, p, t, Aa-Zz*
- Photo Cards: *fan, farm, feet, fish, fork, fire, fox, hair, hammer, hand, hat, helicopter, hippo, horse, house*
- Word Cards: *go, have, play, see*
- Comprehension Cards
- markers or counters
- pocket chart

### Online Resources

- **IWB** Interactive White Board: Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the rhyme. Then read it again, and ask children to chime in with you.

The first fat hen lives with ducks and hogs.  
The second fat hen has her home inside a log.  
The third fat hen nests high above my head.  
But the fourth fat hen has a soft and comfy bed.

- I Do**
- Tell children you will blend sounds using sound boxes on the **Sound-Spelling Workboards**.
  - Listen to the following sounds: /f/ /a/ /t/. I will use three markers to stand for the three sounds. Place three markers in the sound boxes. Listen as I blend the sounds together: /fffaaat/, *fat*. Say the sounds as you run your finger under the boxes.
  - When I blend the sounds quickly, I say the word *fat*.
  - Repeat with *mat*, *Nat*, and *sat*.

- We Do**
- Listen to the three sounds: /m/ /a/ /p/. Say the sounds with me: /m/ /a/ /p/. I will put three markers in the sound boxes for the three sounds.
  - Let’s blend the sounds: /mmaaap/, *map*.
  - Continue with *Sam*, *man*, and *fan*.

- You Do**
- Say the sounds /f/ /a/ /t/. How many sounds do you hear? Have children place three markers in the sound boxes on their **Workboards**.
  - Ask children to blend the sounds: /fffaaat/, *fat*.
  - Have children use markers and sound boxes to blend the following: /m/ /a/ /p/, *map*; /f/ /a/ /n/, *fan*; /s/ /a/ /t/, *sat*.

### CORRECTIVE FEEDBACK

Listen to the three sounds in *map*: /m/ /a/ /p/. Say

the sounds with me: /m/ /a/ /p/. Now blend the sounds: /mmaaap/. What’s the word?

### Quick Check

Can children blend phonemes in words? If not, use Additional Instruction, pp. 186–189.

### ► Phonics

#### Objective Identify initial /h/h

**Review** Show each **Large Letter Cards** as children say each sound: *h, p, t, n, c, f*. Mix and repeat.

- I Do**
- Place **Letter Cards** *h* and *f* in the pocket chart.
  - Point to each letter. The letter *h* stands for the /h/ sound. The letter *f* stands for the /f/ sound.
  - Display **Photo Card** *hat*. The word *hat* starts with the /h/ sound. I’m going to put *hat* under the letter *h*. Point to the letter *h* and put **Photo Card** *hat* in the pocket chart under *h*.
  - Repeat with **Photo Cards** *fire, house, fish, hippo, hair, and fox*.

- We Do**
- Display **Photo Card** *fan*. The word *fan* begins with the /f/ sound. Say the sound and word with me: /f/, *fan*. Let’s put the *fan* card under the letter *f* because it begins with the /f/ sound.
  - Repeat with **Photo Cards** *farm, hammer, and hand*.

- You Do**
- Point to each letter in the pocket chart and have children say the sound it stands for.
  - Display **Photo Cards** *horse, feet, helicopter, and fork*.
  - Have children say the words, identify the initial sound, and place each card under the corresponding letter in the pocket chart.

### ► Alphabet Recognition

Sing “The Alphabet Song” as children point to each letter on their **Sound-Spelling Workboards**.



- **Alphabet Sort** Provide capital and lowercase **Letter Cards**. Each lowercase letter should have a matching capital letter. Mix up the cards.
- Have partners take turns sorting the cards and making pairs of capital and lowercase letters.

## Words to Know

### ► High-Frequency Words: *go, have, play, see*

**Objective** Review high-frequency words

- Display **Word Card** *play* in the pocket chart. *What word is this? I play hide-and-seek with my brother.*
- Have children **read, spell, and write** the word *play*.
- Display **Word Cards** *play, have, go, and see* in the pocket chart. Read the words with children.
- Have children answer these questions about the words: *Which two words have the same number of letters? Which word rhymes with bee? Which word has two letters?*

### ► Oral Vocabulary: *Talented and Fierce*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they heard last time, “Ten Tigers and the Flute.” *In the story, there is a woodcutter who is a talented flute player. People who are talented are very good at what they do.*

- *How does being a talented flute player help the woodcutter?*
- Remind children that a fierce animal is dangerous.
- *What did the tigers do to show they were fierce?*

**Connect** Have children name a talented person they know and tell what he or she does well.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list on the board: *play, have, go, see, the, a, like*. Read each word and have children repeat it. Then say the words in random order. Have children point to the word you say.
- **Connected Text** Have children reread the previous **Take-Home Book** independently or in pairs. Circulate and listen.

See **Practice Book** pages 91–92.

## Time to Read

### ► Read “Ten Tigers and the Flute”

**Objective** Develop oral vocabulary; Recognize story structure: Identify character and plot

**Before Reading** Remind children that thinking about who the characters are and why they do what they do will help them understand the story better.

**During Reading** As you read, pause to focus on this week’s concept, number words. On Card 1, have children count with you the number of birds in the picture. Have them count the tigers on Card 4.

- Use the **Wonderful Word** prompts to develop understanding of *skill, ferocious, and clever*.

**After Reading** Help children describe the characters and the plot. *What things does the woodcutter do that show he is clever?*

- Use the **Retell the Story** prompts on Card 4.

**IWB** **Online Comprehension Lessons:** Character, Setting, Plot Use the story to model the skill.

### CORRECTIVE FEEDBACK

If children need more practice, use **Comprehension Cards: Character, Setting, Plot**.

#### Quick Check

Do children understand the characters and the plot? If not use **Additional Instruction**, pp. 186–189.

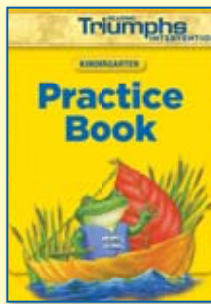
### ► Write

**Objective** Write an action word

- Write *hop, hum, and holler*. Read the words as you point to them. Ask children to choose a word that tells what the people in the village might do when they hear the woodcutter play his flute.
- Have children draw a picture that shows what the villagers might do. Have them copy *hop, hum, or holler* below their picture.

**ELL** Define words *hop, hum, and holler* for children. Have children act out the words. For more support, see pages T6–T7.

See Vocabulary, Grammar, Interactive Writing, and Concepts of Print lessons on pages 184–185.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 91–92; 95–96
  - Assessment Book
  - Large Letter Cards: *c, f, h, m, n, p, s, t, Aa–Zz*
  - Photo Cards: *camera, car, carrots, corn, fan, farm, feet, fork, hammer, hand, hat, helicopter, horse*
  - Sound-Spelling WorkBoards
  - Word Cards: *a, go, have, like, play, see, the*
  - hand puppet • pocket chart
  - index cards
- Online Resources**
- Bibliography

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the rhyme. Then read it again, inviting children to chime in.

The first fat hen lives with ducks and hogs.  
The second fat hen has her home inside a log.  
The third fat hen nests high above my head.  
But the fourth fat hen has a soft and comfy bed.

- I Do**
- Tell children that the puppet is going to blend some sounds to make words.
  - Have the puppet say the sounds /f/ /a/ /t/. Then have the puppet blend the sounds and say the word: /fffaaat/, *fat*.
  - Repeat with *man* and *nap*.

- We Do**
- Tell children that the puppet is going to blend some more sounds to make words.
  - Have the puppet say these sounds: /f/ /a/ /n/, *fan*. Have children repeat the sounds. Then have children blend the sounds with the puppet and say the word: /fffaaann/, *fan*.
  - Repeat with *map* and *sun*.

- You Do**
- Tell children that they will now blend sounds on their own. Have the puppet say the following sounds: /s/ /a/ /t/.
  - Have children repeat the sounds, blend them, and say the word: /s/ /a/ /t/, /sssaat/, *sat*.
  - Repeat with *man*, *fan*, and *fat*.

### ▶ Phonics

#### Objective Identify initial /h/h/, /k/c/, /f/f

**Review** Show each of the following **Large Letter Cards** as children say each sound: *h, p, t, n, m, s, c, f*. Mix the cards and repeat.

- I Do**
- Display **Letter Card** *h*. This is the letter *h*. It stands for the /h/ sound.
  - I hear the /h/ sound at the beginning of *hook*, so I know that *hook* begins with *h*.
  - Say more words that begin with *h*, emphasizing the initial /h/ sound: *happy, hug, hop*.

- We Do**
- Place **Photo Cards** *hammer, hand, hat, horse, car, corn, farm* and *feet* in random order in the pocket chart.
  - Have children say the name of each picture with you. Then have them help you determine the sound at the beginning of the word.
  - For each word that begins with /h/ as in *hook*, have children take turns writing the letter *h* on the board. I hear /h/ at the beginning of *hammer*, so I am going to write the letter *h*. *H* stands for /h/ in *hammer*. Repeat after me: /h/, *h, hammer*.

- You Do**
- Have children play a matching game. Lay **Photo Cards** *helicopter, horse, carrots, camera, fork, and fan* facedown on the table in random order.
  - Children take turns flipping over two cards at a time, saying the names of the pictures, and determining whether they begin with the same sound. If the picture names begin with the same sound, a match is made; if they do not, place the cards back on the table.
  - For each match, ask children to name the letter that represents the initial sound in both picture names. Write the letter on the board and have children say the sound as you point to the letter.

### ► Alphabet Recognition

Sing “The Alphabet Song” as children point to each letter on the **Sound-Spelling WorkBoard**.

- **Alphabet Concentration** Create a concentration deck made up of pairs of **Letter Cards** with a capital letter and a matching lowercase letter.
- Have partners use the **Letter Cards** to play, matching the capital and lowercase letters.

## Words to Know

### ► High-Frequency Words: *a, go, have, like, play, see, the*

**Objective** Review high-frequency words

- Use index cards from earlier in the unit. Make an additional index card with *play* written on it.
- Display **Word Cards** *play, have, go, see, the, a, like*.
- Have children read the words with you. Place **Word Cards** and index cards face down.
- Play a matching game. Turn over one card and read it aloud. Have children echo-read the word.
- Try to find the match for the card by turning over another card. Read the second card. If it is a match, place the **Word Card** in the pocket chart cards with the index card next to or behind it.
- If it is not a match, turn the cards back over in their spot. Let children take turns turning over cards. Repeat until all the matches are found.

### ► Oral Vocabulary: *Talented and Fierce*

**Objective** Develop oral vocabulary

**Confirm** Review the words *talented* and *fierce* with children. Remind them that people who are talented are very good at what they do. A fierce animal is dangerous.

**Discuss** Have children finish the following sentence starters: *I would like to be talented at \_\_\_\_\_ and I would \_\_\_\_\_ if I saw a fierce animal.*

**Connect** *What animals might be fierce? Why?*

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *play, have, go, see, the, a, like, we*. Then read each word and have children say the word after you.

- **Connected Text** Have children reread the previous **Take-Home Book**. Circulate and listen in.

Tell children to read the story to their family.

See **Practice Book** pages 91–92.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Write the sentence pattern from the story. Read it aloud and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today’s story will contain this pattern.
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read independently. Offer guidance.
- **Partner Reading** Finally, ask children to partner-read the story.

See **Practice Book** pages 95–96.

**ELL** Some children may be confused by multiple-meaning words such as *play*. Model seeking clarification regarding its usage in the **Take-Home Book**. For example, *What does play mean here?* For more support, see pages T6–T7.

### ► Write

**Objective** Practice writing words

- Display the **Word Cards** for children to refer to as they make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the cards as a guide.

### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

## Unit Assessment

Have children complete the **Unit Assessment** on **Assessment Book** pages 72–83.



Reinforce vocabulary, grammar, writing, and listening and speaking skills every week.

**Materials**

- Oral Vocabulary Development Cards: "The Three Billy Goats Gruff," "Long Ago and Now," "Ten Tigers and the Flute"
- Photo Cards: *bird, deer, fox, goat, inchworm, kangaroo, mule, ostrich, seal, tiger, turtle*

**More Word Work Oral Vocabulary: Wonderful Words**

Use the Oral Language prompts on the **Oral Vocabulary Development Cards** to review the meanings of the three Wonderful Words for each week. Then use the prompts below. Have children create sentences of their own using the words.

**Objective** Reinforce meanings of oral vocabulary

**WEEK 1**

- **pleaded, impatient, bravely**
  - Show us how you might look if you *pleaded* with your parents to get a new pet.
  - Show us how you would look if you waited for a friend for a long time and became *impatient*.
  - Show us how you would look if you *bravely* helped a friend stand up to a bully.

**WEEK 2**

- **remind, appreciate, entertain**
  - If you have a friend who always forgets to bring her lunch, what would you do to *remind* her?
  - If you have a friend who is always helping you, how would you show that you *appreciate* her help?
  - If you were having a party, how would you *entertain* your guests?

**WEEK 3**

- **skill, ferocious, clever**
  - Which word goes with "something you can do well"?
  - Which word goes with "wild and fierce"?
  - Which word goes with "being able to solve a problem quickly"?

**Grammar: Sentences**

**Objective** Identify and use capitals, punctuation, and space between words in a sentence

**WEEK 1**

- Explain that a sentence is a complete idea that begins with a capital letter and ends with a mark. Tell children that most sentences end with a period. Display Card 3 of "The Three Billy Goats Gruff," and read aloud: "Then the big Billy Goat Gruff went across the bridge." Point to the picture. Ask: *Who is the sentence about? What is he doing?*
- Display **Photo Cards**. Make up sentences telling how the animal moves. Have children name the animal and tell what it is doing.

**Listening and Speaking**

Remind children to speak slowly and correctly so they can be understood.

**WEEK 2**

- Review that a sentence tells a complete idea. All sentences begin with a capital letter and end with a mark. Explain that there are spaces between words in a sentence. Write *We are at school*. Point out the capital letter, end mark, and spaces between words.
- Read this sentence from Card 1 of "Long Ago and Now": "Long ago, people used stoves that burned coal to create heat." Display the picture. Ask who the sentence is about. Then ask children what it tells about people from long ago. Have them point to the things in the sentence that are in the picture.

**WEEK 3**

- Have children tell what they know about sentences. Then display Card 2 of "Ten Tigers and the Flute." Ask children to tell what is happening in the picture. Guide them in using a complete sentence to describe the picture.
- Read this sentence from Card 2: "One day, when the woodcutter was cutting wood in the forest, he came face-to-face with a ferocious tiger!" Ask children to tell who the sentence is about. Then have them tell what the woodcutter is doing and what happens.

## Writing: Lists and Sentences

**Objectives** Write lists and sentences; develop concepts of print

### WEEK 1

#### Shared Writing: List

- Display Cards 1–3 of “The Three Billy Goats Gruff.” Tell children that making a list is a good way to remember things. Explain that the class will make a list of what happens in the story. Write the heading, “What the Billy Goats Gruff Do.” Read the words with children as you track the print.
- Using the pictures and children’s recall of the story, have children tell words that describe what happens to each Billy Goat Gruff when he meets the troll. Record children’s responses. Read the completed list.

#### Interactive Writing: Sentences

- Write the sentence starter: *The youngest Billy Goat Gruff \_\_\_\_\_.* Then ask children to look at the list as you reread it and suggest words to complete the sentence. Repeat for both the medium-sized and big billy goats, recording all of children’s suggestions. Encourage children to write any letters they know. Track print as you read the sentences.

**Concepts of Print** Point out that each sentence begins with a capital letter and ends with a mark. Show the spaces in between the words. Track the print as you read the sentences in the list, showing how print moves from left to right and top to bottom. Then have a few children track the print. Have them point out any letters and punctuation marks they know.

### WEEK 2

#### Shared Writing: List

- Tell children that the class will make a list to show how people lived long ago and how people live today. Make one list with the heading “Long Ago” and another list with the heading “Now.” Read the words with children as you track the print.
- Display Cards 1 and 2 of “Long Ago and Now.” Ask children to name items shown in the picture on each card. Record children’s responses under the appropriate list. Read the completed list to children.

#### Interactive Writing: Sentences

- Write the sentence starters: *Long ago people \_\_\_\_\_.* *Now, people \_\_\_\_\_.* Point to and identify the capital letter that begins each sentence and the period that ends each sentence. Then ask children to look at the list as you reread it and suggest words to complete each sentence. Encourage children to write any letters they know. Continue writing sentences for each of the children’s suggestions. Track print as you read the completed sentences with children.

#### Listening and Speaking

Remind children to be good listeners when a classmate is speaking. Tell speakers to stay on topic as they share their ideas and to speak loudly and clearly.

### WEEK 3

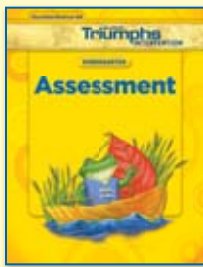
#### Shared Writing: List

- Remind children that one way to remember things is to make a list. Talk about the different lists they have made in class so far. Explain that today they will help make a list of the things that happen in the story “Ten Tigers and the Flute.”
- Display Cards 1–4 and have children tell what they see in each picture. Make a list for each card with the headings “Card 1, Card 2, Card 3, Card 4.” Record children’s responses for each card under the appropriate list. Read aloud the completed lists.

#### Interactive Writing: Sentences

- Write these sentence starters: *The woodcutter \_\_\_\_\_.* *The tiger \_\_\_\_\_.* Remind children that all sentences begin with a capital letter and end with a mark. Then have children look at the first list as you reread it and suggest a word or words to complete the sentence for Card 1. Repeat for Cards 2–4. Encourage children to write any letters they know. Continue writing sentences for each of children’s suggestions.

**Concepts of Print** Explain that a sentence has an ending mark. Point to and identify the period in the children’s sentences. Track the print as you read the words in each sentence to show how print moves from left to right and top to bottom. Then have a few children track the print.



Assessment Book

Choose from the Additional Instruction for children who need more support. Use Unit Assessment to check children's progress.

## Working with Words

### Materials

- Practice Book: Take-Home Book, pp. 79–80, 83–84; 85–86, 89–90; 91–92, 95–96
- Photo Cards: *barn, bat, boat, boot, bus, carrots, chin, dime, dolphin, exit, fan, farm, feet, gem, green, hand, hat, hay, hippo, horse, house, inchworm, jump, kitten, moon, mop, nut, octopus, up, yam*
- Sound-Spelling WorkBoards
- Large Sound-Spelling Cards: *Horse, Map, Nest, Piano, Sun, Turtle*
- Large Letter Cards: *h, m, n, p, s, t*
- Letter Tiles
- markers or counters
- hand puppet

### Online Resources

- **IWB** Interactive White Board  
Phonics Lessons

## ► Phonemic Awareness

**Objective** Develop phonemic awareness

### Isolate Final Phonemes

**Take a Step Back: Focus on Rime** Have children listen carefully as you show them the **Photo Card** *dime* as you name it. Tell children to pay attention to the ending sounds in the word. Repeat the picture name as you say /d/ /im/, emphasizing the sounds /im/. *What sounds do you hear at the end of this picture name? (/im/).* Tell children that /im/ are the ending sounds in the word *dime*. Repeat the routine with these **Photo Cards**: *bus, /b/ /us/; jump, /j/ /ump/; bat, /b/ /at/; and fan, /f/ /an/.*

**Isolate Final Phonemes** Remind children that /m/ can appear at the end of a word, as in *Sam*. Using the **Sound-Spelling WorkBoard**, say the word *Sam*, elongating the last sound in the word: /mmm/. *I will place a marker in the third box on the Sound-Spelling WorkBoard to show that this is where I*

*hear the sound /m/.* Repeat this process with the final /s/ sound in the word *gas*; the final /p/ sound in the word *nap*; the final /t/ sound in the word *cat*; and the final /n/ sound in the word *fan*.

**Isolate Initial Phonemes** Remind children that the sound /h/ can appear at the beginning of a word, as in *hen*. *When I say the word hen, I hear the /h/ sound at the beginning of the word. I will place a marker in the first box on the Sound-Spelling WorkBoard.*

Repeat this process with the words *hog, his, has, and her*. *What sound do you hear at the beginning of each word? Yes, you hear the sound /h/ at the beginning of each word. I will place a marker in the first box on the Sound-Spelling WorkBoard.*

**Identify Phonemes** Display the **Map Sound-Spelling Card**. Tell children that *map* begins with the sound /m/.

Explain that the sound /m/ can also appear at the end of a word. Display the **Photo Cards** *farm, gem, and yam*, elongating the sound /m/ at the end of each word. *What sound do you hear at the end of each word? Yes, you hear the sound /m/ at the end of each word.* Repeat with the Sound-Spelling Cards and the following Photo Cards: *bus* and *carrots* for final /s/; *jump, mop, and up* for final /p/; *bat* and *feet* for final /t/; *barn* and *fan* for final /n/. Continue with the following word sets:

- Lessons 1–5: *Mom, dim, ram; bus, gas, yes*
- Lessons 6–10: *cap, top, soap; fat, net, nut; ten, fan, Nan*

**Orally Blend Phonemes** Using a puppet, model how to blend the word *Sam*. *The puppet is going to say the sounds in a word. Listen to the puppet as he strings together each sound in the word Sam. The puppet can blend these sounds together: /sssaaamm/, Sam. Say the sounds with the puppet as you string the sounds together to say Sam.*

- Continue as you model placing markers in the sound boxes on the **Sound-Spelling WorkBoards**. *I will place a marker in a box for each sound I make: /f/ /a/ /n/, fan. Now I will point to each marker as I say each sound and then string the sounds together. For example, fan, /fffaaann/, fan.*
- Have children take turns placing the markers in the sound boxes as they blend the following words:
  - Lessons 1–5: *bus, am, dime, him, gas, Wes, farm*
  - Lessons 6–10: *fan, pan, lit, sat, top, map, net, sun*
  - Lessons 11–15: *has, hit, sun, fit, nut, hen, him*



## ► Phonics

**Objectives** Identify final /m/m, /s/s, /p/p, /t/t, /n/n, and initial /h/h

Display the **Photo Card** *farm*. Remind children that the letter *m* can stand for the sound /m/ at the end of a word such as *farm*. Write the word *farm*. Draw a line under the letter *m* as you say the sound /m/. Repeat with **Photo Cards** *gem* and *inchworm*. Repeat this process, using **Photo Cards** *bus*, *carrots*, and *octopus* for the final /s/ sound; **Photo Cards** *boat*, *boot*, *exit*, *hat*, and *nut* for the final /t/ sound; **Photo Cards** *chin*, *dolphin*, *green*, *kitten*, and *moon* for the final /n/ sound.

Display the **Photo Card** *hand*. Remind children that the letter *h* can stand for the sound /h/ at the beginning of *hand*. Write the word *hand*. Draw a line under the letter *h* as you say the sound /h/. Repeat with **Photo Cards** *hat*, *hay*, *hippo*, *horse*, and *house*.

- Continue by displaying the **Large Letter Cards** for *m*, *s*, *p*, *t*, *n*, and *h*. Ask children to identify the sound that each letter makes. For lessons 1–10, ask children to hold up the **Large Letter Card** for the final sound they hear in the words. For lessons 11–15, ask children to hold up the **Large Letter Card** for the first sound they hear in the word. Use the following words:
  - Lessons 1–5: *him*, *farm*, *Tom*, *Pam*, *bus*, *Gus*, *Wes*, *gas*
  - Lessons 6–10: *map*, *mop*, *cap*, *cat*, *jet*, *pat*, *pan*, *man*
  - Lessons 11–15: *has*, *hen*, *hand*, *hem*, *had*, *hum*, *home*

**ELL** Review the meanings of words in the lesson that can be demonstrated in a concrete way. For more support, see pages T6–T7.

**Alphabet Recognition** Display the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” as you point to each letter.

Have children work in pairs. Ask them to use **Letter Tiles** to make their first name. Then have them make each other’s names.

**Write Mm, Ss, Pp, Tt, Nn, Hh**

**Take a Step Back: Form the Letter Mm** Have children use pencils or wooden sticks to make a capital *M*. Emphasize the four lines used to form the letter. Have them practice saying /m/ as they form *M* and

*m* in sand or with paint. Tell them to pretend to be drinking a glass of milk as they say /m/.

**Take a Step Back: Form the Letter Ss** Have children make slithering snakes out of clay. Ask them to trace the snake with their fingers as they make the snake sound: /sss/ /sss/ /sss/.

**Take a Step Back: Form the Letter Pp** Have children use pipe cleaners to make a capital *P*. Ask them to trace the pipe cleaners with their fingers as they make the sound of popcorn popping.

**Take a Step Back: Form the Letter Tt** Have children use pencils or wooden sticks to make a capital *T*. Emphasize the two straight lines used to form the letter. Have children swing their head back and forth like the ticking of a clock as they say /t/.

**Take a Step Back: Form the Letter Nn** Have children use pencils or wooden sticks to make a capital *N*. Emphasize the three straight lines used to form the letter. Have children shake their heads back and forth as they say /nnnooo/, /nnnooo/, /nnnooo/.

**Take a Step Back: Form the Letter Hh** Have children use pencils or wooden sticks to make a capital *H*. Emphasize the three straight lines used to form the letter. Have children wave their hands back and forth as though they are hot as they say /h/.

**Dictation** Model how to write *M* and *m* as you say the sound. Have children trace the letter in the air with their fingers. Ask them to write the letter on their **Sound-Spelling WorkBoards**. Repeat with *S* and *s*, *P* and *p*, *T* and *t*, *N* and *n*, *H* and *h*. Randomly say *m*, *s*, *p*, *t*, *n*, and *h*, and have children write what you say. For handwriting support, see pages T8–T11.

**Fluency: Connected Text** Have children reread the **Take-Home Books** on the **Practice Book** pages listed below. When children feel comfortable reading the stories, have them read the stories to a partner.

- Lessons 1–5: **Practice Book** pp. 79–80, 83–84
- Lessons 6–10: **Practice Book** pp. 85–86, 89–90
- Lessons 11–15: **Practice Book** pp. 91–92, 95–96

**IWB** For additional work with sound-symbol relationships, use **Online Phonics Lessons: Consonants Mm, Ss, Pp, Tt, Nn, Hh**.

### Words to Know

#### Materials

- Word Cards: *go, have, play*
- Sound-Spelling WorkBoards
- Letter Tiles: *a, e, g, h, l, o, p, v, y*
- Photo Cards: *lamp, mop, pillow*
- pocket chart

#### ► High-Frequency Words

**Objective** Learn high-frequency words *go* (Lessons 1–5); *have* (Lessons 6–10); *play* (Lessons 11–15)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word go. It is spelled g-o, go. I go to the store to buy food. This is the word have. It is spelled h-a-v-e, have. I have cereal at breakfast. This is the word play. It is spelled p-l-a-y, play. I like to play in the yard.*
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters and frames using the words. For example: *I go to \_\_\_\_\_. We have \_\_\_\_\_ at our house. I like to play with \_\_\_\_\_.* Have children take turns orally completing the sentences. Write the sentences as children complete them and then read each aloud. Have children take turns underlining the high-frequency words in each sentence.
- Have partners work together to spell *go, have,* and *play* using the **Letter Tiles**.

#### ► Oral Vocabulary

**Objective** Develop oral vocabulary

**Size Words (Lessons 1–5)** Remind children that they have been using words that tell about size such as *big, tiny, long,* and *tall*.

- Have children say sentences naming some things in the classroom that are different sizes.

- Have partners work together to create sentences using the oral vocabulary words. Partners can include other size words, such as *little, short, huge*.

**Household Objects (Lessons 6–10)** Remind children that household objects are things that can be found in a home. A *lamp* is a household object. Other household objects are a *desk, bed, couch,* and *table*.

- Display **Photo Cards** *lamp, pillow, mop*. Ask a child to describe what he or she sees and to tell in which room of a household one would find the item. (*lamp—living room or bedroom; pillow—bedroom; mop—kitchen*)
- Have them name other household items and tell in which room of a house that item can be found.

**Number Words (Lessons 11–15)** Remind children that we use the words *one, two, three, four,* and *five* to tell how many items or things there are.

- Draw or display groups of items for each of the numbers from *one* to *five*. Count the objects with children. Create sentences together about the items, such as *There are five beads*.
- Explain that we also use the number words *six* through *ten*. Draw or display groups of items for these numbers. Count the objects together and create sentences. Have children create sentences about other items using the words *one* to *ten*.

**ELL** Some children may be confused by unfamiliar words. Encourage children to always seek clarification when they encounter a word or phrase that does not make sense to them. For more support, see pages T6–T7.

### Time to Read

#### Materials

- Oral Vocabulary Development Cards: “*The Three Billy Goats Gruff*,” “*Long Ago and Now*,” “*Ten Tigers and the Flute*”

#### Online Resources

- **IWB** **Interactive White Board** Comprehension Lessons

## ► Listening Comprehension

### **Objectives** Review comprehension skills

**Make Predictions (Lessons 1–5)** Remind children that sometimes the words and pictures in a story give clues as to what will happen next. *If we listen carefully to the words and look at the pictures, we can guess or make predictions about what will happen next in a story. Then we can see if our predictions are right.*

- Use the **Oral Vocabulary Development Cards** for “The Three Billy Goats Gruff.” *Let’s read “The Three Billy Goats Gruff.” As we read, pay attention to the pictures and words so we can guess what will happen next.*
- Read aloud Cards 1 and 2. *As I look at the picture and read Card 1, I see that the billy goat is pleading with the troll to let him cross the bridge. I also see that the troll doesn’t look as mean as he sounds. I think that the troll will let the billy goat cross the bridge.* As you read, pause for children to predict what might happen next. Have children make their own predictions and then guide them to see if their predictions were right. Repeat with Cards 3 and 4.
- *Based on what the big billy goat looks like and based on how he speaks, do you think he will be able to cross the bridge? (Yes. The big billy goat is big and brave. He will cross the bridge.)*
- Have children retell the story.
- **Make Predictions** Have children look through picture books and make predictions based on the cover and title. Have children make predictions and tell what made them make those predictions.

**Classify and Categorize (Lessons 6–10)** Remind children that when we read nonfiction, we learn facts and details about a topic. *As readers, we can look for ways to sort the important facts and details into groups.*

- Use the **Oral Vocabulary Development Cards** for “Long Ago and Now.” *Let’s read “Long Ago and Now.” As we read, pay attention to what the pictures and words tell us about long ago and today.*
- Read aloud Cards 1 and 2. *As I look at the pictures and read Cards 1 and 2, I learn that people long ago had iceboxes to keep food cold, while today we have refrigerators. Both iceboxes and*

*refrigerators are appliances.* As you read, pause for children to classify and categorize things that people did to entertain themselves. Guide children to see that people long ago entertained themselves by playing musical instruments, reading, and playing games, just like people today.

- *What other ways of entertainment are similar today to long ago? (listening to music, singing, and acting out plays and skits)*
- **Classify and Categorize** Have children look through nonfiction picture books and classify and categorize the information that they read about.

### **Identify Character and Plot (Lessons 11–15)**

Remind children that the characters are the people or animals in a story and the plot is what happens in a story. A woodcutter is one of the characters in “Ten Tigers and the Flute.”

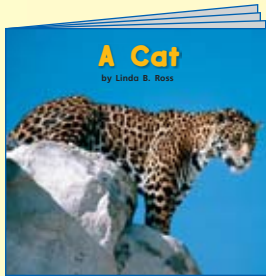
- Use the **Oral Vocabulary Development Cards** for “Ten Tigers and the Flute.” *Let’s read “Ten Tigers and the Flute.” As I look at the pictures and read Cards 1 and 2, I learn that there is another character in this story.*
- Continue to read Cards 3–4, pausing after each one. Ask children to discuss who the other characters are and what the characters are doing.
- *How would you describe the first tiger? (The first tiger was fierce and smart because when he saw he couldn’t reach the woodcutter, he went to get help.) What did he do that caused the woodcutter to be safe? (He danced and twirled when the woodcutter played his flute and caused all the tigers to fall.)*
- Have children retell the story.
- **Character and Plot** Have children look through picture books and point to characters. Have children share details about how the characters look and what they are doing in the pictures.

**IWB** **Online Comprehension Lessons:** Make Predictions; Character, Setting, Plot

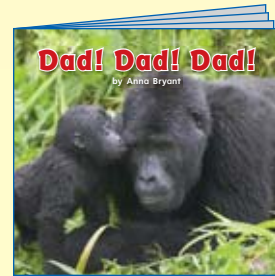
### **Self-Selected Reading**

Provide books for children to read for practice. Guide children to make predictions, classify and categorize information, and identify character and plot.





Intervention Reader 1



Intervention Reader 2

**Working with Words**

- **Phonemic Awareness**
- **Phonics**

**Words to Know**

- **High-Frequency Words**
- **Concept Words**
- **Build Fluency**

**Time to Read**

- **Intervention Readers**
- **Comprehension**
- **Write**

**Language Arts**

- **Grammar**
- **Writing**

**Assessment**

- **Informal**
- **Formal**

**Week 1, Lessons 1–5**

**Phonemic Awareness**

- Phoneme Isolation
- Phoneme Blending

**Phonics**

- Initial and Medial /a/a

**High-Frequency Words**

- to

**Concept Words**

- Comparing Words

**Fluency**

- Letter, Sound and Word Fluency; Connected Text

**Read**

- *A Cat*

**Strategy:** Summarize

**Skill:** Identify Main Idea and Details

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

- Sentences

**Writing**

- Shared Writing: Dialogue
- Interactive Writing: Dialogue
- Independent Writing: Dialogue



Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

**Week 2, Lessons 6–10**

**Phonemic Awareness**

- Phoneme Isolation
- Phoneme Blending

**Phonics**

- Initial and Final /d/d

**High-Frequency Words**

- is

**Concept Words**

- Family Words

**Fluency**

- Letter, Sound, and Word Fluency; Connected Text

**Read**

- *Dad! Dad! Dad!*

**Strategy:** Summarize

**Skill:** Identify Main Idea and Details

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

- Sentences

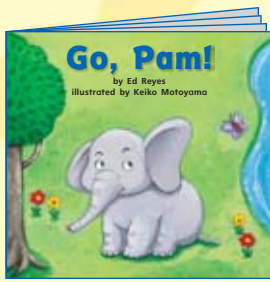
**Writing**

- Shared Writing: Directions
- Interactive Writing: Directions
- Independent Writing: Directions



Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

**Additional Instruction, pages 224–227**



Intervention Reader 3

### Week 3, Lessons 11–15

#### Phonemic Awareness

- Phoneme Isolation
- Phoneme Blending

#### Phonics

- Review

#### High-Frequency Words

- Review: *go, have, is, play, to*

#### Concept Words

- Transportation Words

#### Fluency

- Letter, Sound, and Word Fluency;  
Connected Text

#### Read

- *Go, Pam!*

**Strategy:** Summarize

**Skill:** Retell

#### Daily Writing Prompts

Handwriting, Dictation, Story Response

#### Grammar

- Sentences

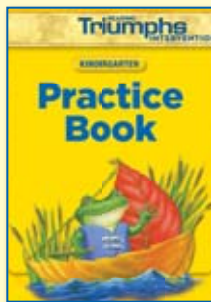
#### Writing

- Shared Writing: List
- Interactive Writing: Sentences
- Independent Writing: Sentences

**Quick Check** Phonemic Awareness, Phonics,  
High-Frequency Words,  
Concept Words, Comprehension

- **Unit Assessment, Assessment Book pp. 84–95**





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 95–96
- Large Letter Cards: *c, f, h, m, n, p, s, t*
- Large Sound-Spelling Card: *Apple*
- Photo Cards: *alligator, ambulance, ant*
- Word Card: *to*
- Sound-Spelling WorkBoards

- self-stick notes
- pocket chart

## Online Resources

- **IWB** **Interactive White Board** Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Isolate initial phoneme /a/

Read aloud the following rhyme.

Abby had a fat cat.  
His fur was white and tan.  
The cat just sat. He liked to nap.  
At meal time, though, he ran.

**I Do** Listen to the name *Abby*, /aaabē/. The name *Abby* begins with the /a/ sound. The first sound in *Abby* is /a/. What's the sound?

**We Do** Read the fourth line of the rhyme again. *At* also begins with the /a/ sound. Let's say the word together: /aaat/. Let's say the first sound in *at*: /a/. Repeat with the word *and*.

**You Do** Read line 1 of the rhyme to children. *What is the first sound you hear in Abby?* Repeat for *at* and *an*.

**ELL** Model pronunciation. Open the mouth from side to side. Put the tongue behind the lower teeth, and breathe out to demonstrate saying /a/. Have children practice the sound /a/ as they say *aaapple*. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say the sound /a/ and have children repeat it. *The word at begins with /a/. Let's say the sound and the word together: /a/, at. Listen to the word I say: Abby. What is the first sound you hear?*

### Quick Check

Can children isolate initial phoneme /a/?  
If not, use **Additional Instruction**, pp. 224–227.

### ▶ Phonics

**Objective** Identify initial /a/a

**Review** Show each of the following **Large Letter Cards** as children say each sound: *h, f, c, n, t, p, s, m*. Mix the cards and repeat.

- I Do**
- Display the *Apple Sound-Spelling Card*.
  - Point to the letter. *This is capital A. This is lowercase a. The letter a stands for the /a/ sound at the beginning of apple.*
  - Listen for the /a/ sound as I say the word: *apple*.
  - Display **Photo Card ant**. Place a self-stick note with a lowercase *a* written on it on the picture of the ant.
  - *This is an ant. It begins with the /a/ sound. Listen for the /a/ sound as I say the word again: aaant.*
  - Repeat with **Photo Cards alligator** and *ambulance*.

- We Do**
- Write the *a*-words from the rhyme on the board.
  - Read the first line of the rhyme and point to the letter *A* in *Abby*. *The A in Abby stands for /a/. Say the sound and word with me: /a/, Abby.*
  - Repeat with *at* and *and*.

- You Do**
- Point to the name *Abby* and read it with children.
  - Ask a child to circle the letter that stands for the /a/ sound in *Abby* and say /a/.
  - Continue until children have circled and identified the letter and sound in each word.

**IWB** **Online Phonics Lessons:** Short *a*

Use the phonics instruction animation and all activities except sorting.

### CORRECTIVE FEEDBACK

Write the word *at*. Draw a line under *a*. *This is the letter a. Say the name of the letter with me: a. The word at begins with letter a because a stands for the /a/ sound. Say the sound as I point to the letter.*



**Quick Check**

Can children identify /a/ spelled Aa? If not, use Additional Instruction, pp. 224–227.

## Words to Know

### ► High-Frequency Word: to

**Objective** Read high-frequency words

- Display the **Word Card** *to* in the pocket chart.
- Point to the word *to*. *This is the word to. It is spelled t-o. I like to see animals at the zoo. What's the word?*
- Have children chorally **read** and **spell** the word *to* with you as you point to it.
- Have children **write** the word *to* on their **Sound-Spelling WorkBoards**.
- Have children take turns finishing the sentence: *I like to \_\_\_\_\_*. Write the sentences on the board.

### CORRECTIVE FEEDBACK

Point to and say *to*. *The word is to. Point to the word and say it with me: to. What is the first letter? What's the first sound in the word? What's the word?*

**Quick Check**

Can children read *to*? If not, use Additional Instruction, pp. 224–227.

### ► Concept Words: Comparing Words

**Objective** Develop oral vocabulary

- Tell children that you will use words that compare. Reread line 1 of the rhyme. *A fat cat is a big cat. It is bigger than a cat that is not fat. If the fat cat eats a lot more food than other cats, it will be the biggest cat of all.*
- Explain that the words *big*, *bigger*, and *biggest* are words that compare the size of things.
- *Is a mouse as big as a cat? Which one is bigger? Compare a mouse, a cat, and a horse. Which animal is the biggest?*
- Draw three different-sized small boxes on the board. Explain that we can also use the words *small*, *smaller*, and *smallest* to compare size.
- *Which box is the smallest?* Ask children to point out which box is *small*, *smaller*, and *smallest*.

- Practice using comparing words by comparing classroom objects. For example, the table is bigger than a pencil. Ask children to use a comparison word in a sentence.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Reread the **Take-Home Book** from the previous week with children.
- Then have children whisper-read the **Take-Home Book** independently. Listen while children read, offering guidance as necessary.
- Help children identify characters as they read.
- Have children find the high-frequency word *play* in the text.

Tell children to read the story to their family.

### ► Response

Have children respond to the story by talking about the characters. Have them point out and describe the illustrations that they liked.

See **Practice Book** pages 95–96.

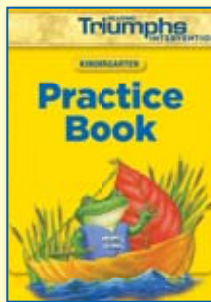
### ► Write

**Objective** Write Aa

- Display the *Apple* **Sound-Spelling Card**.
- Model how to write *Aa* by tracing the letter with your finger.
- Write the letter *Aa* on the board.
- Have children take turns tracing *Aa* with their fingers on the *Apple* **Sound-Spelling Card**.
- Have children say the sound /a/ as they write the letter *Aa* several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: capital *a*. Now write lowercase *a*. Repeat with letters *p*, *t*, and *n*. Write the letter for the sound I say: /a/. Repeat with /m/, /f/, and /s/. Provide immediate feedback.

See Handwriting pages T8–T11.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 97–98, 195
- Photo Cards: *bike, bus, car, fan, hat, man, map*
- Large Letter Cards: *a, c, f, h, m, n, p, s, t*
- Large Sound-Spelling Card: *Apple*
- Word Cards: *go, have, play, to*
- Sound-Spelling WorkBoards

- self-stick notes
- pocket chart

## Online Resources

- **IWB** **Interactive White Board** Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate medial phoneme /a/

Display the rhyme and read aloud.

Abby had a fat cat.  
His fur was white and tan.  
The cat just sat. He liked to nap.  
At meal time, though, he ran.

- I Do**
- We are going to listen for the /a/ sound when it happens in the middle of a word.
  - Reread the rhyme, emphasizing the word *tan*. You can hear the /a/ sound in the middle of the word *tan*, /t/ /aaa/ /n/. Repeat the routine with *can*.
- We Do**
- Say *tan* and *ran* with children. What sound do you hear in the middle of *tan* and *ran*? Let's say the sound together: /aaa/.
  - Display **Photo Card** *fan*. Let's say this word: *fan*. Listen to the sounds in this word: /f/ /aaa/ /n/. What sound do we hear in the middle of *fan*? Say the /a/ sound with me: /aaa/.
  - Repeat with **Photo Cards** *hat, man, and map*.

- You Do**
- Display the **Photo Cards** *fan, hat, man, and map*.
  - Have children say the word that names each picture. Then have them say the sound they hear in the middle of the word.

**ELL** In some languages, including Spanish, there is not a direct transfer for the /a/ sound. Demonstrate correct mouth position by opening the mouth wide and pulling the lips back when pronouncing each word. Contrast /a/ with *ahhh* using English/Spanish word pairs such as *cat/casa, mat/masa*. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say *tan* and have children repeat. The sound in the middle of *tan* is /aaa/. Let's say the word and the sound: *tan, /aaa/*. What sound do you hear in the middle of *tan*?

### Quick Check

Can children isolate the medial phoneme /a/? If not, use **Additional Instruction**, pp. 224–227.

### ► Phonics

**Objective** Identify medial /a/a

**Review** Show these **Large Letter Cards** as children say each sound: *a, h, f, c, n, t, p, s, m*. Mix and repeat.

- I Do**
- Display the *Apple* **Sound-Spelling Card**.
  - Point to the letter *a*. This letter is *a*. The letter *a* stands for the /a/ sound in the middle of *can*.
  - Listen for /a/ as I say the word again: /kaaan/, *can*.
  - Then display **Photo Card** *fan*. Place a self-stick note with the lowercase *a* written on it below the *fan*.
  - This is a *fan*. It has the /a/ sound in the middle of the word. Listen for the /a/ sound as I say the word again: /faaan/, *fan*.
  - Repeat with **Photo Cards** *hat* and *man*.
- We Do**
- Write the word *tan* on the board. The *a* in the middle of *tan* stands for the /a/ sound. Say the sound as I point to the letter.
  - Repeat for *can, hat, and fan*.
  - Then have children say the words with you again and circle the letter that stands for the /a/ sound.
- You Do**
- Write the following words: *man, can, cat, nap, hat*.
  - Point to *man* and read it aloud.
  - Have a child circle the letter that stands for the /a/ sound in *man* and say /a/. Continue until children have circled *a* in each word and said /a/.

- Have children write the letter *a* as they say /a/.

**IWB Online Phonics Lessons:** Short *a*  
Use the phonics instruction animation and all activities except sorting.

## Words to Know

### ► High-Frequency Word: *to*

**Objective** Read high-frequency words

- Display **Word Card** *to*. *This word is to. I went to the park.* Have children repeat with you: *to*.
- Have children take turns using *to* in a sentence.
- Display **Word Cards** *go, play, to, and have* in the pocket chart. Have a child point to the word *to*. Then have children identify the other three words.

### CORRECTIVE FEEDBACK

Point to and say *to*. *The word is to. Point to the word and say it with me: to. What's the word?* Then place the **Word Cards** *to, go, and have* on the table. Have children individually identify and say the word *to*.

### Quick Check

Can children read *to*? If not, use Additional Instruction, pp. 224–227.

### ► Concept Words: Comparing Words

**Objective** Develop oral vocabulary

- Remind children of the words they used to compare size: *big, bigger, biggest* and *small, smaller, smallest*.
- Discuss comparison words. *Which is smaller: a dog or a rabbit? Which is the smallest: a dog, a rabbit, or an ant?*
- Display **Photo Cards** *bike, car* and *bus*. Have children arrange in order of big, bigger, and biggest.
- Practice using other comparison words, such as *tall, taller, tallest* and *long, longer, longest*.

See *Comparing Words* at back of the **Practice Book**.

### CORRECTIVE FEEDBACK

*A flower is smaller than a tree. Which is bigger: a flower or a tree?*

### Quick Check

Can children understand and use comparing words? If not, use Additional Instruction, pp. 224–227.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**Before Reading** Preview the story by reading aloud the title. *What do you think the story will be about?*

**During Reading** Read the story together.

- Have children track the print as they read.
- Focus on the pattern of the story and any changes in punctuation.
- Point out any high-frequency words or words that begin with previously taught letter-sounds.
- **Choral Reading** Guide children to read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story. Listen while children read, offering guidance as necessary.

**After Reading** Have children discuss all of the activities the boy and the girl in the story do.

See **Practice Book** pages 97–98.

### ► Write

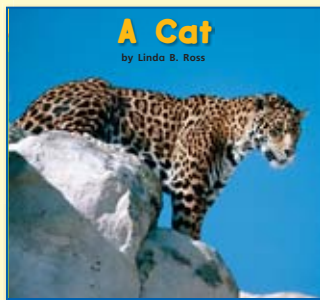
**Objective** Write *Aa*

- Write both forms of the letter *Aa* on the board.
- Model how to write *Aa* by tracing the letter with your finger.
- Have children take turns tracing *Aa* with their fingers on the **Apple Sound-Spelling Card**.
- Have children say the sound /a/ as they write the letter *Aa* several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: capital *a*. Now write lowercase *a*. Repeat with letters *h, f, and n*. Write the letter for the sound I say: /a/. Repeat with /p/, /k/, and /n/. Provide immediate feedback.

See Handwriting pages T8–T11.





Intervention Reader 1

## Materials

- Intervention Reader 1: *A Cat*
- Practice Book: pp. 99, 100
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, h, m, n, p, s, t*
- Photo Cards: *fan, hat, man, map*
- Word Card: *to*

- markers or counters
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the following rhyme.

Abby had a fat cat.  
His fur was white and tan.  
The cat just sat. He liked to nap.  
At meal time, though, he ran.

- I Do** ■ Use the sound boxes on the **Sound-Spelling WorkBoard**. Listen to these sounds: /f/ /a/ /n/. I will use one marker to stand for each sound. Say each sound as you place each marker in a sound box. Listen as I blend the sounds together to say the word: /fffaannn/, *fan*.

- Repeat the procedure for *fat*, *tan*, and *nap*.

- We Do** ■ Listen to these sounds: /f/ /a/ /t/. Say the sounds: /f/ /a/ /t/. I'll use one marker for each sound.

- Say the sounds with me again: /f/ /a/ /t/. Now blend the sounds with me: /faaat/, *fat*.

- Continue with *sat*, *can*, and *man*.

- You Do** ■ Say *fan*. Then say the sounds: /f/ /a/ /n/. Have children place three markers in the sound boxes.

- Ask children to blend the sounds to say the word.

- Then have children use the markers and the sound boxes to blend the following sounds: /m/ /a/ /n/, *man*; /r/ /a/ /n/, *ran*; /t/ /a/ /n/, *tan*.

#### CORRECTIVE FEEDBACK

Say *sat*, and have children repeat. Listen to the three sounds in *sat*: /s/ /a/ /t/. Say them with me. Now blend the sounds. What's the word?

### Quick Check

Can children blend phonemes in words? If not, use Additional Instruction, pp. 224–227.

### ► Phonics

#### Objective Blend words with /a/a

**Review** Show **Large Letter Cards** as children say each sound: *a, h, p, t, n, m, s, c*. Mix the cards. Repeat.

- I Do** ■ Display **Letter Cards** *m, a, n* to make the word *man*.

- This is the letter *m*. It stands for the /m/ sound.

Repeat for letters *a* and *n*. Point to each letter as you say its sound again.

- Listen as I blend these sounds together to say the word: /mmaaannn/, *man*. What's the word?

- Repeat with the words *cat*, *tan*, *fan*, and *map*.

- We Do** ■ Display **Photo Card** *fan*.

- Write the word *fan* on the board and point to each letter. There are three sounds in this word. Say the sounds with me: /f/ /a/ /n/. Let's blend the sounds: /fffaannn/, *fan*.

- Repeat with **Photo Cards** *man*, *hat*, and *map*.

- You Do** ■ Write: *cat*, *tan*, *fan*, *map*. Have children say the three sounds in each word and then blend them.

- Have children identify the middle sound and letter.

See **Practice Book** page 99.

#### CORRECTIVE FEEDBACK

Write *man*. Point to each letter and say: /m/ /a/ /n/. Have children repeat. Blend the sounds: /maaan/. What's the word?

### Quick Check

Can children blend phonemes to read words? If not, use Additional Instruction, pp. 224–227.

## Words to Know

### ► High-Frequency Words: *like, play, to*

**Objective** Review high-frequency words

- Display **Word Card** *to* in the pocket chart. *What word is this? I walked to school this morning.*
- Have children **read, spell, and write** the word *to* and use it in a sentence.
- Read the sentence starter: *I like to play \_\_\_\_\_*. Have each child dictate his or her own sentence.
- Have each child circle the word *to* in his or her sentence. Repeat with the words *like* and *play*.

**ELL** To reinforce meaning, give directions or ask questions such as: *Lisa, give the pencil to me. Miguel, walk to the window. What do you like to eat?* For more support, see pages T6–T7.

See **Practice Book** page 100.

### ► Oral Vocabulary: *Prowl and Gaze*

**Objective** Develop oral vocabulary

**Define** In the book you will read today, you will see big cats who like to prowl. Prowl means to move about quietly so no one notices you. Say the word with me: *prowl*.

**Example** *My dad likes to prowl around the kitchen looking for a snack.*

**Ask** How might someone act if they were prowling for something?

**Define** Something else that a big cat might do is gaze at an area before they decide where to go next. Gaze means to look at something for a while. Say the word with me: *gaze*.

**Example** *I like to gaze at a rainbow or sunset.*

**Ask** What do you like to gaze at?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write these words in a list: *am, as, Sam, Ann, cat, fan, map, Nan*. Blend the sounds as you read the list. Reread each word and have children echo-read. Have children practice reading the word list throughout the week.

## Time to Read

### ► Read *A Cat*

**Objective** Summarize: Main idea and details

**Before Reading** Have children describe the cover. Read the title together. Point out the front and back cover. Ask a child to show where to begin reading.

- Explain that the *main idea* of a book is what it is mostly about. *Details* tell more about the main idea.
- Help children set a purpose for reading. *Let's find out about different animals that are all cats.*

**During Reading** Guide children as you read the story together. Ask the following questions as you read: After page 3: *What kind of cat is this?* After page 5: *How does this cat look different?* After page 7: *Is this the same kind of cat as the one on page 5?*

**After Reading** Discuss main idea. *I read the words "a cat" on each page. This tells me that all of these different animals are kinds of cats. The main idea of this book is that there are many kinds of cats. Discuss details. How is the fur different on each of the animals? Do they all have whiskers? How is the cat on page 8 different from the others?*

**IWB** **Online Comprehension Lessons:** Main Idea and Details Use the story to model the skill.

### ► Comprehension Check: **Text Evidence**

**Retell** Have children use text evidence and what they learn from the photographs to **retell** the book.

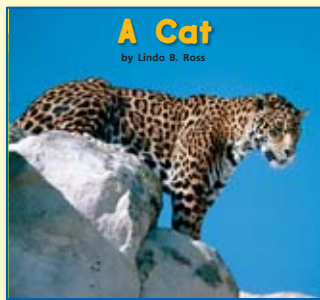
### ► Write

**Objective** Write a label

Have children draw a picture of a cat. Have them label the picture *a cat*.

**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards**: *a, s, m, h, n, t*. Now write the word that I say: *at*. Listen to the sounds: /a/ /t/. Write the letters that stand for those sounds to make the word *at*. Now write the word *cat*. Provide immediate feedback.

See Shared Writing lesson on page 223.



Intervention Reader 1

## Materials

- Intervention Reader 1: *A Cat*
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, f, h, m, n, p, s, t*
- Letter Tiles: *a, c, f, h, m, n, p, s, t*
- Word Cards: *go, play, see, to*
- Comprehension Cards

- markers or counters
- pocket chart

## Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the following rhyme. Then read it again, and ask children to chime in with you:

Abby had a fat cat.  
His fur was white and tan.  
The cat just sat. He liked to nap.  
At meal time, though, he ran.

- I Do**
- Use the sound boxes on the **Sound-Spelling WorkBoard**. Listen to these sounds: /m/ /a/ /n/. I have three markers to stand for the three sounds: /m/ /a/ /n/. Set markers in the sound boxes. Listen as I blend the sounds: /mmaaann/, *man*.
  - When I blend the sounds quickly, I say the word *man*. As you say the sounds, run your fingers across the three boxes.
  - Repeat for the words *tan, fat, sat, and fan*.

- We Do**
- Listen to these three sounds: /f/ /a/ /n/. Say the sounds with me. I will use three markers to show the three sounds.
  - Let's blend the sounds: /fffaaann/, *fan*.
  - Continue with *sad, nap, ham, and can*.

- You Do**
- Say the sounds /n/ /a/ /p/. Have children place three markers in the sound boxes.
  - Ask children to blend the sounds to say the word: /nnnaaap/, *nap*.
  - Then have children use the markers and the sound boxes to blend the following sounds: /vvvaaann/, *van*; /mmaaann/, *man*; /haaad/, *had*; /sssaad/, *sad*.

### ▶ Phonics

#### Objective Blend words with /a/a

**Review** Show **Large Letter Cards** as children say each sound: *a, f, h, p, t, n, m, s, c*. Mix the cards and repeat.

- I Do**
- Place **Letter Tiles** *s, a, t* in the sound boxes on the **Sound-Spelling WorkBoard**.
  - Point to each letter. The letter *s* stands for /s/. The letter *a* stands for /a/. The letter *t* stands for /t/. Listen as I blend these sounds: /sssaat/, *sat*.
  - Place **Letter Tiles** *c, a, t* in the sound boxes and repeat the same routine. Repeat with *hat, man, and tan*.
- We Do**
- Place **Letter Tiles** *f, a, t* in the sound boxes.
  - Let's say the sound each letter stands for: /f/ /a/ /t/. Say the sounds again with me: /f/ /a/ /t/.
  - Let's blend the sounds: /fffaaat/, *fat*.
  - Repeat with **Letter Tiles** *t, a, n*.
  - Repeat the same procedure for the words *hat* and *ham*.

- You Do**
- Place **Letter Tiles** *s, a, t* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word.
  - Have children repeat with *nap, tan, fan, and cat*.

See the More Word Work lesson on page 222.

#### CORRECTIVE FEEDBACK

Say the word *fat* and have children repeat. Point to each letter and say its sound: /f/ /a/ /t/. Have children repeat. Then blend the sounds: /fffaaat/ Have children repeat. **What's the word?**

#### Quick Check

Can children blend phonemes to read words? If not, use **Additional Instruction**, pp. 224–227.



## Words to Know

### ► High-Frequency Words: *go, play, see, to*

**Objective** Review high-frequency words

- Display **Word Card** *to* in the pocket chart. *What word is this? I ran to the park.*
- Have children **read, spell, and write** the word *to* and use it in a sentence.
- Display **Word Cards** *to, go, play,* and *see* in the pocket chart. Read the words with children.
- Have children answer questions about the four words: *Which word has four letters? Which word rhymes with me? Which two words have the same number of letters?*

### ► Oral Vocabulary: *Prowl and Gaze*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the book they read last time, *A Cat*. In the story the leopard is gazing down from a rock. He may prowl around when he sees something he wants to eat.

- *Why might a cat prowl around a farm?*
- *What might a kitten gaze at?*

**Connect** Have children discuss other animals who like to prowl and at whom or what they might gaze.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list: *at, man, Sam, tap, sat, tan, mat, can*. Read each word and have children repeat. Then say the words in random order. Have children point to the word you say.

## Time to Read

### ► Read *A Cat*

**Objective** Summarize: Main idea and details

**Before Reading** Remind children that the main idea is what the story is mostly about. Details tell more about the main idea.

Have children read the title with you. Tell them that they will reread the book. As they read, they should think about the main idea and details.

**During Reading** Have children do a choral reading with you. Give the following prompts as you read:

- After page 3: *How are the two cats similar?*
- After page 5: *Tell some details about these cats.*

**After Reading** Discuss the main idea. *What do the words of the story say that all of these animals are? (a cat) So we can say that the main idea is that there are different kinds of cats. What are some details?*

**ELL** Children can share information using non-verbal cues when they are not able to do so verbally. Have them use pantomime. For more support, see pages T6–T7.

**IWB** **Online Comprehension Lessons:** Main Idea and Details Use the story to model the skill.

### **CORRECTIVE FEEDBACK**

If children need practice with main idea and details, use **Comprehension Cards: Main Idea and Details**.

#### **Quick Check**

Can children understand the main idea and details? If not use **Additional Instruction**, pp. 224–227.

### ► Build Fluency: Connected Text

**Objective** Model fluent reading

**Echo-Read** Read *A Cat* one page at a time and ask children to read each page after you. Have them read at the same speed and with the same expression that you use. Provide feedback.

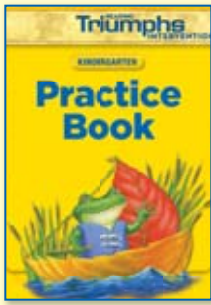
### ► Write

**Objective** Write a label

Have children draw a picture of a cat doing something unique. Have them write the label *a cat* under their pictures.

**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards**: *a, s, m, p, n, t*. Now write the word that I say: *an*. Repeat with the word *pan*. Provide immediate feedback.

See Grammar and Interactive Writing lessons on pages 222–223.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 101–102
  - Intervention Reader 1: *A Cat*
  - Listening Library
  - Sound-Spelling WorkBoards
  - Letter Tiles: *a, c, f, h, m, n, p, t*
  - Word Cards: *have, like, see, the, to*
  - hand puppet
  - pocket chart
  - 5 index cards
- Online Resources**
- Bibliography

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the following rhyme. Then read it again, and ask children to chime in with you.

Abby had a fat cat.  
His fur was white and tan.  
The cat just sat. He liked to nap.  
At meal time, though, he ran.

- I Do**
- Tell children that the puppet is going to blend sounds to make words.
  - Have the puppet say the sounds /m/ /a/ /n/, /mmaaann/, *man*.
  - Repeat with *nap, fat, and sat*.

- We Do**
- Tell children that the puppet is going to blend some more sounds to make words.
  - Have the puppet say these sounds: /f/ /a/ /n/, /fffaaann/, *fan*. Have children repeat the sounds and the word with the puppet.
  - Repeat the procedure with *cat, fat, sat, and tan*.

- You Do**
- Tell children that they will now blend the sounds on their own. Have the puppet say the following sounds: /n/ /a/ /p/.
  - Have children repeat the sounds and blend the sounds to say the word: /n/ /a/ /p/, *nap*. **What's the word?**
  - Repeat the routine with /s/ /a/ /t/, *sat*; /k/ /a/ /n/, *can*; /t/ /a/ /p/, *tap*; and /m/ /a/ /p/, *map*.

### ▶ Phonics

#### Objective Blend words with /a/

- I Do**
- Place **Letter Tiles** *f, a, n* in the sound boxes on the **Sound-Spelling WorkBoard**.
  - Point to each letter. The letter *f* stands for /f/. The letter *a* stands for /a/. The letter *n* stands for /n/. Listen as I blend these sounds: /fffaaann/, *fan*. The word is *fan*.
  - Place **Letter Tiles** *h, a, t* in the sound boxes and follow the same routine. Continue with *man* and *van*.
- We Do**
- Place **Letter Tiles** *t, a, n* in the sound boxes.
  - Let's say the sound each letter stands for: /t/ /a/ /n/.
  - Now let's blend the sounds: /taaann/, *tan*. **What's the word?**
  - Place **Letter Tiles** *n, a, p* in the pocket chart and repeat.
  - Continue with *cat* and *man*.
- You Do**
- Place **Letter Tiles** *n, a, p* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word. **What's the word?**
  - Have children repeat with **Letter Tiles** *f, a, n*; *h, a, t*; *t, a, n*; *m, a, p*; *c, a, t*; and *h, a, m*.

## Words to Know

### ► High-Frequency Words: *have, like, see, the, to*

**Objective** Review high-frequency words

- Write one high-frequency word on each of the index cards: *to, have, like, see, the*.
- Display **Word Cards** *to, have, like, see, and the*.
- Have children read the words with you.
- Place **Word Cards** and index cards face down.
- Play a matching game. Turn over one card and read it aloud. Have children echo-read the word.
- Tell children you will try to find the match for the card by turning over another card. Read the second card.
- If it is a match, place the **Word Card** in the pocket chart with the index card next to or behind it.
- If it is not a match, turn the cards back over in their spot. Tell children it is time for someone else to have a turn. Repeat until all matches are found.
- Save the index cards for use at another time.

**ELL** Reinforce meaning by using examples such as, *I have a pencil. What do you have? I like to garden. What do you like to do?*

### ► Oral Vocabulary: *Prowl and Gaze*

**Objective** Develop oral vocabulary

**Confirm** Review the words *prowl* and *gaze* with children. Remind them that *prowl* means to move about quietly and secretly. *Gaze* means to look at something a long while.

**Discuss** Have children finish the following sentence starters: *An animal that likes to prowl is a \_\_\_\_\_. A baby might like to gaze at \_\_\_\_\_.*

**Connect** Describe a time that you gazed at something.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list: *Sam, man, hat, can, map, ham, sat, pan*. Then reread each word and have children blend the sounds after you.

**Connected Text** Have children review the **Intervention Reader** *A Cat* using the **Listening**

**Library** audio selection. Then have them reread the book on their own. Circulate and listen in.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**During Reading** Read the story together.

- **Echo-Read** Guide children to echo-read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the book.

See **Practice Book** pages 101–102.

### ► Build Fluency: Connected Text

**Objective** Develop fluency through repeated readings

- **Partner-Reading** Have pairs of children take turns reading aloud the **Take-Home Book** to each other.
- Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate.

### ► Write

**Objective** Practice writing words

- Have children use **Letter Tiles** to make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Letter Tiles** as a guide.

**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards**: *a, f, m, c, n, t*. Now write the word that I say: *cat*. Repeat with the word *fat*. Provide immediate feedback.

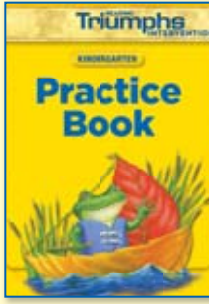
### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

See Independent Writing lesson on page 223.





Practice Book

## Materials

- Take-Home Book, Practice Book pp. 101–102
- Large Letter Cards: *c, f, h, m, n, p, s, t*
- Large Sound-Spelling Card: *Dolphin*
- Photo Cards: *deer, dog, doll, girl, man*
- Word Card: *is*
- Sound-Spelling WorkBoards

- self-stick notes
- pocket chart

### Online Resources

- **IWB** **Interactive White Board** Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /d/

Read aloud the following rhyme.

I have a *dog* named *Lad*.  
He *dove* in the lake one *day*.  
My *dad* said, “Let’s go swim with him.  
I think he wants to *play*.”

**I Do** ■ Listen to the word *dog*, /d-d-dog/. The word *dog* begins with the /d/ sound. The first sound in *dog* is /d/. What’s the sound?

**We Do** ■ Read the first line of the rhyme again. The word *dog* begins with the /d/ sound. Let’s say the word together: /dog/. Let’s say the first sound in *dog*: /d/.  
■ Continue with other *d* words in the rhyme.

**You Do** ■ Read line 1 of the rhyme to children. What is the first sound you hear in the word *dog*?  
■ Continue with lines 2 and 3 with words *dove*, *day*, and *dad*.

**ELL** Tell children to place their tongue behind the teeth at the roof of the mouth. Have them say /d/ as they drop the tongue slightly. The mouth should be open. Tell children to put their hands in front of their mouths to feel a little puff of air as they say /d/. Have them say these words to practice: *dip*, *day*, *dot*. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say the sound /d/, and have children repeat it. The word *dog* begins with /d/. Let’s say the sound and the word together: /d/, *dog*. Listen to the word I say: *dog*. What is the first sound you hear?

### Quick Check

Can children isolate the initial phoneme /d/? If not, use **Additional Instruction**, pp. 224–227.

### ► Phonics

**Objective** Identify initial /d/d

**Review** Show these **Large Letter Cards** as children say each sound: *s, p, t, n, c, f, h, m*. Mix and repeat.

- I Do** ■ Display the *Dolphin Sound-Spelling Card*.  
■ Point to the letter. This is capital *D*. This is lowercase *d*. The letter *d* stands for the /d/ sound in at the beginning of *dolphin*.  
■ Listen for the /d/ sound as I say the word: *dolphin*.  
■ Then display **Photo Card** *deer*. Place a self-stick note with a lowercase *d* written on it on the picture of the deer.  
■ This is a *deer*. It begins with the /d/ sound. Listen for the /d/ sound as I say the word again: *deer*.  
■ Repeat with **Photo Cards** *dog* and *doll*.

- We Do** ■ Read aloud the rhyme. Write the *d* words on the board: *dog, dove, day, dad*.  
■ Point to the letter *d* in *dog*. The *d* in *dog* stands for the /d/ sound. Say the sound and word: /d/, *dog*.  
■ Continue with the words *dove*, *day*, and *dad*. Repeat with the words *deer* and *dolphin*.

- You Do** ■ Point to the word *dog* and read it aloud.  
■ Ask a child to circle the letter that stands for the /d/ sound in *dog* and say /d/.  
■ Continue until children have circled and identified the letter and sound in each word.

**IWB** **Online Phonics Lessons:** Consonant *Dd*  
Use the phonics instruction animation and all activities except sorting.

**CORRECTIVE FEEDBACK**

Write the word *doll*. Underline the *d*. This is the letter *d*. Say the name of the letter with me: *d*. The letter *d* stands for /d/ at the beginning of the word *doll*. Say the sound as I point to the letter.

**Quick Check**

Can children identify /d/ spelled *Dd*? If not, use Additional Instruction, pp. 224–227.

**CORRECTIVE FEEDBACK**

Point to yourself and say: I am a daughter/son. Are you a son or daughter?

**Quick Check**

Can children use family names? If not, use Additional Instruction, pp. 224–227.

**Words to Know**

► **High-Frequency Word: is**

**Objective** Read high-frequency words

- Display **Word Card** *is* in the pocket chart.
- Point to the word *is*. This is the word *is*. It is spelled *i-s*. My favorite pet is a dog. What's the word?
- Have children chorally **read** and **spell** the word *is* with you as you point to it.
- Have children **write** the word *is* on their **Sound-Spelling WorkBoards**.
- Have children take turns finishing the sentence *My favorite pet is a \_\_\_\_\_*. Write the sentences.

**CORRECTIVE FEEDBACK**

Point to and say *is*. The word is *is*. Point to the word and say it with me: *is*. What is the first letter in the word? What is the word?

**Quick Check**

Can children read *is*? If not, use Additional Instruction, pp. 224–227.

► **Concept Words: Names of Family Members**

**Objective** Develop oral vocabulary

- Reread the rhyme with children. Explain that a dad is a member of a family.
- Have children name other family members. *Is every family the same? Why or why not?*
- Display **Photo Cards** *man* and *girl*. Here are some family members. Have children suggest names of family members that might match the cards, such as *father* and *sister*.
- **Who is in your family?** On the board, make a list of family members that children name, such as *father, mother, sister, brother*.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

- Reread the **Take-Home Book** from the previous week with children. Point out the word *to*.
- Then have children whisper-read the **Take-Home Book** independently. Listen while children read.
- Help children identify the main idea and details. The main idea is what the story is mostly about.
- Have children find the high-frequency word *to*. Tell children to read the story to their family.

► **Response**

Ask children to respond to the story by discussing the main idea and details. *The main idea in this story is that Sam has many things he needs to do. What are some details?*

See **Practice Book** pages 101–102.

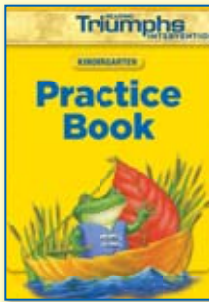
► **Write**

**Objective** Write *Dd*

- Display the **Dolphin Sound-Spelling Card**.
- Model how to write *Dd* by tracing the letter with your finger.
- Write the letter *Dd* on the board.
- Have children take turns tracing *Dd* with their fingers on the **Dolphin Sound-Spelling Card**.
- Have children say the sound /d/ as they write the letter *Dd* several times.

Dictation Write the letter that I say on your **Sound-Spelling WorkBoards**: capital *D*. Now write lowercase *d*. Repeat with letters *a, h,* and *p*. Write the letter for the sound I say: /d/. Repeat with /f/, /a/, /t/, and /k/. Provide immediate feedback.

See Handwriting pages T8–T11.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 103–104
  - Large Letter Cards: *c, d, f, h, m, n, p, s, t*
  - Photo Card: *cloud*
  - Sound-Spelling WorkBoards
  - Letter Tiles: *a, d, s*
  - Word Cards: *have, is, play, to*
  - Sound-Spelling Card: *Dolphin*
  - self-stick notes
  - pocket chart
- Online Resources**
- **IWB** **Interactive White Board** Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate final phoneme /d/

Display the rhyme and read it aloud.

I have a dog named Lad.  
He dove in the lake one day.  
My dad said, "Let's go swim with him.  
I think he wants to play."

- I Do**
- Today we are going to listen for the /d/ sound at the end of a word.
  - Reread the rhyme, emphasizing the word *Lad*. You can hear the /d/ sound at the end of the word *Lad*: /l/ /a/ /d/.
  - Listen for the *d* sound as I say the word again: *Lad*.
  - Repeat the procedure with the word *had*.

- We Do**
- Use the following words with final /d/: *Lad, had, sad, mad, fad*.
  - Say the word *Lad* with children. **What sound do you hear at the end of *Lad*? Let's say the word and sound together: *Lad, /d/*.**
  - Repeat with the remaining words.

- You Do**
- Explain to children that you will say words. If the word ends with /d/, they should raise their hand.
  - Say the following words: *sat, bad, man, map, had, mad, pad, tap, sad*.

### CORRECTIVE FEEDBACK

Say the sound /d/, and have children repeat it. The word *red* ends with /d/. Let's say the sound and the word together: /d/, *red*. Listen to the word I say: *sad*. What is the last sound you hear in *sad*?

### Quick Check

Can children isolate final phoneme /d/ in a word? If not, use **Additional Instruction**, pp. 224–227.

### ► Phonics

**Objective** Identify final /d/d

**Review** Show these **Large Letter Cards** as children say each sound: *d, h, f, c, n, t, p, s, m*. Mix and repeat.

- I Do**
- Display **Photo Card** *cloud*. Place a self-stick note with a lowercase *d* written on it below the card.
  - Point to the letter *d*. **The name of this letter is *d*. The letter *d* stands for the /d/ sound at the end of *cloud*.**
  - Listen for the /d/ sound as I say the word again: *cloud*. Emphasize the /d/ sound.

- We Do**
- Write the word *had* on the board. **The *d* at the end of *had* stands for the /d/ sound. Say the sound as I point to the letter.**
  - Then have children say the word with you again and circle the letter for the final /d/ sound.

- You Do**
- Write these words: *bad, fad, sad, mad, pad*.
  - Point to the word *bad* and read it aloud.
  - Have a child circle the letter that stands for the /d/ sound in *bad* and say /d/.
  - Continue until children have circled and identified the letter and sound in each word.

**IWB** **Online Phonics Lessons:** Consonant *Dd*

Use the phonics instruction animation and all activities except sorting.

### CORRECTIVE FEEDBACK

Display a **Sound-Spelling WorkBoard** and place **Letter Tiles** *s, a, d* in the sound boxes. **The word *sad* has the /d/ sound at the end of the word. Let's say**



the word and the sound together: *sad*, /d/. What is the sound at the end of the word? What is the last letter in the word *sad*?

**Quick Check**

Can children identify final /d/ in a word? If not, use **Additional Instruction**, pp. 224–227.

## Words to Know

### ► High-Frequency Word: *is*

**Objective** Read high-frequency words

- Display **Word Card** *is* in the pocket chart. *This word is is. This class is fun.*
- Have children repeat with you: *is*.
- Have children take turns using *is* in a sentence.
- Display **Word Cards** *is*, *play*, *to*, and *have* in the pocket chart. Ask a child to point to the word *is*. Then have children identify the other three words.

### CORRECTIVE FEEDBACK

Point to and say *is*. *The word is is. Point to the word and say it with me: is. What's the word?* Then place the **Word Cards** *to*, *have*, and *is* on the table. Have children individually identify and say the word *is*.

**Quick Check**

Can children read *is*? If not, use **Additional Instruction**, pp. 224–227.

### ► Concept Words: Names of Family Members

**Objective** Develop oral vocabulary

- Remind children of some of the words for family members they talked about last time, such as *father*, *mother*, *sister*, and *brother*.
- *What other family members might someone have?* List words such as *grandmother*, *grandfather*, *uncle*, *aunt* on the board. Read them together.
- Have children pretend they are having a party. Ask them what family members they would like to invite and have them explain why.

**ELL** Have children say other words they use for family members, such as *abuela* or *tío*, and add these to the list. For more support, see pages T6–T7.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**Before Reading** Preview the story by reading aloud the title. *What do you think the story will be about?*

**During Reading** Read the story together.

- Have children track the print as they read.
- Focus on the pattern of the story and any changes in punctuation.
- Point out any known high-frequency words or words that begin with previously taught letter-sounds.
- **Choral Reading** Guide children to read with you.
- **Independent Reading** Have children whisper-read the story. Offer guidance as needed.

**After Reading** Explain that the illustrations are the pictures in the book. They can help the reader understand what is happening in the story.

*What is the story about? How do the illustrations help you understand the story?*

See **Practice Book** pages 103–104.

### ► Write

**Objective** Write *Dd*

- Write both forms of the letter *Dd* on the board.
- Model how to write *Dd* by tracing the letter.
- Have children take turns using their finger to trace *Dd* on the **Dolphin Sound-Spelling Card**.
- Have children say the sound /d/ as they write the letter *Dd* several times.

**Dictation** Write this letter on your **WorkBoards**: lowercase *d*. Repeat with *c*, *p*, and *t*. Write the letter for the sound I say: /d/. Repeat with /s/, /a/, /m/, and /f/. Provide feedback.

See Handwriting pages T8–T11.



Intervention Reader 2

## Materials

- Intervention Reader 2: *Dad! Dad! Dad!*
- Practice Book pp. 105, 106
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, d, f, h, m, n, p, s, t*
- Letter Tiles: *a, d, f, h, m, p, s*
- Word Card: *is*

- markers or counters
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

#### Objective Orally blend phonemes

Read aloud the following rhyme.

I have a dog named Lad.  
He dove in the lake one day.  
My dad said, "Let's go swim with him.  
I think he wants to play."

- I Do**
- Model blending using the **Sound-Spelling WorkBoard**. Listen to these sounds: /l/ /a/ /d/. I will put three markers in the boxes to stand for the three sounds. Listen as I blend the sounds together to say the word: /lllaaad/, *Lad*.
  - Repeat the procedure for the word *sad*.

- We Do**
- Listen to the three sounds: /f/ /a/ /d/. Say the sounds with me: /f/ /a/ /d/. I will use three markers to show the three sounds.
  - Say the sounds with me again: /f/ /a/ /d/. Now blend the sounds with me: /fffaaad/, *fad*.
  - Continue with *pad* and *mad*.

- You Do**
- Say the word *lad*. How many sounds do you hear? Have children place three markers in the sound boxes on their **Sound-Spelling WorkBoards**.
  - Have them blend the sounds: /lllaaad/, *lad*.
  - Then have children use the markers and the sound boxes to blend the following sounds: /h/ /a/ /d/, *had*; /p/ /a/ /d/, *pad*; /s/ /a/ /d/, *sad*.

#### CORRECTIVE FEEDBACK

Say the word *sad*, and have children repeat. Listen to the three sounds in *sad*: /s/ /a/ /d/. Say them with me. Now blend the sounds. What's the word?

### Quick Check

Can children blend phonemes in words? If not, use Additional Instruction, pp. 224–227.

### ► Phonics

#### Objective Blend words with /d/d

**Review** Show these **Large Letter Cards** as children say each sound: *d, a, h, p, t, n, m, s, f*. Mix and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** for *s, a, d*.
  - This is the letter *s*. It stands for the /s/ sound. Repeat for letters *a* and *d*. Point to each letter as you say its sound again.
  - Listen as I blend these sounds to say the word: /ssaaad/, *sad*. What's the word?
  - Repeat with the words *fad, had, pad, and mad*.
- We Do**
- Use the letters *p, a, d* to make the word *pad*.
  - Write *pad* and point to each letter. There are three sounds. Say the sounds with me: /p/ /a/ /d/.
  - Let's blend the sounds to say the word: /paaad/, *pad*.
  - Repeat with the words *sad, had, and mad*.
- You Do**
- Write these words: *fad, had, pad, sad*.
  - Have children say the three sounds in each word and then blend them.
  - Have children identify the final sound and letter.

- ELL** Review the meanings of words used in the lesson. Model saying each word and have children repeat. Have them explain what each word means by acting out or paraphrasing. For more support, see pages T6–T7.

See **Practice Book** page 105.

## Words to Know

### ► High-Frequency Word: *is*

**Objective** Review high-frequency words

- Display **Word Card** *is* in the pocket chart. *This is the word is. What time is it?*
- Have children **read, spell, and write** the word *is* and use it in a sentence.
- Read aloud the following sentence starter: *My name is \_\_\_\_\_*. Have each child dictate his or her own sentence. Then have him or her circle the word *is* in the sentence.

See **Practice Book** page 106.

### ► Oral Vocabulary: *Admire and Precious*

**Objective** Develop oral vocabulary

**Define** In the story you will read today, some young animals admire their dads. When you admire someone, you like and respect him or her. Say the word with me: *admire*.

**Example** *My grandmother is a kind person. She helps a lot of people. I admire her.*

**Ask** Would you admire someone who is mean to you? Why or why not?

**Define** In the story, the animal babies are precious to their dads. *Precious* means “very valuable” or “loved.” A person or a thing can be precious. Say the word with me: *precious*.

**Example** *The old gold coin is precious.*

**Ask** Who or what is precious to you? Why?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write these words in a list: *ad, dad, fad, had, pad, sad*. Blend the sounds as you read the list. Then reread each word and have children echo-read. Have children practice reading the word list.

## Time to Read

### ► Read *Dad! Dad! Dad!*

**Objective** Summarize: Main idea and details

**Before Reading** Preview the story by reading the title. Have children read the title with you. Remind them that the *main idea* of a book is what it is mostly about. *Details* tell more about the main idea.

- Help children set a purpose for reading. *This story seems to be about animals that are dads. Let’s read to find out what the animal dads do.*

**During Reading** Guide children through the story. Ask the following questions as you read:

- After page 3: *How does the baby eagle feel about its dad?* After page 5: *What is this animal? The lion is protecting his cub with his paw. How does the cub feel about its dad?* After page 7: *Do you know the name of this animal dad? What can you tell about the young penguin’s feelings about its dad? Use the picture and the words to help you.*

**After Reading** Discuss the main idea with children. The words of the story tell me that all of these animals are dads and that their babies like them. The photographs show me that the animal dads care for their babies. The main idea of this book is that *These animal babies really like their dads*. Discuss details. *Who are the animals that like their dads?*

**IWB** **Online Comprehension Lessons:** Main Idea and Details Use the story to model the skill.

### ► Comprehension Check: **Text Evidence**

**Retell** Have children use text evidence and what they learn from the photographs to **retell** the book.

### ► Write

**Objective** Write a label

Have children draw a picture of one of the animal dads in the story. Have them write the word *Dad* to label their picture.

**Dictation** Write these letters on your **Sound-Spelling WorkBoards**: lowercase *d, a, s, m, f*. Now write this word: *had*. Repeat with *mad*. Provide feedback.

See Shared Writing lesson on page 223.





Intervention Reader 2

## Materials

- Intervention Reader 2: *Dad! Dad! Dad!*
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, d, f, h, m, p, s, t*
- Letter Tiles: *a, b, D, d (2), f, h, m, n, p, s*
- Word Cards: *go, is, play, see, to*
- Comprehension Cards

- markers or counters
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend phonemes

Read aloud the following rhyme. Then read it again, and ask children to chime in with you:

I have a dog named Lad.  
He dove in the lake one day.  
My dad said, "Let's go swim with him.  
I think he wants to play."

- I Do**
- Tell children you will blend sounds using the boxes on the **Sound-Spelling WorkBoards**.
  - Listen to these sounds: /s/ /a/ /d/. I will put three markers to stand for the three sounds: /s/ /a/ /d/. Listen as I blend the sounds together: /sssaaad/, *sad*.
  - When I blend the sounds quickly, I say the word *sad*. As you say the sounds, run your fingers across the three boxes.
  - Repeat the procedure for the words *had* and *Lad*.

- We Do**
- Tell children you will blend more sounds.
  - Listen to the three sounds: /f/ /a/ /d/. Say the sounds with me: /f/ /a/ /d/. I will use three markers to show the three sounds.
  - Let's blend the sounds to make a word: /fffaaad/, *fad*.
  - Continue with *mad*.

- You Do**
- Say the sounds /h/ /a/ /d/. Have children place three markers in the boxes on the **Sound-Spelling WorkBoards**.
  - Then have children blend the sounds to say the word: /haaad/, *had*.
  - Have children use the markers and the sound boxes to blend the following sounds: /s/ /a/ /d/, *sad*; /f/ /a/ /d/, *fad*; /m/ /a/ /d/, *mad*.

### ▶ Phonics

#### Objective Blend words with /d/d

**Review** Show these **Large Letter Cards** as children say each sound: *d, a, h, p, t, m, s, f*. Mix and repeat.

- I Do**
- Place **Letter Tiles** *s, a, d* in the sound boxes on the **Sound-Spelling WorkBoard**.
  - Point to each letter. The letter *s* stands for /s/. The letter *a* stands for /a/. The letter *d* stands for /d/. Listen as I blend these sounds: /sssaaad/, *sad*.
  - Place **Letter Tiles** *f, a, d* in the sound boxes and follow the same procedure.
  - Repeat with the words *had* and *mad*.

- We Do**
- Place **Letter Tiles** *d, a, d* in the sound boxes.
  - Let's say the sound each letter stands for: /d/ /a/ /d/. Say the sounds again with me: /d/ /a/ /d/.
  - Let's blend the sounds: /daaad/, *dad*.
  - Place **Letter Tiles** *p, a, d* in the sound boxes and repeat.
  - Continue with **Letter Tiles** *s, a, d*.

- You Do**
- Place **Letter Tiles** *d, a, d* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word.
  - Have children repeat with *mad, fad, had*, and *Dan*.

See the More Word Work lesson on page 222.

### CORRECTIVE FEEDBACK

Say the word *sad* and have children repeat. Point to each letter and say its sound: /s/ /a/ /d/. Have children repeat. Then blend the sounds /sssaaad/ and have children repeat. **What's the word?**

#### Quick Check

Can children blend phonemes to read words? If not, use **Additional Instruction**, pp. 224–227.

## Words to Know

### ► High-Frequency Words: *go, is, play, see, to*

**Objective** Review high-frequency words

- Display **Word Card** *is* in the pocket chart. *What word is this? Where is my book?*
- Have children **read, spell, and write** the word *is*.
- Display **Word Cards** *is, to, go, play,* and *see* in the pocket chart. Read the words with children.
- Which two words end with the same letter? Which word has four letters? Which rhymes with *bee*? Which three words have the same number of letters?

### ► Oral Vocabulary: *Admire and Precious*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they read last time: *Dad! Dad! Dad!* In the story, animal dads take care of their babies and the babies like and admire them. *Admire* means “to look up to and respect.” Remind children that something that is *precious* is very valuable.

- Which word means “to look up to and respect”? Name someone whom you admire. Tell why.
- Which is more precious: a pet or a mitten? Why?

**Connect** What word means “to look up to and respect?” What word means “valuable?”

**ELL** Model self-corrective techniques on a regular basis. Pretend to mispronounce words and self-correct. For more support, see pages T6–T7.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write these words: *had, sad, dad, fad, mad, pad*. Read them and have children repeat. Say them in random order and have children point to the word.

## Time to Read

### ► Read *Dad! Dad! Dad!*

**Objective** Summarize: Main idea and details

**Before Reading** Have children read the title with you. Tell them you will read the story together.

**During Reading** Have children do a choral reading with you. As they read they should think about the main idea. The main idea is what the story is mostly about. The details tell more about the main idea. Ask the following questions as you read:

- After page 2: *Where are the eagles?*
- After page 4: *Does the lion cub look afraid or happy?*
- After page 6: *Where are the penguins? What does the photo tell about how they feel about each other?*

**After Reading** The young eagle, penguin, and lion like their dads. These are important details that help us figure out the main idea of the story. What is the main idea? (*The animal babies in this book like their dads.*)

**IWB** **Online Comprehension Lessons:** Main Idea and Details Use the story to model the skill.

### **CORRECTIVE FEEDBACK**

If children need practice with main idea, use **Comprehension Cards: Main Idea and Details.**

#### **Quick Check**

Can children understand the main idea? If not, use **Additional Instruction**, pp. 224–227.

### ► Build Fluency: Connected Text

**Objective** Model fluent reading

**Echo-Read** Read *Dad! Dad! Dad!* as children echo-read. Have them read at the same speed and with the same expression as you. Provide feedback.

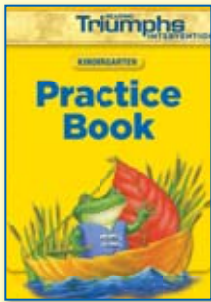
### ► Write

**Objective** Write a label

Have children draw a picture of an animal dad and its baby. Have them label the picture *I like Dad*.

**Dictation** Write these letters on your **Sound-Spelling WorkBoards**: *d, a, m, f, s, p*. Now write this word: *sad*. Repeat with *had*. Provide feedback.

See Grammar and Interactive Writing lessons on pages 222–223.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 107–108
- Intervention Reader 2: *Dad! Dad! Dad!*
- Listening Library
- Large Letter Cards: *a, b, d, f, h, L, m, p, s*
- Letter Tiles: *a, b, D, d, f, h, m, n, p, s*
- Word Cards: *have, is, like, see, the, to*
- Sound-Spelling WorkBoards
- hand puppet
- pocket chart
- index cards

## Online Resources

- Bibliography

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend phonemes

Read aloud the following rhyme. Then read it again, and ask children to chime in with you.

I have a dog named Lad.  
He dove in the lake one day.  
My dad said, "Let's go swim with him.  
I think he wants to play."

- I Do**
- Tell children that the puppet is going to blend sounds to make words.
  - Have the puppet say /d/ /ôôô/ /g/, /dôôôg/, *dog*.
  - Repeat with the words *had* and *sad*.

- We Do**
- Tell children that the puppet is going to blend some more sounds to make words.
  - Have the puppet say these sounds: /mmm/ /aaa/ /d/, /mmaaad/, *mad*. Have children repeat the sounds and the word with the puppet.
  - Repeat the procedure with the words *bad, fad, dad, and pad*.

- You Do**
- Tell children that they will now blend the sounds on their own. Have the puppet say the following sounds: /s/ /a/ /d/.
  - Have children repeat the sounds and blend the sounds to say the word: /s/ /a/ /d/, *sad*. **What's the word?**
  - Repeat with the procedure with /l/ /a/ /d/, *Lad*; /m/ /a/ /d/, *mad*; and /f/ /a/ /d/, *fad*.

### ▶ Phonics

#### Objective Blend words with /d/d

- I Do**
- Use **Large Letter Cards** or **Letter Tiles** *f, a, d* to form the word *fad*.
  - Point to each letter. The letter *f* stands for /f/. The letter *a* stands for /a/. The letter *d* stands for /d/. Listen as I blend these sounds: /fffaad/, *fad*. The word is *fad*. Discuss the meaning of the word.
  - Use **Letter Cards** or **Letter Tiles** *h, a, d* and follow the same procedure. Continue with the words *Lad* and *mad*.

- We Do**
- Use the letters *p, a, d* to form the word *pad*.
  - Let's say the sound each letter stands for: /p/ /a/ /d/.
  - Now let's blend the sounds: /paaad/, *pad*. **What's the word?**
  - Use the letters *m, a, d* to form *mad* and repeat.
  - Continue with the words *dad* and *fad*.

- You Do**
- Use the letters *D, a, n* to form the name *Dan*.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word. **What's the word?**
  - Have children repeat with the letters *f, a, d; h, a, d; m, a, d; s, a, d; and p, a, d*.



## Words to Know

### ► High-Frequency Words: *have, is, like, see, the, to*

**Objective** Review high-frequency words

- Use index cards from earlier in the unit. Make an additional index card with *is* written on it.
- Display **Word Cards** *is, to, have, like, see,* and *the*.
- Have children read the words with you. Place **Word Cards** and index cards face down.
- Play a matching game. Turn over one card and read it aloud. Have children echo-read the word.
- Tell children you will try to find the match for the card by turning over another card. Read the second card. If it is a match, place the **Word Card** in the pocket chart with the index card next to or behind it.
- If it is not a match, turn the cards back over in their spot. Have children take turns turning over cards. Repeat until all the matches are found.
- After all of the matches are found, randomly point to words and have children read them.
- Save the index cards for use at another time.

### ► Oral Vocabulary: *Admire and Precious*

**Objective** Develop oral vocabulary

- **Confirm** Review the words *admire* and *precious*.
- **Discuss** Have children finish the sentences: *I admire \_\_\_\_\_. Our \_\_\_\_\_ is precious to my family.*
- **Connect** Have children explain why they admire a person. [Describe a person who is precious to you.](#)

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *dad, fad, had, mad, pad, sad*. Then read each word and have children blend the sounds after you.

**Connected Text** Have children reread and review **Intervention Reader** *Dad! Dad! Dad!* using the **Listening Library** audio selection. Circulate and listen in.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**During Reading** Read the book together.

- **Echo-Read** Guide children to echo-read with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story. Ask children what the book is mostly about, or what the main idea is. *(Some children are like their dads.)*

**ELL** Children may be confused by different meanings of the homograph *like*. Explain meanings: “almost the same as” and “to be fond of and enjoy.” Point out that the first meaning is used in the **Take-Home Book**, as in the sentence “Sam is *like* Dad.”

See **Practice Book** pages 107–108.

### ► Build Fluency: Connected Text

**Objective** Develop fluency through repeated readings

- **Partner Reading** Have pairs of children take turns reading aloud the **Take-Home Book** to each other.
- Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate.

### ► Write

**Objective** Practice writing words

- Have children use **Letter Tiles** to make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Letter Tiles** as a guide.

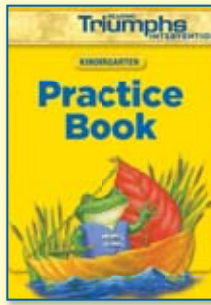
**Dictation** [Write the letters that I say on your Sound-Spelling WorkBoards: s, d, a, m, f, p.](#) Now write the word that I say: *sad*. Repeat with the word *had*. Provide immediate feedback.

### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

See Independent Writing lesson on page 223.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 107–108
- Sound-Spelling WorkBoards
- Large Letter Cards: *f, m, n, p, s, t*
- Large Sound-Spelling Cards: *Apple, Dolphin, Hippo*
- Photo Cards: *alligator, ambulance, ant, apple, astronaut, ax, bike, bus, car, dime, doctor, dog, doll, dolphin, door, hat, hammer, hand, hippo, horse, house, jet*
- Word Cards: *go, have, is, play, to*
- self-stick notes • pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

#### Objective Review initial phonemes

Read aloud the following rhyme.

Dan rides to school on the bus,  
Sam gets a ride in Dad's car.  
Ann likes to ride her bike each day,  
Nat walks as he does not live far.

- I Do** ■ Show children how to isolate the first sound in a word.
  - Listen to the name *Ann*: /aaan/. The name *Ann* begins with the /a/ sound. The first sound in *Ann* is /a/. What is the first sound in *Ann*?
- We Do** ■ Read the first line of the rhyme again. The word *Dan* begins with the /d/ sound. Let's say the word together: *Dan*. Let's say the first sound in *Dan*: /d/.
  - Continue with the words *Sam*, *Nat*, and *hat*.
- You Do** ■ Read lines 1 and 2 of the rhyme to children. What is the first sound you hear in *Dan*? Repeat for *Sam*.
  - Continue in the same way with *Ann* and *Nat*.

### CORRECTIVE FEEDBACK

Say the sound /s/, and have children repeat it. The name *Sam* begins with /s/. Let's say the sound and the word together: /s/, *Sam*. Listen to the word I say: *Sam*. What is the first sound you hear?

#### Quick Check

Can children isolate initial phonemes?  
If not, use Additional Instruction,  
pp. 224–227.

### ▶ Phonics

#### Objective Review initial sound-spellings

**Review** Show these **Large Letter Cards** as children say each sound: *f, p, n, t, s, m*. Mix and repeat.

- I Do** ■ Display the *Apple Sound-Spelling Card* in the pocket chart. Point to the letter. This is capital *A*. This is lowercase *a*. The letter *a* stands for the /a/ sound in *apple*. Listen for /a/ as I say *apple*.
  - Display **Photo Card** *ant*. Place a self-stick note with *a* written on it on the picture of the *ant*.
  - This is an *ant*. It begins with /a/. Listen for /a/ as I say the word: *ant*. I will place the *ant* card under the *Apple* card because both words begin with /a/. The sound /a/ is spelled with the letter *a*.
  - Repeat with the *Hippo* and *Dolphin Sound-Spelling Cards* and with **Photo Cards** *hat* and *doll*.
- We Do** ■ Display **Photo Cards** *alligator, house, and dime*. This is an *alligator*. Does *alligator* begin with /a/? Yes, I'll put the *alligator* under the *ant* and *apple* cards.
  - This is a *house*. Say it with me. What is the first sound in *house*? That's right, /h/. Which letter stands for /h/? Have a child place **Photo Card** *house* under the *hippo* and *hat* cards.
  - Repeat with the letter *d* and *dime*.
- You Do** ■ Distribute **Photo Cards** *ambulance, apple, ax, astronaut, dog, doctor, dolphin, door, hammer, hand, hippo, and horse*.
  - Have children show their **Photo Card**, say the picture name, say the initial sound and the letter that stands for the sound, and place the card under the corresponding **Sound-Spelling Card**.

#### **IWB** Online Phonics Lessons: Vowel *Aa*;

Consonant *Dd*

Use the phonics instruction animations and all activities except sorting.

**CORRECTIVE FEEDBACK**

Display **Photo Card** *ax*. This is an *ax*. Say the name with me: *ax*. The first sound is /aaa/. Say it with me: /aaa/. The sound /a/ is spelled with the letter *a*.

**Quick Check**

Can children identify initial sound-spellings? If not, use **Additional Instruction**, pp. 224–227.

**Words to Know**

► **High-Frequency Words: go, have, is, play, to**

**Objective** Review high-frequency words

- Display **Word Cards** *go, have, is, play, and to* in the pocket chart.
- Point to the word *go*. This is the word *go*. It is spelled *g-o*. I *go to the park*. What's the word?
- Have children chorally **read** and **spell** the word *go* with you as you point to it.
- Have children **write** the word *go* on their **Sound-Spelling WorkBoards**.
- Have children take turns finishing the sentence: *I go to \_\_\_\_\_*. Write the sentences on the board.
- Continue with the words *to, have, is, and play*.

**CORRECTIVE FEEDBACK**

Point to and say *go*. The word is *go*. Point to the word and say it with me: *go*. What is the first sound in the word? What is the first letter in the word?

**Quick Check**

Can children read *go, have, is, play, and to*? If not, use **Additional Instruction**, pp. 224–227.

► **Concept Words: Transportation Words**

**Objective** Develop oral vocabulary

- Reread the rhyme. Display **Photo Card** *bus*. People travel on a bus. It is a kind of *transportation*.
- Have children compare different ways to travel. Would you travel faster on a bus or on a bike? Why?
- Display **Photo Cards** *car, bike and jet*. Here are some other ways to travel. Have children repeat the names of the methods of transportation after you. Talk about experiences they have had traveling on a bus, bike, car, or jet.

- How do you get to school? Make a list of ways showing how children get to school. Use tally marks to show each method of transportation.

**CORRECTIVE FEEDBACK**

Trains and boats are kinds of transportation. Boats takes us from one place to another. Do trains?

**Quick Check**

Do children understand transportation words? If not, use **Additional Instruction**, pp. 224–227.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

- Reread the story from the previous week.
- Have children whisper-read independently.
- Remind children that the main idea is what the story is mostly about. The main idea in this story is that the children are like their dads.
- Have children point to high-frequency word *is*.

Tell children to read the story to their family.

► **Response**

Have children respond to the story. Discuss the main idea and details.

See **Practice Book** pages 107–108.

- **ELL** Remind children that they can use non-verbal cues to share information when they are not able to do so verbally. Encourage children to use pantomime.

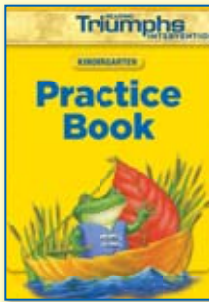
► **Write**

**Objective** Practice writing letters and words

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: *capital a*. Let's write lowercase *a*. Repeat with letters *d, h, f, p, and n*. Write the letter for the sound I say: /a/. Repeat with /d/, /h/, /f/, /p/, /n/. Write the word that I say: *at*. Repeat with the words *sat* and *mat*. Provide immediate feedback.

See Handwriting pages T8–T11.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 109–110, 196
- Photo Cards: *fan, hat, man, map*
- Large Letter Cards: *a, c, f, m, n, p, s, t*
- Large Sound-Spelling Card: *Apple*
- Sound-Spelling WorkBoards
- Letter Tiles: *a, m, n*

- Word Cards: *go, have, is, play, to*
- self-stick notes
- pocket chart

## Online Resources

- **IWB** **Interactive White Board** Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Review medial phoneme /a/

Read aloud the rhyme.

Dan rides to school on the bus,  
Sam gets a ride in Dad's car.  
Ann likes to ride her bike each day,  
Nat walks as he does not live far.

- I Do**
- We are going to listen for the /a/ sound when it comes in the middle of a word.
  - Reread the rhyme, emphasizing the word *Sam*. You can hear the /a/ sound in the middle of the word *Sam*: /s/ /aaa/ /m/, /saaam/.
  - Repeat with the words *Dan, Nat, and sad*.

- We Do**
- Say the names *Dan* and *Nat* with children. What sound do you hear in the middle of *Dan* and *Nat*? Let's say the sound together: /aaa/.
  - Display **Photo Card** *hat*. Let's say this word together: *hat*. Listen to the sounds: /h/ /a/ /t/. What sound do we hear in the middle of *hat*? Say the /a/ sound with me: /a/.
  - Repeat with **Photo Cards** *fan, man, and map*.

- You Do**
- Display **Photo Cards**: *fan, hat, man, and map*.
  - Name one of the pictures. Have children point to the matching picture and say the word. Have them say the sound in the middle of the word.

### CORRECTIVE FEEDBACK

Say *Sam*. Have children repeat. The sound in the middle of *Sam* is /a/. Let's say the word and the sound: *Sam, /a/*. What sound is in the middle of the word *Sam*?

### Quick Check

Can children isolate the medial phoneme /a/? If not, use **Additional Instruction**, pp. 224–227.

### ► Phonics

**Objective** Review medial /a/a

**Review** Show each of the following **Large Letter Cards** as children say each sound: *a, m, s, p, t, n, c, f*. Mix the cards and repeat.

- I Do**
- Display the *Apple* **Sound-Spelling Card**.
  - Point to the letter *a*. The name of this letter is *a*. The letter *a* stands for the /a/ sound in the middle of *can*.
  - Listen for the /a/ sound as I say the word again: /kaan/, *can*.
  - Then display **Photo Card** *hat*. Place a self-stick note with a lowercase *a* written on it below the hat.
  - This is a *hat*. It has the /a/ sound in the middle of the word. Listen for the /a/ sound as I say the word again: /haaat/, *hat*.
  - Repeat with **Photo Cards** *man* and *fan*.

- We Do**
- Write *Dan* on the board. The *a* in the middle of *Dan* stands for the /a/ sound. Say the sound as I point to the letter.
  - Repeat for the words *Nat, Sam, and man*.
  - Then have children say the words with you again and circle the letter for the /a/ sound.

- You Do**
- Write the following words on the board: *Dan, Sam, Nat, Dad*.
  - Point to the name *Nat* and read it aloud.
  - Ask a child to circle the letter that stands for the /a/ sound in *Nat* and say /a/.
  - Continue until children have circled and identified the letter and sound in each word.
  - Then have children write the letter *a* several times as they say /a/.

**IWB Online Phonics Lessons:** Vowel *Aa*  
Use the phonics instruction animation and all activities except sorting.

**CORRECTIVE FEEDBACK**

Use the sound boxes on the **Sound-Spelling WorkBoard**. Place **Letter Tiles** *m, a, n* in them. *The word man has the /a/ sound in the middle of the word. Let's say the word and the sound: /maan/, /a/. What sound is in the middle of the word?*

**Quick Check**

Can children identify medial *a* in a word? If not, use **Additional Instruction**, pp. 224–227.

**Words to Know**

► **High-Frequency Words: go, have, is, play, to**

**Objective** Review high-frequency words

- Display **Word Card** *to* in the pocket chart. *This word is to. It is spelled t-o. I like to read.*
- Have children **read, spell, and write** the word *to*.
- Have children use *to* in sentences.
- Display **Word Cards** *go, have, is, play, and to*. Ask a child to point to the word *to*.
- Repeat with *go, have, is, and play*. Then place the **Word Cards** *go, have, is, play, and to* on the table. Have children individually identify each word.

**CORRECTIVE FEEDBACK**

Point to and say *to*. *The word is to. It is spelled t-o. Point to the word and spell it with me: t-o, to. What's the word?*

**Quick Check**

Can children read *go, have, is, play, and to*? If not, use **Additional Instruction**, pp. 224–227.

► **Concept Words: Transportation Words**

**Objective** Develop oral vocabulary

- Remind children of some of the methods of transportation they talked about last time, such as riding on a bike, plane, or bus.
- *What are some other ways that people travel?* List words such as *train, van, car, and boat* on the board. Say them aloud with children.

- *Which kind of transportation would you take to get from your house to the grocery store? Why?*

See *Transportation Words* at back of **Practice Book**.

**ELL** Encourage children to seek clarification when they encounter a word that does not make sense to them. For example, *What does "van" mean?* For more support, see pages T6–T7.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

**Before Reading** Preview the story by reading the title. *What do you think the story will be about?* Ask a child to show where to begin reading.

**During Reading** Read the story together.

- Have children track the print as they read.
- Focus on the pattern of the story and any changes in punctuation.
- Point out high-frequency words or words that begin with previously taught letter-sounds.
- **Choral Reading** Guide children to read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story. Listen while children read.

**After Reading** Explain that a reader can retell a story by thinking about what happens first, next, and last. Have children explain what happens first, next, and last in this story.

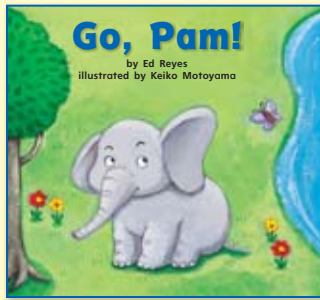
See **Practice Book** pages 109–110.

► **Write**

**Objective** Practice writing letters and words

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: capital *a*. Write lowercase *a*. Repeat with letters *f, p, n, and t*. Write the letter for the sound I say: */a/*. Repeat with */h/, /s/, and /m/*. Write the word that I say: *am*. Repeat with the words *ham* and *man*. Provide immediate feedback.

See Handwriting pages T8–T11.



Intervention Reader 3

## Materials

- Intervention Reader 3: *Go Pam!*
- Practice Book pp. 111, 112
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, f, h, m, n, p, S, s, t*
- Photo Cards: *fan, hat, man, map*
- Word Card: *have*

- markers or counters
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend phonemes

Read aloud the following rhyme.

Dan rides to school on the bus,  
Sam gets a ride in Dad's car.  
Ann likes to ride her bike each day,  
Nat walks as he does not live far.

- I Do** ■ Tell children you will blend sounds using the sound boxes on the **Sound-Spelling WorkBoard**.
- Listen to the following sounds: /n/ /a/ /t/. I have three markers to stand for the three sounds. Listen as I blend the sounds together to say the word: /nnnaat/, *Nat*.
- Repeat for the words *man, Dad, Ann, and sat*.
- We Do** ■ Listen to the three sounds: /s/ /a/ /m/. Say the sounds with me: /s/ /a/ /m/. I will use three markers to show the three sounds.
- Say the sounds with me again: /s/ /a/ /m/. Now blend the sounds with me: /ssaaamm/, *Sam*.
- Continue with *ham, tan, and pat*.
- You Do** ■ Say the name *Nat* and the sounds /n/ /a/ /t/. Have children place three markers in the sound boxes.
- Then ask children to blend the sounds to say the word: /nnnaat/, *Nat*.
- Then have children use the markers and the sound boxes to blend the following sounds: /f/ /a/ /n/, *fan*; /p/ /a/ /n/, *pan*; /m/ /a/ /n/, *man*.

### ▶ Phonics

#### Objective Blend words with /a/a and /d/d

**Review** Show each of the following **Large Letter Cards** as children say each sound: *a, c, p, t, n, m, s, f, h*. Mix the cards and repeat.

- I Do** ■ Display **Letter Cards** *h, a, m* to make the word *ham*.
- This is the letter *h*. It stands for the /h/ sound. Repeat for letters *a* and *m*. Point to each letter as you say its sound again.
- Listen as I blend these sounds together to say the word: /haamm/, *ham*. What's the word?
- Repeat with the words *Sam, pan, man, and nap*.
- We Do** ■ Display **Photo Card** *map*.
- Write the word *map* on the board and point to each letter. There are three sounds in this word. Say the sounds with me: /m/ /a/ /p/.
- Let's blend the sounds: /mmaaap/, *map*.
- Repeat with **Photo Cards** *man, hat, and fan*.
- You Do** ■ Write the following words on the board: *ham, Dad, fan, Sam, Dan*.
- Have children say the three sounds in each word and then blend them.
- Have them identify the middle sound and letter.

See **Practice Book** page 111.

#### CORRECTIVE FEEDBACK

Write the word *ham* on the board. Point to each letter and say its sound: /h/ /a/ /m/. Have children repeat. Then blend the sounds: /haamm/ and have children repeat. What's the word?

#### Quick Check

Can children blend phonemes to read words? If not, use **Additional Instruction**, pp. 224–227.



## Words to Know

### ► High-Frequency Words: *go, have, is, play, to*

**Objective** Review high-frequency words

- Display **Word Card** *have* in the pocket chart. *What word is this? I have a dog.*
- Have children **read, spell, and write** the word *have*.
- Read the sentence starter: *I have to go to \_\_\_\_\_.* Have each child dictate his or her own sentence.
- Have children use *go, is, play,* and *to* in a sentence.

**ELL** Pair English Language Learners with children who are more proficient. Write their sentences, read them together, and point to the high-frequency words. For more support, see pages T6–T7.

See **Practice Book** page 112.

### ► Oral Vocabulary: *Upset and Relieved*

**Objective** Develop oral vocabulary

**Define** In the story you will read today, a character feels upset. People sometimes feel upset when they have a problem. When people are upset, they feel unhappy or scared. Say the word with me: *upset*.

**Example** *I was upset when I got to school today because I forgot to bring my lunch.*

**Ask** Tell about a time when you were upset about something. Why were you upset?

**Define** In the story you will read today, a character's feelings will change. He will feel relieved. People feel relieved when they don't need to be upset any longer. Say the word with me: *relieved*.

**Example** *I felt relieved when I talked to a friend at school. She said she would share her lunch with me!*

**Ask** What made you feel relieved when you were upset?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *an, at, Pam, sat, mat, pan, tap, am*. Blend the sounds as you read the list aloud. Then reread each word and have children echo-read. Have children practice reading the word list throughout the week.

## Time to Read

### ► Read *Go Pam!*

**Objective** Summarize: Retell

**Before Reading** Display the cover and read the title. Ask a child to show where to begin reading.

- Explain that when you retell a story, you tell the most important events of the story in order.
- Have children set a purpose for reading: *Where will Pam go?*

**During Reading** Guide children as you read the story together. Ask the following questions as you read: After page 3: *Who is Nat? What is he doing? What is his problem?* After page 5: *Who is Pam? What is she doing?* After page 7: *How does Pam help Nat?*

**After Reading** Explain to children that they can *summarize* a story by retelling what happens. *How does the story begin? What is Nat's problem?* Ask children to describe what happens at the beginning, middle, and end of the story.

**IWB** **Online Comprehension Lessons:**  
Summarize Use the story to model the skill.

### ► Comprehension Check: **Text Evidence**

**Retell** Have children use text evidence and what they learn from the illustrations to retell the story.

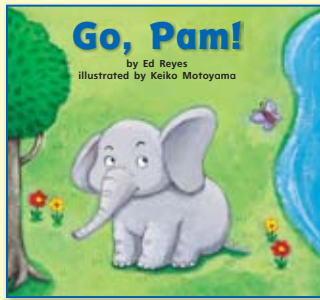
### ► Write

**Objective** Write a label

- Help children fold a sheet of paper into three parts. Have them draw a picture in each section to show what happens at the beginning, middle, and end of the story.
- Have them label the pictures with the characters' names.

**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards**: *a, d, m, h, n, t*. Now write the word that I say: *at*. Repeat with *mat*. Provide immediate feedback.

See Shared Writing lesson on page 223.



Intervention Reader 3

## Materials

- Intervention Reader 3: *Go Pam!*
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, d, f, h, m, n, p, s, t*
- Letter Tiles: *a, b, c, d, h, m, n, p, S, s, t*
- Word Cards: *go, have, is, play, to*
- Comprehension Cards

- markers or counters
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend phonemes

Read aloud the following rhyme.

Dan rides to school on the bus,  
Sam gets a ride in Dad's car.  
Ann likes to ride her bike each day,  
Nat walks as he does not live far.

- I Do**
  - Tell children you will blend sounds using the sound boxes on the **Sound-Spelling WorkBoard**.
  - Listen to the following sounds: /n/ /a/ /t/. I have three markers to stand for the three sounds: /n/ /a/ /t/. Listen as I blend the sounds together: /nnnaat/, *Nat*.
  - When I blend the sounds quickly, I say the name *Nat*. As you say the sounds, run your fingers across the three boxes.
  - Repeat for the words *Sam*, *Dad*, and *Dan*.
- We Do**
  - Tell children you will blend more sounds to make words.
  - Listen to the three sounds: /s/ /a/ /d/. Say the sounds with me: /s/ /a/ /d/. I will use three markers to show the three sounds.
  - Let's blend the sounds together: /ssaaad/, *sad*.
  - Continue with *tap*, *ham*, and *bat*.
- You Do**
  - Say the sounds /d/ /a/ /n/. Have children place three markers in the sound boxes.
  - Ask children to blend the sounds to say the name: /daaann/, *Dan*.
  - Then have children use the markers and the sound boxes to blend the following sounds: /p/ /a/ /t/, *pat*; /m/ /a/ /n/, *man*; /n/ /a/ /p/, *nap*.

### ▶ Phonics

#### Objective Blend words with /a/a and /d/d

**Review** Show each of the following **Large Letter Cards** as children say each sound: *a, c, d, f, h, m, n, p, s, t*. Mix the cards and repeat.

- I Do**
  - Place **Letter Tiles** *S, a, m* in the sound boxes on the **Sound-Spelling WorkBoard**.
  - Point to each letter. The letter *S* stands for /s/. The letter *a* stands for /a/. The letter *m* stands for /m/. Listen as I blend the three sounds together: /ssaaamm/, *Sam*.
  - Place **Letter Tiles** *p, a, t* in the sound boxes and follow the same procedure. Repeat with the words *mad*, *sad*, and *fan*.
- We Do**
  - Place **Letter Tiles** *s, a, d* in the sound boxes.
  - Let's say the sound each letter stands for: /s/ /a/ /d/. Say the sounds again with me: /s/ /a/ /d/.
  - Let's blend the sounds: /ssaaad/, *sad*.
  - Repeat with **Letter Tiles** *c, a, p*.
  - Repeat the procedure for the words *bat* and *had*.
- You Do**
  - Place **Letter Tiles** *n, a, p* in the sound boxes.
  - Have children say the sound each letter stands for. Have children blend the sounds and say the word.
  - Repeat with the words *tap*, *cap*, *cat*, *mat*, *pat*, *pan*.

See the More Word Work lesson on page 222.

### CORRECTIVE FEEDBACK

Say the word *Sam* and have children repeat. Point to each letter and say its sound: /s/ /a/ /m/. Have children repeat. Then blend the sounds /ssaaamm/ and have children repeat. **What's the word?**

#### Quick Check

Can children blend phonemes to read words? If not, use **Additional Instruction**, pp. 224–227.

## Words to Know

### ► High-Frequency Words: *go, have, is, play, to*

**Objective** Review high-frequency words

- Display **Word Card** *play* in the pocket chart. *What word is this? I play in the park.*
- Have children **read, spell, and write** the word *play* and use it in a sentence.
- Display **Word Cards** *go, have, is, play, and to* in the pocket chart. Read the words with children.
- Have children answer these questions about the five words: *Which two words end with the same letter? Which two words have four letters? Which word rhymes with his? Which word begins with the /t/ sound?*

### ► Oral Vocabulary: *Upset and Relieved*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they read last time, *Go, Pam!* *In the story, Nat was upset. When you are upset, you feel unhappy.*

- *Why was Nat upset?* Remind children they feel *relieved* when a problem is solved.
- *Why did Nat feel relieved?*

**Connect** Talk about different feelings that the characters may have had during the story. Talk about how Nat felt at the beginning of the story, in the middle of the story, and at the end of the story.

**ELL** Remind children of expressions they can use to request assistance, such as *Can you repeat that please?* For more support, see pages T6–T7.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *Nat, tap, Dad, Dan, sat, had, fat, sad*. Read each word and have children repeat. Say the words in random order. Have a child point to the word you say.

## Time to Read

### ► Read *Go Pam!*

**Objective** Summarize: Retell

**Before Reading** Have children read the title with you. *Who is this story about?* Tell children that as they read, they should think about important events.  
**During Reading** Have children do a choral reading with you. Ask the following questions as you read:

- After page 3: *How does Nat feel?* After page 5: *Why is Nat calling to Pam?* After page 8: *What can Pam do?*

**After Reading** Discuss the story. *What happens at the beginning, middle, and end? What happens after Nat loses his paddle?*

**IWB** **Online Comprehension Lessons:** Summarize Use the story to model the skill.

### **CORRECTIVE FEEDBACK**

If children need practice with retelling, use **Comprehension Cards: Summarize**.

**Quick Check** Can children retell the story? If not use **Additional Instruction**, pp. 224–227.

### ► Build Fluency: Connected Text

**Objective** Model fluent reading

**Echo-Read** Read *Go, Pam!* one page at a time and ask children to read each page after you. Have them read at the same speed and with the same expression that you use. Provide feedback.

### ► Write

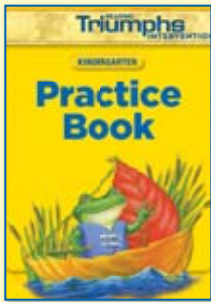
**Objective** Write a label

Have children draw a picture of something else that Pam and Nat can do together. Have them write the labels *Pam* and *Nat* under their pictures.

**Dictation** *Write the letters that I say on your Sound-Spelling WorkBoards: d, p, h, a, c, t. Now write the word that I say: at.* Repeat with the word *cat*. Provide immediate feedback.

See Grammar and Interactive Writing lessons on pages 222–223.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 113–114
- Assessment Book pp. 84–95
- Intervention Reader 3: *Go Pam!*
- Listening Library
- Sound-Spelling WorkBoards
- Letter Tiles: *a, c, d, D, f, h, m, N, n, p, s, t*
- Word Cards: *go, have, is, play, to*

- hand puppet
- pocket chart

### Online Resources

- Bibliography

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend phonemes

Read aloud the following rhyme.

Dan rides to school on the bus,  
Sam gets a ride in Dad's car.  
Ann likes to ride her bike each day,  
Nat walks as he does not live far.

- I Do**
- Tell children that the puppet is going to blend sounds to make words.
  - Have the puppet say the sounds /a/ /n/, /aaann/, *Ann*.
  - Repeat with the words *Dan, can, and had*.

- We Do**
- Tell children that the puppet is going to blend more sounds to make words.
  - Have the puppet say the sounds: /mmm/ /aaa/ /t/, /mmaaat/, *mat*. Have children repeat the sounds and the word with the puppet.
  - Repeat the procedure with the words *map, fat, Sam, and Dad*.

- You Do**
- Tell children that they will now blend the sounds on their own. Have the puppet say the following sounds: /s/ /a/ /m/.
  - Have children repeat the sounds and blend the sounds to say the word: /s/ /a/ /m/, *Sam*. **What's the word?**
  - Repeat the procedure with /h/ /a/ /m/, /k/ /a/ /n/, and /m/ /a/ /n/.

### ▶ Phonics

#### Objective Blend words with /a/a and /d/d

- I Do**
- Place **Letter Tiles** *s, a, d* in the sound boxes on the **Sound-Spelling WorkBoard**.
  - Point to each letter. **The letter *s* stands for /s/. The letter *a* stands for /a/. The letter *d* stands for /d/. Listen as I blend these sounds: /sssaaad/, *sad*. The word is *sad*.**
  - Place **Letter Tiles** *h, a, m* in the sound boxes and follow the same procedure. Continue with the words *Dan* and *Nat*.
- We Do**
- Place **Letter Tiles** *h, a, t* in the sound boxes.
  - **Let's say the sound each letter stands for: /h/ /a/ /t/.**
  - **Now let's blend the sounds: /haat/, *hat*. What's the word?**
  - Place **Letter Tiles** *t, a, p* in the pocket chart and repeat.
  - Continue with the words *cat* and *can*.
- You Do**
- Place **Letter Tiles** *h, a, t* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word. **What's the word?**
  - Have children repeat with **Letter Tiles** *f, a, t; p, a, t; t, a, p; m, a, t; c, a, p; and h, a, d*.

- ELL** Review the meanings of the words in the lesson. Model saying each word and ask children to repeat. Explain what each word means by pointing to pictures or real objects, acting out, or paraphrasing. For more support, see pages T6–T7.

## Words to Know

### ► High-Frequency Words: *go, have, is, play, to*

**Objective** Review high-frequency words

- Display **Word Cards** *go, to, have, is, and play* in the pocket chart.
- Have children read the words with you.
- Say one of the words. Ask a child to point to the word and read it. Then have another child use the word in a sentence.
- Turn that card over.
- Continue with the rest of the words.

### ► Oral Vocabulary: *Upset and Relieved*

**Objective** Develop oral vocabulary

**Confirm** Review the words *upset* and *relieved* with children. Remind children that someone can feel *upset* when he or she has a problem. A person can feel *relieved* when the problem is solved.

**Discuss** Have children finish the following sentence starters. *I was upset when I lost my backpack because \_\_\_\_\_. I felt relieved when \_\_\_\_\_.*

**Connect** Describe a time when you felt upset because of a problem you had. Tell how the problem was solved and why you felt relieved.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *Dan, mat, had, Nat, can, had, sap, nap*. Then reread each word and have children blend the sounds after you.

**Connected Text** Have children review the **Intervention Reader** *Go Pam!* using the **Listening Library** audio selection. Then have them reread the story on their own. Circulate and listen in.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**During Reading** Read the story together.

- **Echo-Read** Guide children to echo-read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story.

See **Practice Book** pages 113–114.

### ► Build Fluency: Connected Text

**Objective** Develop fluency through repeated readings

- **Partner Reading** Have pairs take turns reading aloud the **Take-Home Book** to each other.
- Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate.

### ► Write

**Objective** Practice writing words

- Have children use **Word Cards, Letter Cards** or **Letter Tiles** to make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Cards** or **Tiles** as a guide.

**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards: m, p, h, a, h, d**. Now write the word that I say: *Dan*. Repeat with the word *Sam*. Provide immediate feedback.

### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

See Independent Writing lesson on page 223.

## Unit Assessment

Have children complete the Unit Assessment on **Assessment Book** pages 84–95.

**Materials**

- Intervention Readers: *A Cat; Dad! Dad! Dad!; Go, Pam!*
- Photo Cards: *alligator, dinosaur, fish, fox, gorilla, hippo, koala, owl*
- large index cards with *can, cat, man, mat, fan, sat; fad, mad, map, nap, pad, tap; dad, had, ham, Pam, sad, Sam*
- pocket chart

**More Word Work: Word Families and Word Sorts**

**Objective** Blend and sort words in word families using *-at, -an; -ap, -ad; -ad, -am*

**WEEK 1**

- Write *sat, mat, cat*. Point to the letters, say the sounds, and read the words. Have children repeat. **I notice that each word has *a* in the middle and *t* at the end: /aat/.**
- Write *man, fan, can*. Point to the letters, say the sounds, and read the words. Have children repeat. **What do you notice in these words?**
- Place cards for *sat* and *man* in two columns in the pocket chart. Point to the letters, say the sounds, and read the words.
- Hold up the card for *mat*. Point to the letters, say the sounds, and read the word. Model placing *mat* under *sat*. Have children read and sort the other *-at* and *-an* words.

**WEEK 2**

- Write *map, tap, nap*. Point to the letters, say the sounds, and read the words. Have children repeat. **I notice that each word has *a* in the middle and *p* at the end: /aap/.**
- Write *pad, fad, mad*. Point to the letters, say the sounds, and read the words. Have children repeat. **What do you notice in these words?**
- Place cards for *map* and *pad* in two columns in the pocket chart. Point to the letters, say the sounds, and read the words.
- Hold up the card for *tap*. Point to the letters, say the sounds, and read the word. Model placing *tap* under *map*. Have children read and sort the other *-ap* and *-ad* words.

**WEEK 3**

- Write *dad, had, sad*. Point to the letters, say the sounds, and read the words. Have children repeat. **I notice that each word has *a* in the middle and *d* at the end: /aad/.**
- Write *ham, Sam, Pam*. Point to the letters, say the sounds, and read the words. Have children repeat. **What do you notice in these words?**
- Place cards for *dad* and *ham* in two columns in the pocket chart. Point to the letters, say the sounds, and read the words.
- Hold up the card for *had*. Point to the letters, say the sounds, and read the word. Model placing *had* under *dad*. Have children read and sort the other *-ad* and *-am* words.

**Grammar: Sentences**

**Objective** Identify and use capitals, punctuation, and space between words in a sentence

**WEEK 1**

- Review that all sentences begin with a capital letter and end with a mark. Display page 3 of *A Cat*. Write this sentence starter: *The cat is \_\_\_\_*. Ask children what the cat is doing. Record their responses and read the completed sentences.
- Have children make up sentences about animals on the **Photo Cards**.

**Listening and Speaking**

Remind children to speak audibly and to express ideas clearly.

**WEEK 2**

- Display *Dad! Dad! Dad!* Explain that the marks in the title are used to show the animals' strong feelings about their dads.
- Display page 3 and write this sentence: *The bald eagles are in the nest*. **Why does the first word begin with a capital? What is at the end of the sentence?** Display page 8. Help children to make up a new sentence for the page.

**WEEK 3**

- Display the cover for *Go, Pam!* Point to the exclamation mark. **This mark tells you to read with strong feeling.** Read aloud the title.
- Display page 6 and read aloud the sentence: *"Can Pam go to Nat?"* Have children point to the capital letter, the spaces between words, and the end mark. **This sentence asks a question, so we use a question mark at the end of the sentence.**



## Writing: Dialogue, Directions, Lists, and Sentences

**Objectives** Write dialogue, directions, lists, and sentences; develop concepts of print

### WEEK 1

#### Shared Writing: Dialogue

- Explain that some sentences tell word for word what a person is saying or thinking. Display the first page for *A Cat*. Draw and cut out a dialogue balloon to tape onto the page. Have children think of words the cat may be saying or thinking in the picture. Record children's responses in the balloon. Track the print as you read the dialogue.

#### Interactive Writing: Dialogue

- Write the sentence starter: *I am \_\_\_\_\_*. Have children draw a dialogue balloon and write the sentence starter in it. Then, have children tell what the cat may be saying or thinking in one of the pictures in the book. Record children's responses. Track print as you read the sentences. Encourage children to fill in their sentence starter with one of the responses.

#### Independent Writing: Dialogue

- Tell children to draw a picture of themselves doing one of their favorite activities. Have them draw a dialogue balloon for their picture. Tell children to write a sentence in the dialogue balloon about why they like the activity.

#### Listening and Speaking

Have children share their sentence and picture with the group. Remind them to speak clearly and be good listeners.

### WEEK 2

#### Shared Writing: Directions

- Discuss what the dads in *Dad! Dad! Dad!* teach their babies. Tell children that animal dads teach by example. Ask children how they teach someone how to do something. Explain that directions tell how to do something. Work with children to make directions for how to teach a dog to fetch a ball. For example: *First, Run to where the ball is. Next, Grab the ball with your mouth. Last, Run to me.* Write children's directions on the board. Track the print as you read.

#### Interactive Writing: Directions

- Have children tell the steps they take to clean up their room at home. Write these sentence starters: *First, I \_\_\_\_\_.* *Next, I \_\_\_\_\_.* *Then, I \_\_\_\_\_.* Record children's responses and encourage them to write any letters they know to complete the sentences. Track the print as you read the sentences with children.

#### Independent Writing: Directions

- Explain that writing directions is a way of telling someone how to do something clearly, step by step. Write the sentence starters: *First, you \_\_\_\_\_.* *Next, you \_\_\_\_\_.* *Then, you \_\_\_\_\_.* Have children copy them. Ask children the steps that they take to brush their teeth. Record their responses. Ask children to use the responses to fill in the sentences. Track the print as you read the sentences with children.

### WEEK 3

#### Shared Writing: List

- Point out that a list is a good way to remember parts of a story. From looking at the pictures and recall, have children tell what happens in the beginning, the middle, and the end of the story *Go, Pam!* List children's responses on chart paper. Track the print as you read the list with children.

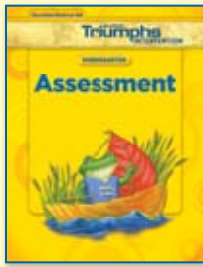
#### Interactive Writing: Sentences

- Display the story list for *Go, Pam!* Point to and read each word and have children repeat. Write these sentence starters: *First, \_\_\_\_\_.* *Then, \_\_\_\_\_.* *Finally, \_\_\_\_\_.*
- Have children look at the story list and suggest words to complete the sentences. Encourage them to write any letters they know. Track print as you read the completed sentences with children.

#### Independent Writing: Sentences

- Display page 8. Have children dictate sentences to go with the picture. Have children choose one sentence and write it on their paper.

**Concepts of Print** Track the print as you read the words in each sentence, to show how print moves from left to right and top to bottom. Point out words that have more than one syllable. Then have a few children track the print.



Assessment Book

Choose from the Additional Instruction for children who need more support. Use Unit Assessment to check children's progress.

## Working with Words

### Materials

- Practice Book: Take-Home Book, pp. 97–98, 101–102; 103–104, 107–108; 109–110, 113–114
- Sound-Spelling WorkBoards
- Photo Cards: *alligator, ambulance, ant, apple, astronaut, ax, bat, bird, book, box, camel, cloud, deer, dime, dinosaur, dog, doll, dolphin, door, elbow, exit, fan, fish, fork, hand, hat, jet, man, octopus, otter, yak*
- Large Letter Cards: *a, d*
- Letter Tiles
- markers or counters
- hand puppet

### Online Resources

- **IWB** Interactive White Board  
Phonics Lessons

## ► Phonemic Awareness

**Objective** Develop phonemic awareness

**Isolate Phonemes** Remind children that the sound /a/ can appear at the beginning of a word, as in *ant*. Using the **Sound-Spelling WorkBoards**, say the word *ant*, elongating the first sound /a/. *When I say the word ant, /aaant/, I hear the /a/ sound at the beginning of the word. I will place a marker in the first box on the Sound-Spelling WorkBoard. Now I will say the word can, /kaaan/. I hear the sound /a/ in the middle of the word. I will place a marker in the middle box on the Sound-Spelling WorkBoard.* Repeat this process with the word *and*, elongating the first sound in the word. Ask children to identify if they hear the sound /a/ at the beginning of the word. Tell them to place a marker in the first box on the **Sound-Spelling WorkBoard** as you point out that the sound /a/ appears at the beginning of the word. Repeat with the words *at, am, tan, pat*. Repeat

each word and ask, *Do you hear the sound /a/ at the beginning of this word? Do you hear the sound /a/ in the middle of the word?* Repeat for initial and final /d/ and the words *dog, dove, dip, red, lad, mad*.

**Sound Sort** Using **Photo Cards** *ant, otter, octopus, exit, elbow, apple, ax*, and *ambulance*, guide children to say each picture name. Have children place those pictures whose names begin with the sound /a/ in one pile. Tell them to place the other pictures whose names do not begin with the sound /a/ in another pile. Repeat with medial *a* and the **Photo Cards** *bat, fan, fish, hat, jet*; initial *d* and the **Photo Cards** *deer, book, dime, fork, dog, doll*; and final *d* and the **Photo Cards** *bird, box, cloud, camel, hand*.

**Orally Blend Phonemes** Using the puppet, model how to blend the word *Sam*. *The puppet is going to say the sounds in a word. Listen as the puppet says each sound in the word Sam: /s/ /a/ /m/. The puppet can blend these sounds together: /sssaaamm/, Sam. Say the sounds with the puppet.* Repeat with *hat*. Tell children to say each sound in the word *hat*: /h/ /a/ /t/, /haaat/, *hat*. Continue blending with the following words:

- Lessons 1–5: *fan, ram, pat, lap, cat, am, at*
- Lessons 6–10: *Dan, dot, dad, mad, pad, rid*
- Lessons 11–15: *pan, bat, sap, doll, sad, lad*

**Identify Phonemes** Display **Photo Cards** *astronaut, alligator*, and *ambulance* as you name each one. Repeat each picture's name, emphasizing the initial /a/ sound. Have children repeat the word and initial sound with you. Point out that all three picture names begin with the same sound. *Do these three picture names begin with the same sound? What sound does each picture name begin with?* Repeat for medial *a* and **Photo Cards** *bat, fan*, and *hat*. *Do these three picture names have the same sound in the middle? What is the sound?* Repeat for initial *d* and **Photo Cards** *deer, doll*, and *door* as you name each one. *Do these three picture names begin with the same sound? What sound does each picture name begin with?* Repeat for final *d* and **Photo Cards** *bird, cloud*, and *hand* as you name each one. *Do these three picture names end with the same sound? What sound does each picture name end with?*

## ► Phonics

### **Objectives** Decode words with /a/a and /d/d

**Reteach Skills** Display the **Photo Cards** *ax, apple, bat, fan, and hat* and the **Large Letter Card** *a*. Point to the picture of the ax. *This is a picture of an ax. The word ax begins with the letter a. The sound for this letter is /a/. I am going to place this picture in one pile under the Letter Card a.* Repeat with **Photo Card** *apple*. *Now I'm going to look for a picture of a word that has the /a/ sound in the middle. The word fan has the /a/ sound in the middle. I will place the picture of the fan in another pile under the Letter Card a, too.* Continue, using the following **Photo Cards**.

- Lessons 1–5: *alligator, man, astronaut, yak, ant*

Display the **Photo Cards** *dog, doll, bird* and *hand* and the **Letter Card** *d*. Remind children that the letter *d* stands for the /d/ sound. Guide children to identify each picture. Tell them to place those pictures that begin with /d/ in one pile under the **Letter Card** *d* and those pictures that end with /d/ in another pile under the **Letter Card** *d*. Continue with the following words:

- Lessons 6–10: *bird, door, cloud, dinosaur, dime, hand*

Review initial and medial /a/a and initial and final /d/d using the following **Photo Cards**. Have children tell if the picture name has an initial or medial /a/a. Repeat with initial and final /d/d.

- Lessons 11–15: *ax, bat, man, astronaut, yak, ant, fan, ambulance; deer, cloud, dolphin, hand, bird, dime, doll*

**ELL** Review the meanings of words in the lesson that can be demonstrated in a concrete way. For more support, see pages T6–T7.

**Alphabet Recognition** Display the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” with children as a child points to each letter.

Have children work in pairs. Ask them to use **Letter Tiles** to make their first name. Then have them make each other’s names.

### **Write Aa, Dd**

**Take a Step Back: Form the Letter Aa** Have children practice using pencils or wooden sticks to form the capital letter *A*. Emphasize the three lines used to form the letter. Tell children to pretend to bite into an apple as they say /aaa/ to help them remember the sound for the letter *a*.

**Take a Step Back: Form the Letter Dd** Have children form the capital letter *D* in sand or with paint. Ask children to dance around the desk as they say /d/ to help them remember the sound for the letter *d*.

**Dictation** Model how to write *A* and *a* as you say the sound. Have children trace the two forms of the letter in the air with their fingers. Then ask children to write *A* and *a* on their **Sound-Spelling WorkBoards**. Repeat with *D* and *d*. Then randomly say *a* and *d* and have children write what you say. For more handwriting support, see pages T8–T11.

**Fluency: Connected Text** Have children reread the **Take-Home Books** on the **Practice Book** pages listed below. When children feel comfortable reading the stories, have them read the stories to a partner.

- Lessons 1–5: **Practice Book** pp. 97–98, 101–102
- Lessons 6–10: **Practice Book** pp. 103–104, 107–108
- Lessons 11–15: **Practice Book** pp. 109–110, 113–114

**IWB** For additional work with sound-symbol relationships, use **Online Phonics Lessons: Short a, Consonant Dd**.



## Words to Know

### Materials

- Word Cards: *go, have, is, play, to*
- Sound-Spelling WorkBoards
- Letter Tiles: *a, e, g, h, i, l, o, p, s, t, v, y*
- Photo Cards: *boat, car, helicopter, jet*
- pocket chart

### ► High-Frequency Words

**Objective** Reteach high-frequency words to (Lessons 1–5); *is* (Lessons 6–10); *go, have, is, play, to* (Lessons 11–15)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word to. It is spelled t-o, to. I go to school. This is the word is. It is spelled i-s, is. It is sunny today.* Repeat with *go, have, and play.*
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters using the words. For example: *I like to play \_\_\_\_\_. It is fun to play at \_\_\_\_\_.* Have children take turns orally completing the sentences. Write the sentences as children complete them and then read each sentence aloud. Have children take turns underlining the high-frequency words in each sentence.
- Have partners work together to spell *go, have, is, play,* and *to* using the **Letter Tiles**.

### ► Concept Words

**Objective** Develop oral vocabulary

**Comparing Words (Lessons 1–5)** Remind children that they have been using words that tell about how things are the same as or different from one another. *We use the words big, bigger, and biggest when we are telling how two or more things are similar or different. For example: This book is big.*

*That book is bigger. The book that I am reading is the biggest book of all.*

- Have children say sentences to compare some other things in the classroom. For example: *The pencil is big. That pencil is bigger. The pencil that Silvia is holding is the biggest pencil of all.*
- Have partners work together to create sentences using the oral vocabulary words. Partners can include other comparing words, such as *small, smaller,* and *smallest.*

**Names of Family Members (Lessons 6–10)** Remind children that every family has members or people who belong in the family. *We use words such as sister, brother, mother, father, aunt, and uncle to tell about family members.*

- Discuss the meaning of each word with children. Have children use family member words as they take turns describing their family.

**Transportation Words (Lessons 11–15)** Remind children that they have been using transportation words. *We use the words car and bike to tell about ways people can get from one place to another. For example, I like to ride my bike to get to my friend's house.*

- Discuss the meaning of each word with children.
- Display **Photo Cards** *boat, car, helicopter,* and *jet.* Ask children questions, such as: *Which forms of transportation have you ever taken? Which form of transportation travels in the air? Which form of transportation travels on water?*
- Have children use transportation words as they take turns telling which form of transportation they would like to take and explain why. Suggest that children name other transportation words that tell other ways one can get from one place to another.

**ELL** Remind children of expressions they can use to request assistance from the teacher or their partners, such as *Can you repeat that, please? Can you show me the picture?* For more support see pages T6–T7.

## Time to Read

### Materials

- Intervention Readers: *A Cat; Dad! Dad! Dad!; Go, Pam!*

### Online Resources

- **IWB** Interactive White Board  
Comprehension Lessons

## ► Comprehension: Text Evidence

### Objectives Review comprehension skills

#### Main Idea and Details (Lessons 1–5)

**Take a Step Back: Details** Remind children that the words and pictures in a story give us information. These are called *details*.

- Use the **Intervention Reader** *A Cat*. As we read, let's pay attention to the pictures and words so we can figure out what the details are. Knowing the details will help us figure out what the main idea is.
- Read aloud pages 2 and 3. I see a very big cat. This big cat is called a *lion*. It has a big mane. It can sip. These are all details about a big cat.
- Read aloud pages 4 and 5. This big cat is called a *tiger*. What are some details about this big cat? (It can run. It can lick its paws.)
- Read aloud pages 6 and 7. Here is another kind of cat. It is a *leopard*. What are some details about the leopard? (It has spots and can climb on rocks.)
- Read aloud page 8. Here I see a pet cat on page 8. It is much smaller than the other cats.
- What do all the details in this book have in common? (They are all about different kinds of cats.) What is *A Cat* mostly about? (*A Cat* is mostly about different kinds of cats.)

**Main Idea and Details (Lessons 6–10)** Remind children that when we read nonfiction, we can understand it better when we figure out what an author is mainly writing about. We also learn details or information that tells more about the main idea. We can look at the pictures and read the words to figure out what the details are.

- Use the **Intervention Reader** *Dad! Dad! Dad!* Let's read *Dad! Dad! Dad!* As we read, let's pay attention to what the pictures and words tell us.

- Read aloud pages 2 and 3. I see an eagle. The eagle is taking care of his baby eagle. I know the baby bird is happy by reading page 3. The words tell me that the young eagle likes his dad. These are details.
- Read aloud pages 4 and 5. Here is a lion dad and his cub. What are some details about this dad? (The lion dad is taking care of its cub. Page 5 says that the cub likes his dad.)
- Read aloud pages 6 and 7. I see a penguin dad and a baby penguin. What are some details about this dad? (The penguin dad is standing close to the baby penguin. He is taking good care of it.)
- Read aloud page 8. What do you see on this page? (A gorilla dad and his baby gorilla.)
- What do all the details in this selection have in common? (They are all about animal dads and their babies. All the babies like their dads.) What do you think the main idea of this selection is? (All of the animal babies in this book like their dads.)

#### Retell (Lessons 11–15)

**Take a Step Back: Sequence of Events** Remind children that the events in a story happen in a certain order.

- Read pages 2 and 3 in the **Intervention Reader** *Go, Pam!* I see Nat in the rowboat. He looks like he's calling for help.
- Read aloud pages 4 and 5. What happens on these pages? (Pam is sleeping. She hears something and then sits up.)
- Read aloud pages 6–7. What happens here? (Pam swims to Nat and helps him. Nat is happy to be okay.)
- Explain that retelling means telling what happened in a story. To retell, we say in our own words what happened in the beginning, middle, and end of the story. Have children retell the story.

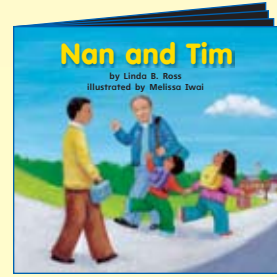
**IWB** Online Comprehension Lessons: Main Idea and Details; Retell/Summarize

#### Self-Selected Reading

Provide books for children to read for additional practice. Guide children to identify the main idea and details and to retell stories.



Intervention Reader 4



Intervention Reader 5

**Working with Words**

- **Phonemic Awareness**
- **Phonics**

**Words to Know**

- **High-Frequency Words**
- **Concept Words**
- **Build Fluency**

**Time to Read**

- **Intervention Readers**
- **Comprehension**
- **Write**

**Language Arts**

- **Grammar**
- **Writing**

**Assessment**

- **Informal**
- **Formal**

**Week 1, Lessons 1–5**

**Phonemic Awareness**

- Phoneme Isolation
- Phoneme Blending

**Phonics**

- Initial and Medial /i/i

**High-Frequency Words**

- *this*

**Concept Words**

- Position Words

**Fluency**

- Letter, Sound, and Word Fluency; Connected Text

**Read**

- *It Hid*

**Strategy:** Visualize

**Skill:** Identify Main Idea and Details

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

- Describing Words

**Writing**

- Shared Writing: List
- Interactive Writing: Sentences
- Independent Writing: A Weather Report



Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

**Week 2, Lessons 6–10**

**Phonemic Awareness**

- Phoneme Isolation
- Phoneme Blending

**Phonics**

- Initial /r/r

**High-Frequency Words**

- *and*
- Bonus Word: *for*

**Concept Words**

- Neighborhood Helpers

**Fluency**

- Letter, Sound, and Word Fluency; Connected Text

**Read**

- *Nan and Tim*

**Strategy:** Visualize

**Skill:** Identify Setting

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

- Describing Words

**Writing**

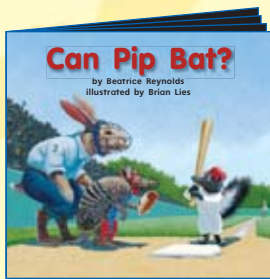
- Shared Writing: Word Web
- Interactive Writing: Steps in Process
- Independent Writing: Steps in Process



Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

**Additional Instruction, pages 262–265**





Intervention Reader 6

### Week 3, Lessons 11–15

#### Phonemic Awareness

- Phoneme Isolation
- Phoneme Blending

#### Phonics

- Initial and Final /b/b

#### High-Frequency Words

- *are*
- Bonus Word: *was*

#### Concept Words

- Sequence Words

#### Fluency

- Letter, Sound, and Word Fluency;  
Connected Text

#### Read

- *Can Pip Bat?*

**Strategy:** Visualize

**Skill:** Distinguish Between Fantasy and Reality

#### Daily Writing Prompts

Handwriting, Dictation, Story Response

#### Grammar

- Describing Words

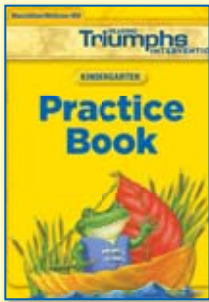
#### Writing

- Shared Writing: Chart
- Interactive Writing: Sentences
- Independent Writing: Sentences

**Quick Check** Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

- **Unit Assessment, Assessment Book pp. 96–107**





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 113–114
- Photo Cards: *inch*, *inchworm*, *insect*, *invitation*
- Large Letter Cards: *a*, *d*, *h*, *m*, *n*, *p*, *s*, *t*
- Large Sound-Spelling Card: *Insect*
- Word Card: *this*
- Sound-Spelling WorkBoards

- self-stick notes
- pocket chart

## Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /i/

Read aloud the following rhyme.

Isabel is up at bat.  
She swings and makes a hit.  
The ball flies high above Sid's head,  
But he catches it in his mitt!

- I Do**
- Listen to the name *Isabel*: /iizəbel/. The name *Isabel* begins with the /i/ sound. The first sound in *Isabel* is /i/. What's the sound?
  - Read the first line of the rhyme again. The word *is* also begins with the /i/ sound. The first sound in *is* is /i/. What's the sound?
  - Continue the routine with the words *it* and *in*.

- We Do**
- Read the first line of the rhyme again. The word *is* begins with the /i/ sound. Let's say the word together: /iiz/. Let's say the first sound in *is*: /i/.
  - Repeat for the words *Isabel*, *it*, and *in*.

- You Do**
- Display **Photo Card** *inchworm*.
  - Say *inchworm* and have children repeat. What is the first sound you hear in the word *inchworm*?
  - Repeat for **Photo Cards** *inch*, *invitation*, and *insect*.

**ELL** Demonstrate how to say /i/. Open the mouth a bit. The corners of the mouth should move back a little. Flatten the tongue and move it up and forward. Use the voice to say /i/. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say /it/, and have children repeat it. The word *it* begins with /i/. Let's say the sound and the word together: /i/, *it*. What is the first sound you hear?

### Quick Check

Can children isolate the initial phoneme /i/? If not, use **Additional Instruction**, pp. 262–265.

### ► Phonics

**Objective** Identify initial /i/i

**Review** Show these **Large Letter Cards** as children say each sound: *d*, *a*, *h*, *p*, *t*, *n*, *m*, *s*. Mix and repeat.

- I Do**
- Display the *Insect* **Sound-Spelling Card**.
  - Point to the letter. This is capital *I*. This is lowercase *i*. The letter *i* stands for the /i/ sound in *insect*.
  - Listen for the /i/ sound as I say the word: *insect*.
  - Then display **Photo Card** *inchworm*. Place a self-stick note with a lowercase *i* written on it below the picture of the inchworm.
  - This is an *inchworm*. It begins with the /i/ sound. Listen for /i/ as I say the word again: *inchworm*.
  - Repeat with **Photo Cards** *invitation* and *insect*.

- We Do**
- Read the rhyme. Write the *i*-words on the board.
  - Point to the letter *I* in *Isabel*. The *I* in *Isabel* stands for the /i/ sound. Say the sound and word with me: /i/, *Isabel*.
  - Continue reading the rhyme and repeat with the words *is*, *it*, and *in*.

- You Do**
- Point to *Isabel* and read it aloud with children.
  - Ask a child to circle the letter that stands for the /i/ sound in *Isabel* and say /i/.
  - Continue until children have circled and identified the letter and sound in each word on the board.

**IWB** **Online Phonics Lessons:** Short *i*

The activities for all previously introduced consonants may now be used.

**CORRECTIVE FEEDBACK**

Write *in* on the board. Draw a line under the *i*. This is the letter *i*. Say the name of the letter with me: *i*. The letter *i* stands for the /i/ sound at the beginning of the word *in*. Say the sound as I point to the letter.

**Quick Check**

Can children identify /i/ spelled *ii*? If not, use **Additional Instruction**, pp. 262–265.

**Words to Know**

► **High-Frequency Word: *this***

**Objective** Read high-frequency words

- Display **Word Card** *this* in the pocket chart.
- Point to *this*. The word is *this*. It is spelled *t-h-i-s*. I can wink like *this*. What's the word?
- Have children chorally **read** and **spell** *this* with you as you point to it.
- Have children **write** *this* on their **Sound-Spelling WorkBoards**.
- Have children take turns completing the cloze sentence: *I can \_\_\_\_\_ like this*. Write the sentences.

**CORRECTIVE FEEDBACK**

Point to and say *this*. The word is *this*. Point to the word and say it with me: *this*. What's the word? Have children individually point to and say the word.

**Quick Check**

Can children read *this*? If not, use **Additional Instruction**, pp. 262–265.

► **Concept Words: Position Words**

**Objective** Develop oral vocabulary

- Reread the rhyme. *Where did the ball fly? Where did the ball go?*
- Engage students in a discussion of position words. Use a shoebox and small ball (or other items) to demonstrate *in*, *on*, *above*, and *below*.
- Have children take turns placing the ball in relation to the box and saying the correct position word.
- Stack three blocks. Point out the top, middle, and bottom block. Explain that *top*, *middle*, and *bottom* are position words. Have children identify the top, middle, and bottom position of classroom objects.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

- Reread the **Take-Home Book** from the previous week with children.
- Then have children whisper-read the **Take-Home Book** independently. Listen while children read, offering guidance as necessary.
- Have children summarize the story. Remind children that thinking about the important parts of the story will help them understand it. *What are the important parts of this story?*
- Then have children retell the story, using the pictures.
- Have children point to the high-frequency word *go* in the text.

Tell children to read the story to their family.

► **Response**

Ask children to respond to the **Take-Home Book** by doing a retelling. Have small groups of children take turns acting out the story for the rest of the class.

See **Practice Book** pages 113–114.

► **Write**

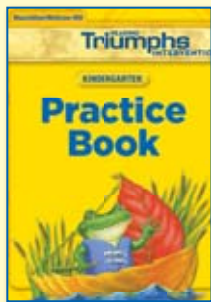
**Objective** Write *ii*

- Display the *Insect Sound-Spelling Card*.
- Model how to write *ii* by tracing the letter with your finger.
- Write the letter *ii* on the board.
- Have children take turns tracing *ii* with their fingers on the *Insect Sound-Spelling Card*.
- Have children say the sound /i/ as they write the letter *ii* several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: capital *i*. Now write lowercase *i*. Repeat with letters *d*, *a*, and *h*. Write the letter for the sound I say: /i/. Repeat with /p/, /t/, and /n/. Provide immediate feedback.

See Handwriting pages T8–T11.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 115–116, 197
- Photo Cards: *mix, pig, six*
- Large Letter Cards: *a, d, h, m, n, p, s, t*
- Large Sound-Spelling Card: *Insect*
- Sound-Spelling WorkBoards
- Letter Tiles: *h, i, t*
- Word Cards: *go, have, is, play, this, to*

- pocket chart
- self-stick notes

## Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate medial phoneme /i/

Read aloud the rhyme.

Isabel is up at bat.  
She swings and makes a hit.  
The ball flies high above Sid's head,  
But he catches it in his mitt!

- I Do**
- Today we are going to listen for the /i/ sound when it comes in the middle of a word.
  - Reread the rhyme, emphasizing *hit*. You can hear the /i/ sound in the middle of *hit*: /h/ /iii/ /t/.
  - Repeat the procedure with the words *Sid, his, mitt*.

- We Do**
- Say *hit* and *mitt* with children. What sound do you hear in the middle of *hit* and *mitt*? Let's say the sound together: /i/.
  - Display **Photo Card** *six*. Let's say this word together: *six*. Listen to the sounds in this word: /s/ /iii/ /ks/. What sound do we hear in the middle of *six*? Say the /i/ sound with me: /i/.
  - Repeat with **Photo Card** *mix*.

- You Do**
- Display the following **Photo Cards** one at a time: *six, mix, pig*.
  - Have children say the word that names each picture. Then have them say the sound they hear in the middle of the word.
  - Then say *zip*. Have children repeat the word and say the sound they hear in the middle of the word.

### CORRECTIVE FEEDBACK

Say *his* and have children repeat. The sound in the middle of *his* is /i/. Listen: /h/ /iii/ /z/. Let's say the word and the sound: *his, /i/*. What sound do you hear in the middle of *his*?

### Quick Check

Can children isolate the medial phoneme /i/? If not, use Additional Instruction, pp. 262–265.

### ► Phonics

**Objective** Identify medial /i/i

**Review** Show each of the following **Large Letter Cards** as children say each sound: *d, a, h, p, t, n, m, s*. Mix the cards and repeat.

- I Do**
- Display the *Insect* **Sound-Spelling Card**.
  - Point to the letter *i*. The name of this letter is *i*. The letter *i* stands for the /i/ sound in the middle of *pin*: /p/ /iii/ /n/, *pin*.
  - Then display **Photo Card** *six*. Place a self-stick note with a lowercase *i* written on it below the *six*.
  - This is a *six*. It has the /i/ sound in the middle of the word. Listen for the /i/ sound as I say the word again: /s/ /i/ /ks/, /siiiks/, *six*.
  - Repeat with **Photo Card** *mix* and *pig*.

- We Do**
- Write *hit* on the board. The *i* in the middle of *hit* stands for the /i/ sound. Say the sound as I point to the letter.
  - Repeat for *hip* and *pit*.
  - Then have children say the words with you again and circle the letter for the /i/ sound.

- You Do**
- Write the following words: *sit, pit, sip, tip, pin, fin*.
  - Point to *sit* and read it aloud with children.
  - Ask a child to circle the letter that stands for the /i/ sound in *sit* and say /i/.
  - Continue until children have circled and identified the letter and sound in each word.
  - Then have children write the letter *i* as they say /i/.

**IWB** Online Phonics Lessons: Short *i*

**CORRECTIVE FEEDBACK**

Using the **Sound-Spelling Workboard**, display **Letter Tiles** *h, i, t* in the sound boxes. The word *hit* has the /i/ sound in the middle of the word. Let's say the word and the sound together: /hiit/, /i/. What is the sound in the middle of the word? What letter stands for the sound?

**Quick Check**

Can children identify medial /i/ in a word? If not, use **Additional Instruction**, pp. 262–265.

**Words to Know**

► **High-Frequency Word: this**

**Objective** Read high-frequency words

- Display **Word Card** *this* in the pocket chart. *This word is this. I like this book.*
- Have children repeat with you: *this*.
- Have children take turns using *this* in a sentence.
- Display **Word Cards** *go, to, have, is, play, and this* in the pocket chart. Ask a child to point to *this*. Then have children identify the other five words.

**CORRECTIVE FEEDBACK**

Point to and say *this*. The word is *this*. Say it with me: *this*. What's the word? Place **Word Cards** *this, have, and play* on the table. Have children individually identify and say the word *this*.

**Quick Check**

Can children read *this*? If not, use **Additional Instruction**, pp. 262–265.

► **Concept Words: Position Words**

**Objective** Develop oral vocabulary

- Review the position words *in, on, above, below, top, middle, bottom*.
- Say *on, above, below*, and have children show the meaning of the words by placing their hands in relation to their heads.
- Have children point to examples of *top, middle, bottom*, in the room, such as art work on the walls.

**ELL** Remind children of questions they can use to ask for assistance, such as *What is another word for below?* For more support, see pages T6–T7.

See *Position Words* at the end of the **Practice Book**.

**CORRECTIVE FEEDBACK**

Point to a drawer. The pen is *in* the drawer. Point to a pencil on a desk. Where is the pencil?

**Quick Check**

Can children understand and use position words? If not, use **Additional Instruction**, pp. 262–265.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

**Before Reading** Preview the story by reading aloud the title. What do you think the story will be about?

**During Reading** Read the story together.

- **Choral Reading** Guide children to read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story. Offer guidance as needed.

**After Reading** Have children discuss the story by talking about the illustrations. How did the illustrations help them to guess what type of cat the story is about?

See **Practice Book** pages 115–116.

► **Write**

**Objective** Write *li*

- Write the letter *li* on the board.
- Model how to write *li* by tracing the letter.
- Have children use their fingers to trace *li* on the **Insect Sound-Spelling Card**.
- Have children say the sound /i/ as they write the letter *li* several times.

**Dictation** Write this letter on your **WorkBoards**: capital *i*. Repeat with lowercase *i* and the letters *p, t, and n*. Write the letter for the sound *l* say: /i/. Repeat with /d/, /a/, and /h/. Provide immediate feedback.

See Handwriting pages T8–T11.



Intervention Reader 4

## Materials

- Intervention Reader 4: *It Hid*
- Practice Book: pp. 117, 118
- Sound-Spelling WorkBoards
- Large Letter Cards: *h, i, n, p, s, t*
- Word Card: *have, I, this*

- markers or counters
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the following rhyme.

Isabel is up at bat.  
She swings and makes a hit.  
The ball flies high above Sid's head,  
But he catches it in his mitt!

- I Do** ■ Tell children you will blend sounds using the sound boxes on the **Sound-Spelling WorkBoard**.

- Listen to the following sounds: /i/ /z/. I have two markers to stand for the two sounds. Listen as I blend the sounds together to say the word: /iiizz/, *is*.

- Repeat the procedure for *it* and *in*.

- We Do** ■ Listen to the three sounds: /s/ /i/ /t/. Say the sounds with me: /s/ /i/ /t/. I will use three markers to show the three sounds.

- Say the sounds with me again: /s/ /i/ /t/. Now blend the sounds with me: /ssiiit/, *sit*.

- Continue with *pit*, *Sid*, and *his*.

- You Do** ■ Say the word *mitt*. How many sounds do you hear? Have children place three markers on the sound boxes.

- Then ask children to blend the sounds to say the word: /mmmiit/, *mitt*.

- Then have children use the markers and the sound boxes to blend the following sounds: /s/ /i/ /t/, *sit*; /p/ /i/ /n/, *pin*.

### ▶ Phonics

#### Objective Blend words with /i/i

**Review** Show each of the following **Large Letter Cards** as children say each sound: *i, h, p, t, s, n*. Mix the cards and repeat.

- I Do** ■ Display **Letter Cards** *s, i, t* to make the word *sit*.

- This is the letter *s*. It stands for the /s/ sound.

Repeat for letters *i* and *t*. Point to each letter as you say its sound again.

- Listen as I blend these sounds together to say the word: /ssiiit/, *sit*. What's the word?

- Repeat with the words *hit*, *pin*, and *tin*.

- We Do** ■ Write the word *tin* on the board and point to each letter. There are three sounds in this word. Say the sounds with me: /t/ /i/ /n/.

- Let's blend the sounds to say the word: /tiiinnn/, *tin*.

- Repeat the procedure with the words *fin*, *sit*, and *pin*.

- You Do** ■ Write the following words: *hit*, *pin*, *sit*, *hip*.

- Have children say the three sounds in each word and then blend them.

- Have children identify the middle sound and letter.

See **Practice Book** page 117.

### CORRECTIVE FEEDBACK

Write *mitt* on the board. Point to each letter and say its sound: /m/ /i/ /t/. Have children repeat. Then blend the sounds /mmmiit/ and have children repeat. What's the word?

#### Quick Check

Can children blend phonemes to read words? If not, use **Additional Instruction**, pp. 262–265.



## Words to Know

### ► High-Frequency Words: *have, I, this*

**Objective** Read high-frequency words

- Display **Word Card** *this* in the pocket chart. *What word is this? I ate breakfast this morning.*
- Have children **read, spell and write** *this* and use it in a sentence.
- Repeat with the words *I* and *have*.
- Read aloud the sentence starter: *I have this \_\_\_\_\_*. Have each child create his or her own sentence.
- Afterward have each child circle the word *this* in his or her sentence.

See **Practice Book** page 118.

**ELL** When children make up sentences, pair English Language Learners with children who are more proficient. Write the sentences, read them, and point to the high-frequency words. For more support, see pages T6–T7.

### ► Oral Vocabulary: *Cautious and Crouch*

**Objective** Develop oral vocabulary

**Define** In the story we are going to read today, you will see animals being cautious. To be cautious means to be careful. Say the word with me: *cautious*.

**Example** *The boy was cautious crossing the street.*

**Ask** When would you be cautious—while riding a bike or while sleeping?

**Define** In the story we will read today, we will see a lion crouch. To *crouch* means to “bend down low.” Say the word with me: *crouch*.

**Example** *The boy crouched behind the chair while playing hide-and-seek.*

**Ask** When might an animal crouch?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list: *hit, hid, it, did*. Blend the sounds as you read the list aloud. Then reread each word and have children echo-read. Have children practice reading the word list throughout the week.

## Time to Read

### ► Read *It Hid*

**Objective** Visualize: Main idea and details

**Before Reading** Have children describe the cover. Read the title together. Point out the front and back cover. Ask a child to show where to begin reading.

- When you read a book, you want to remember the most important details. Next, you think about what all those details have in common. This is called the *main idea*. The main idea is what the book is mostly about.
- Help children set a purpose for reading by talking about the animal in the picture. *What animal do you see here? Let's find out why the story is called *It Hid*.*

**During Reading** Guide children through the story. Ask these questions as you read: After page 2: *What helped the tiger to hide? Why do you think it is crouching?* After page 4: *What makes the spots of light on the deer's coat?* After page 7: *What helped the fox to hide? How does a chameleon hide?*

**After Reading** *What are all of the animals doing? What is the main idea, or what is this book mostly about? (Possible answer: Animals have special ways to hide.)* Prompt children to use supporting details, such as the different ways that the animals hide, as they explain the main idea.

**IWB** **Online Comprehension Lessons:** Main Idea and Details Use the story to model the skill.

### ► Comprehension Check: **Text Evidence**

**Retell** Have children **retell** the book using evidence from the text and what they learned from the photos.

### ► Write

**Objective** Write a label

Have children draw a picture of an animal hidden in its habitat. Help them label their pictures with the sentence *A \_\_\_\_\_ hid.*

**Dictation** *Write these letters on your WorkBoards: i, d, h, m, s, t. Write this word: it. Now write this word: hit.* Provide immediate feedback.

See Shared Writing lesson on page 261.



Intervention Reader 4

## Materials

- Intervention Reader 4: *It Hid*
- Sound-Spelling WorkBoards
- Large Letter Cards: *d, f, h, i, l, m, n, p, s, t*
- Letter Tiles: *d (2), f, h, i, m, n, p, s, t*
- Word Cards: *go, have, is, play, this, to*
- Comprehension Cards

- markers or counters
- pocket chart

## Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the following rhyme.

Isabel is up at bat.  
She swings and makes a hit.  
The ball flies high above Sid's head,  
But he catches it in his mitt!

- I Do** ■ Tell children you will blend sounds. Use the sound boxes on the **Sound-Spelling WorkBoard**.

- Listen to the following sounds: /s/ /i/ /p/. I have three markers to stand for the three sounds: /s/ /i/ /p/. Listen as I blend the sounds together: /sssiiip/, *sip*.
- When I blend the sounds quickly, I say *sip*. As you say the sounds, run your finger under the boxes.
- Repeat the procedure for *mitt*, *Sid*, *pit*, and *hit*.

- We Do** ■ Tell children you will blend more sounds to make words.

- Listen to the three sounds: /p/ /i/ /n/. Say the sounds with me: /p/ /i/ /n/. I will use three markers to show the three sounds.
- Let's blend the sounds to make a word: /piiinnn/, *pin*.
- Continue with *pit*, *sit*, and *tip*.

- You Do** ■ Say the sounds /l/ /i/ /d/. **How many sounds do you hear?** Have children place three markers on the sound boxes.

- Then ask children to blend the sounds to say the word: /llliid/, *lid*.
- Then have children use the markers and the sound boxes to blend the following sounds: /s/ /i/ /p/, *sip*; /t/ /i/ /n/, *tin*; /f/ /i/ /t/, *fit*.

## CORRECTIVE FEEDBACK

Say these sounds and blend them with me: /f/ /i/ /t/, /fffiit/, *fit*. What is the word?

### Quick Check

Can children blend sounds to form words? If not, use **Additional Instruction**, pp. 262–265.

### ► Phonics

#### Objective Blend words with /i/i

**Review** Show **Large Letter Cards** as children say each sound: *i, s, t, p, m, n, f, h, d, l*. Mix and repeat.

- I Do** ■ Place **Letter Tiles** *h, i, t* in the sound boxes on the **Sound-Spelling Workboard**.

- Point to each letter. The letter *h* stands for /h/. The letter *i* stands for /i/. The letter *t* stands for /t/. Listen as I blend these sounds: /hiiit/, *hit*.
- Follow the same routine for the words *hip* and *sit*.

- We Do** ■ Place **Letter Tiles** *f, i, t* in the sound boxes.

- Let's say the sound each letter stands for: /f/ /i/ /t/. Say the sounds again with me: /f/ /i/ /t/.
- Let's blend the sounds: /fffiit/, *fit*.
- Repeat the same routine for *hid*, *him*, and *sip*.

- You Do** ■ Place **Letter Tiles** *d, i, p* in the sound boxes.

- Have children say the sound each letter stands for.
- Have children blend the sounds and say the word.
- Have children repeat with *did*, *pin*, and *tin*.

See the More Word Work lesson on page 260.

## CORRECTIVE FEEDBACK

Say the word *tip* and have children repeat. Point to each letter and say its sound: /t/ /i/ /p/. Have children repeat. Then blend the sounds /tiiip/ and have children repeat. **What's the word?**

**Quick Check**

Can children blend phonemes to read words? If not, use **Additional Instruction**, pp. 262–265.

## Words to Know

### ► High-Frequency Words: *go, have, is, play, this, to*

**Objective** Read high-frequency words

- Display **Word Card** *this* in the pocket chart. *What word is this? I like this pen.*
- Have children **read, spell, and write** the word *this*.
- Display **Word Cards** *to, go, have, is, play,* and *this* in the pocket chart. Read the words with children.
- Have them answer these questions: *Which words have four letters? Which word rhymes with slow? Which word do you also see inside another word? Which word rhymes with shoe?*

### ► Oral Vocabulary: *Cautious and Crouch*

**Objective** Develop oral vocabulary

**Define** Remind children of the book they read last time, *It Hid*. *The book showed animals being cautious. To be cautious is to be careful. The lion crouched in the grass. Crouch means “get low.”*

**Discuss** *Why do you think the animals were cautious? When might an animal crouch down low?*

**Connect** Have children talk about times when they are cautious. Then have them crouch like a lion.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list: *it, did, hid, sit, pin, his*. Then reread each word and have children blend the sounds after you. Then say the words in random order. Have children point to the word you say.

## Time to Read

### ► Read *It Hid*

**Objective** Visualize: Main idea and details

**Before Reading** Have children read the title with you. *What animals do you remember from the book?* Tell children to think about the main idea

and details as they reread the book. The main idea is what the story is mostly about. Details tell more about the main idea.

**During Reading** Have children do a choral reading with you. Ask the following questions as you read:

- After page 3: *What helps the snake hide?* After page 5: *What helps the polar bear hide?*

**After Reading** Discuss the details and main idea. *When I look at the details, I see that each animal is hiding in its own special way. What is the main idea?*

**ELL** Encourage children to seek clarification when they do not understand a word or phrase. For example, *What is “idea”?* For more support, see pages T6–T7.

**IWB** **Online Comprehension Lessons:** Main Idea and Details Use the story to model the skill.

### **CORRECTIVE FEEDBACK**

If children cannot identify the main idea and details, use **Comprehension Cards: Main Idea and Details**.

**Quick Check**

Can children identify the main idea and details? If not, use **Additional Instruction**, pp. 262–265.

### ► Build Fluency: Connected Text

**Objective** Model fluent reading

**Echo-Read** Read *It Hid* one page at a time and ask children to read each page after you. Have them read at the same speed and with the same expression that you use.

### ► Write

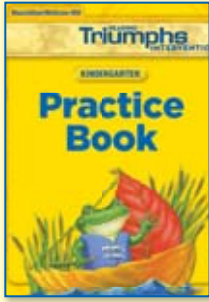
**Objective** Write a label

Have children draw a picture of themselves hiding in a special location. Have them write the label *I hid* under their pictures.

**Dictation** Write the letters I say on your **Sound-Spelling WorkBoards**: *i, a, d, f, c, t, h*. Now write the word that I say on your **Sound-Spelling WorkBoards**: *hid*. Repeat with the word *did*.

See Grammar and Interactive Writing lessons on pages 260–261.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 119–120
  - Intervention Reader 4: *It Hid*
  - Listening Library
  - Letter Tiles: *d (2), h, i, n, p, s, t*
  - Sound-Spelling WorkBoards
  - Word Cards: *go, have, is, play, this, to, like*
  - Large Letter Cards: *Aa-Zz*
  - hand puppet
  - 6 index cards
  - pocket chart
- Online Resources**
- Bibliography

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the following rhyme.

Isabel is up at bat.  
She swings and makes a hit.  
The ball flies high above Sid's head,  
But he catches it in his mitt!

- I Do**
- Tell children that the puppet is going to blend some sounds to make words.
  - Have the puppet say the sounds /i/ /t/, /iiit/, *it*.
  - Repeat with the words *hit*, *mitt*, and *Sid*.
- We Do**
- Tell children that the puppet is going to blend some more sounds to make words.
  - Have the puppet say these sounds: /f/ /i/ /t/, /ffiiit/, *fit*. Have children repeat the sounds and the word.
  - Repeat the procedure with *tin*, *his*, and *him*.
- You Do**
- Tell children that they will blend the sounds on their own. Have the puppet say the following sounds: /h/ /i/ /d/.
  - Have children repeat the sounds and blend the sounds to say the word: /h/ /i/ /d/, /hiiid/, *hid*.  
**What's the word?**
  - Repeat the procedure with /d/ /i/ /d/, *did*; /d/ /i/ /p/, *dip*; and /s/ /i/ /p/, *sip*.

### ▶ Phonics

#### Objective Blend words with /i/i

- I Do**
- Place **Letter Tiles** *h, i, t* in the sound boxes on the **Sound-Spelling Workboard**.
  - Point to each letter. The letter *h* stands for /h/. The letter *i* stands for /i/. The letter *t* stands for /t/. Listen as I blend these sounds: /hiiit/, *hit*. The word is *hit*.
  - Place **Letter Tiles** *h, i, d* in the sound boxes and follow the same routine. Continue with *dip* and *pin*.
- We Do**
- Place **Letter Tiles** *s, i, t* in the sound boxes.
  - Let's say the sound each letter stands for: /s/ /i/ /t/.
  - Now let's blend the sounds: /ssiiit/, *sit*. What's the word?
  - Place **Letter Tiles** *h, i, p* in the pocket chart and repeat.
  - Continue with *sip* and *in*.
- You Do**
- Place **Letter Tiles** *t, i, n* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word. **What's the word?**
  - Have children repeat with **Letter Tiles** *d, i, d; i, t; and p, i, t*.
- ELL** To continue to develop vocabulary, define words that were used in the lesson that children may not know. For example, *to sip* is to take a small drink of something. For more support, see pages T6–T7.

## Words to Know

### ► High-Frequency Words: *go, have, is, play, this, to*

**Objective** Read high-frequency words

- Use saved index cards from previous lessons or write one high-frequency word on each of the index cards: *go, have, is, play, this, to*.
- Display **Word Cards** *go, have, is, play, this, and to* in the pocket chart.
- Have children read the words with you.
- Place **Word Cards** and index cards face down.
- Play a matching game. Turn over one card and read it aloud. Have children echo-read the word.
- Tell children you will try to find the match for the card by turning over another card. Read the second card.
- If it is a match, place the **Word Card** in the pocket chart with the index card next to or behind it.
- If it is not a match, turn the cards back over. Tell children it is time for someone else to have a turn. Repeat until all the matches are found.

### ► Oral Vocabulary: *Cautious and Crouch*

**Objective** Develop oral vocabulary

**Confirm** Review *cautious* and *crouch* with children. Remind children that *cautious* means “careful” and *crouch* means “bend down low.”

**Discuss** Have children finish the following sentence starters: *I am cautious when \_\_\_\_\_. The cat crouched when it \_\_\_\_\_.*

**Connect** Have children pretend to walk cautiously, perhaps on tip-toe. Then have them crouch, as if they are hiding.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list: *it, hid, did, in, sit, hit, his, pin*. Then reread each word and have children blend the sounds after you.

**Connected Text** Have children review the **Intervention Reader** *It Hid* using the **Listening Library** audio selection. Then have them reread the story on their own. Circulate and listen in.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**During Reading** Read the story together.

- **Echo-Read** Guide children to echo-read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story.

See **Practice Book** pages 119–120.

### ► Build Fluency: Connected Text

**Objective** Develop fluency through repeated readings

- **Partner Reading** Have pairs of children take turns reading aloud the **Take-Home Book** to each other.
- Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate.

### ► Write

**Objective** Practice writing words

- Have children use **Word Cards** and **Large Letter Cards** to make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Word Cards** as a guide.

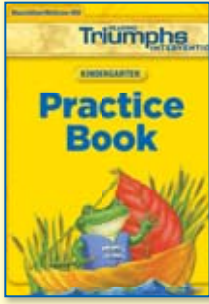
**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards**: *i, a, f, n, p, m*. Now write the word that I say on your **WorkBoards**: *in*. Repeat with the word *pin*. Provide immediate feedback.

### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

See Independent Writing lesson on page 261.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 119–120
- Large Letter Cards: *a, c, d, f, h, i, n*
- Large Sound-Spelling Card: *Rose*
- Photo Cards: *rabbit, ring, rope*
- Word Cards: *and, for*
- Sound-Spelling WorkBoards

- hand puppet
- pocket chart

## Online Resources

- **IWB** **Interactive White Board** Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /r/

Read aloud the following rhyme.

The mail carrier ran through the rain,  
She raced down the road really fast.  
She rushed to deliver all of the mail  
To each of the houses she passed.

- I Do**
- Use the puppet to show children how to isolate the first sound in a word.
  - Listen to the word *ran*, /rrran/. The word *ran* begins with the /r/ sound. The first sound in *ran* is /r/. What's the sound?
- We Do**
- Read the first line of the rhyme again. The word *rain* also begins with /r/. Let's say the word: /rrrān/. Let's say the first sound in *rain*: /r/.
  - Continue in the same way with line 3 of the rhyme.
- You Do**
- Read line 1 of the rhyme to children. What is the first sound you hear in the word *ran*?
  - Continue in the same manner with lines 2 and 3.
- ELL** To make the /r/ sound, open the mouth a little. Move the tongue to the back of the mouth. Put the tip of the tongue close to, but not touching, the top of the mouth. Use the voice and let air move over the top of the tongue. Have children say these words to practice /r/: *rat, red, roll, rug*. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say the sound /r/, and have children repeat it. The word *ran* begins with /r/. Let's say the sound and the word together: /r/, *ran*. What is the first sound?

### Quick Check

Can children isolate the initial phoneme /r/? If not, use Additional Instruction, pp. 262–265.

### ► Phonics

**Objective** Identify initial /r/r

**Review** Show these **Large Letter Cards** as children say each sound: *i, d, a, h, f, c, n*. Mix and repeat.

- I Do**
- Display the *Rose* **Sound-Spelling Card**.
  - Point to the letter. This is capital *R*. This is lowercase *r*. The letter *r* stands for the /r/ sound in *rose*.
  - Listen for the /r/ sound as I say the word: *rose*.
  - Then display **Photo Card** *rope*. This is a *rope*. It begins with the /r/ sound. Listen for the /r/ sound as I say the word again: *rope*.
  - Repeat with **Photo Cards** *rabbit* and *ring*.
- We Do**
- Write the *r*-words from the rhyme on the board.
  - Point to letter *r* in *ran*. The *r* in *ran* stands for the /r/ sound. Say the sound and word with me: /r/, *ran*.
  - Repeat with the words *raced*, *really*, and *rain*.
- You Do**
- Point to the word *rain* and read it with children.
  - Ask a child to circle the letter that stands for the /r/ sound in *rain* and say /r/.
  - Have children say the sound /r/ as they point to the letter *r* in each word on the board.
  - Continue until children have circled and identified the letter *r* and the /r/ sound in each *r*-word.

**IWB** **Online Phonics Lessons:** Consonant *Rr*

### CORRECTIVE FEEDBACK

Write the word *rain*. Draw a line under the *r*. This is the letter *r*. Say the name of the letter with me: *r*. The letter *r* stands for the /r/ sound at the beginning of the word *rain*. Say the sound as I point to the letter.



**Quick Check**

Can children identify /r/ spelled *Rr*? If not, use **Additional Instruction**, pp. 262–265.

## Words to Know

### ► High-Frequency Word: *and*

**Objective** Read high-frequency words

- Display **Word Card** *and* in the pocket chart.
- Point to the word *and*. *This is the word and. It is spelled a-n-d. I have a pet rabbit and a pet hamster. What's the word?*
- Have children chorally **read** and **spell** the word *and* with you as you point to it.
- Have children **write** the word *and* on their **Sound-Spelling WorkBoards**.
- Have children take turns finishing the sentence frame: *I have a \_\_\_\_ and a \_\_\_\_*. Write the sentences on the board.
- Introduce children to bonus word *for* and have them read, spell, and write it. Have them finish the sentence frame: *The \_\_\_\_ is for you*.

### CORRECTIVE FEEDBACK

Point to *and* and say *and*. *The word is and. Point to the word and say it with me: and. What is the word?*

**Quick Check**

Can children read *and*? If not, use **Additional Instruction**, pp. 262–265.

### ► Concept Words: Neighborhood Helpers

**Objective** Develop oral vocabulary

- Reread the rhyme with children. Remind children that the mail carrier is delivering the mail.
- Have children discuss the people who help out out in their neighborhood. *Who are your helpers?*
- Write the names of neighborhood helpers, such as *mail carrier, teacher, librarian, and police officer*. *Here are some names of people who help out in a neighborhood*. Have children repeat the names of the neighborhood helpers after you.
- *How can each of these people help you?*

- Have children suggest names of neighborhood helpers. Write the names of the workers.
- Have each child describe what one of the helpers does and have classmates guess who it is.

## Time to Read

### ► Read Take-Home Story

**Objective** Read connected text

- Reread the **Take-Home Book** from the previous week with children.
- Then have children whisper-read the **Take-Home Book** independently. Listen while children read, offering guidance as necessary.
- Have children discuss the illustrations in the story.
- Have them point to the high-frequency word *this*.

Tell children to read the story to their family.

### ► Response

Ask children to respond to the **Take-Home Book** by telling if they liked it. Have children tell one detail they remember from the story.

See **Practice Book** pages 119–120.

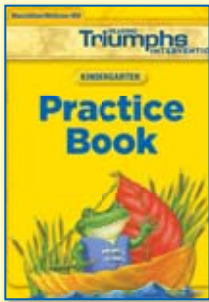
### ► Write

**Objective** Write *Rr*

- Display the *Rose* **Sound-Spelling Card**.
- Model how to write *Rr* by tracing the letter with your finger.
- Write the letter *Rr* on the board.
- Have children take turns tracing *Rr* with their fingers on the *Rose* **Sound-Spelling Card**.
- Have children say the sound /r/ as they write the letter *Rr* several times.

**Dictation** *Write the letter that I say on your Sound-Spelling WorkBoards: capital r. Now write lowercase r. Repeat with letters d, a, and c. Write the letter for the sound I say: /r/. Repeat with /h/, /i/, /n/, and /t/. Provide immediate feedback.*

See Handwriting pages T8–T11.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 121–122
- Photo Cards: *rake, ring, rock, rope, rose*
- Large Letter Cards: *a, d, h, i, n, p, r, t*
- Large Sound-Spelling Card: *Rose*
- Word Cards: *and, is, play, this, for*
- Sound-Spelling WorkBoards

- self-stick notes
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /r/

Read aloud the following rhyme.

The mail carrier ran through the rain,  
She raced down the road really fast.  
She rushed to deliver all of the mail  
To each of the houses she passed.

- I Do**
- Today we are going to listen for the /r/ sound at the beginning of a word.
  - Reread the rhyme, emphasizing the word *ran*. You can hear the /r/ sound in the beginning of the word *ran*, /rrr/ /a/ /n/.
  - Repeat the procedure with the words *red*, *rip*, and *ring*.

- We Do**
- Say the words *ride* and *road* with children. What sound do you hear at the beginning of *ride* and *road*? Let's say the sound together: /r/.
  - Display **Photo Card** *rock*. Let's say this word together: *rock*. Listen to the sounds in this word: /rrr/ /o/ /k/. What sound do we hear at the beginning of *rock*? Say the /r/ sound with me: /r/.
  - Repeat with **Photo Cards** *rope*, *ring*, and *rake*.

- You Do**
- Display the following **Photo Cards**, one at a time: *rock*, *rope*, *ring*, *rose*, *rake*.
  - Have children say the word that names each picture. Then have them say the sound they hear at the beginning of the word.

### CORRECTIVE FEEDBACK

Say *ran* and have children repeat. The sound at the beginning of *ran* is /r/. Let's say the word and the sound: *ran*, /r/. What sound is at the beginning of *ran*?

### Quick Check

Can children isolate the initial phoneme /r/? If not, use Additional Instruction, pp. 262–265.

### ► Phonics

**Objective** Identify initial /r/

**Review** Show these **Large Letter Cards** as children say each sound: *r, d, i, a, h, p, t, n*. Mix and repeat.

- I Do**
- Display the *Rose* **Sound-Spelling Card**.
  - Point to the letter *r*. The name of this letter is *r*. The letter *r* stands for the /r/ sound at the beginning of *rose*.
  - Listen for the /r/ sound as I say the word again: /rrröz/, *rose*.
  - Then display **Photo Card** *rock*. Place a self-stick note with a lowercase *r* written on it below the rock.
  - This is a *rock*. It has the /r/ sound at the beginning of the word. Listen for the /r/ sound as I say the word again: /rrrok/, *rock*.
  - Repeat with **Photo Cards** for *rake*, *rope*, and *ring*.

- We Do**
- Write the word *ran* on the board. The *r* at the beginning of *ran* stands for the /r/ sound. Say the sound as I point to the letter.
  - Repeat for the words *ram*, *rim*, and *rip*.
  - Then have children say the words with you again and circle the letter that stands for the /r/ sound in each word.

- You Do**
- Write the following words: *rat*, *ran*, *rid*, *rip*.
  - Point to the word *rat* and read it aloud with children.
  - Ask a child to circle the letter that stands for the /r/ sound in *rat* and say /r/.
  - Continue until children have circled and identified the letter and sound in each word.
  - Then have children write the letter *r* as they say /r/.

**IWB** Online Phonics Lessons: Consonant Rr

## Words to Know

### ► High-Frequency Word: *and*

**Objective** Read high-frequency words

- Display **Word Card** *and* in the pocket chart. *This word is and. I have a brother and a sister.*
- Have children say the word with you: *and*.
- Have each child use *and* in a sentence.
- Display **Word Cards** *this, and, is,* and *play* in the pocket chart. Ask a child to point to the word *and*. Then have children identify the other three words.
- Have children read and spell the bonus word *for*.

### CORRECTIVE FEEDBACK

Point to *and* and say *and*. *The word is and. Point to the word and say it with me: and. What's the word?* Then place the **Word Cards** *and, this,* and *is* on the table. Have children individually identify and say the word *and*.

**Quick Check**

Can children read *and*? If not, use Additional Instruction, pp. 262–265.

### ► Concept Words: Neighborhood Helpers

**Objective** Develop oral vocabulary

- Remind children of neighborhood helpers, such as *mail carrier, teacher,* and *gardener*.
- *What other neighborhood helpers do you know?* List words such as *crossing guard, doctor, nurse, construction worker,* and *firefighter* on the board and say them aloud with children.
- Have children pretend they are introducing one of these neighborhood helpers to the group. Have children name the person and tell why he or she is very important to the neighborhood.

**ELL** Tell children to seek clarification if they do not understand a word or phrase. For example, *What does "construction" mean?* For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

*A librarian is someone who works at the library. Why is a librarian an important neighborhood helper?*

**Quick Check**

Can children identify neighborhood helpers? If not, use Additional Instruction, pp. 262–265.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**Before Reading** Preview the story by reading aloud the title. *What do you think the story will be about?*

**During Reading** Read the story together.

- **Choral Reading** Guide children to read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story. Offer guidance as needed.

**After Reading** Tell children that the setting of a story is the place where the story happens. Have children close their eyes and picture the setting of this story. *What do you see in this place? What are the characters doing there?*

See **Practice Book** pages 121–122.

### ► Write

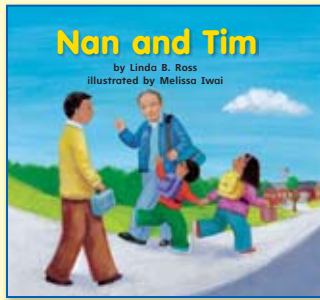
**Objective** Write Rr

- Display the *Rose Sound-Spelling Card*.
- Model how to write Rr by tracing the letter with your finger.
- Write the letter Rr on the board.
- Have children take turns tracing Rr with their fingers on the *Rose Sound-Spelling Card*.
- Have children say the sound /r/ as they write the letter Rr several times.

**Dictation** *Write the letter that I say on your Sound-Spelling WorkBoards: capital r. Now write lowercase r. Repeat with letters i, d, and a. Write the letter for the sound I say: /r/. Repeat with /h/, /i/, /f/, and /t/. Provide immediate feedback.*

See Handwriting pages T8–T11.





Intervention Reader 5

## Materials

- Intervention Reader 5: *Nan and Tim*
- Practice Book: pp. 123, 124
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, d, i, m, n, p, r, t*
- Word Cards: *and, for*

- markers or counters
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the following rhyme.

The mail carrier ran through the rain,  
She raced down the road really fast.  
She rushed to deliver all of the mail  
To each of the houses she passed.

- I Do** ■ Tell children you will blend sounds using the sound boxes on the **Sound-Spelling WorkBoard**.
- Listen to the following sounds: /r/ /a/ /n/. I have three markers to stand for the three sounds. Listen as I blend the sounds together to say the word: /rrraaann/, *ran*.
- Repeat the procedure for the words: *rim, rid, run*.
- We Do** ■ Listen to the three sounds: /r/ /u/ /n/. Say the sounds with me: /r/ /u/ /n/, *run*. I will put three markers in the boxes to show the three sounds.
- Say the sounds with me again: /r/ /u/ /n/. Now blend the sounds with me: /rrruunnn/, *run*.
- Continue with *room, rip, and ran*.
- You Do** ■ Say the word *ran*. How many sounds do you hear? Have children place three markers on the sound boxes.
- Then ask children to blend the sounds to say the word: /rrraaann/, *ran*.
- Then have children use the markers and the sound boxes to blend the following sounds: /r/ /i/ /m/, *rim*; /r/ /u/ /n/, *run*; /r/ /a/ /t/, *rat*.

### ▶ Phonics

#### Objective Blend words with /r/

**Review** Show each of the following **Large Letter Cards** as children say each sound: *r, a, n, i, m, p, d, t*. Mix the cards and repeat.

- I Do** ■ Display **Letter Cards** *r, a, n* to make *ran*.
- This is the letter *r*. It stands for the /r/ sound. Repeat for letters *a* and *n*. Point to each letter as you say its sound again.
- Listen as I blend these sounds together to say the word: /rrraaann/, *ran*. What's the word?
- Repeat with the words *rim* and *ram*.
- We Do** ■ Write the word *rip* on the board and point to each letter. There are three sounds in this word. Say the sounds with me: /r/ /i/ /p/.
- Let's blend the sounds to say the word: /rrriip/, *rip*.
- Repeat the procedure with the words *rim* and *rid*.
- You Do** ■ Write each of the following words on the board: *ran, rat, ram, and rip*.
- Have children say the three sounds in each word and then blend them.
- Have children identify the initial sound and letter.

See **Practice Book** page 123.

#### CORRECTIVE FEEDBACK

Write the word *rim* on the board. Point to each letter and say its sound: /r/ /i/ /m/. Have children repeat. Then blend the sounds: /rrriimmm/ and have children repeat. What's the word?

#### Quick Check

Can children blend phonemes to read words? If not, use **Additional Instruction**, pp. 262–265.

## Words to Know

### ► High-Frequency Words: *and, I, like*

**Objective** Read high-frequency words

- Display **Word Card** *and* in the pocket chart. *What word is this? I like apples and bananas.*
- Have children **read, spell, and write** the word *and*. Then have them use it in a sentence.
- Read the following: *I like \_\_\_\_\_ and \_\_\_\_\_*. Write responses on the board as each child dictates words to complete the sentence.
- Afterward, have each child circle the word *and* in his or her sentence. Repeat with *I* and *like*.
- Have children read and spell the bonus word *for*.

**ELL** When children make up sentences, pair English Language Learners with children who are more proficient. For more support, see pages T6–T7.

See **Practice Book** page 124.

### ► Oral Vocabulary: *Rush and Dash*

**Objective** Develop oral vocabulary

**Define** In the story you will read today, the two children must rush so they will not be late. *Rush* means “to hurry.” Say the word with me: *rush*.

**Example** *When I wake up late in the morning, I have to rush to get to school on time.*

**Ask** Which would you do if you had to rush to get to school: grab your backpack and run out the door or sit at the table reading a book?

**Define** In the story you will read, the two children must dash out the door. *Dash* means “to move or run quickly.” Say the word with me: *dash*.

**Example** *I often dash to school in the morning. If I don’t run fast I might be late!*

**Ask** Which is a good time to dash: when you are in a race or when you are looking at animals in a zoo?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *ran, pan, can, rim, him, Tim, rip, sip, tip, rap, map, nap*. Blend the sounds as you read the list aloud. Then reread each word and have children echo-read. Have children practice reading the word list throughout the week.

## Time to Read

### ► Read *Nan and Tim*

**Objective** Visualize: Identify setting

**Before Reading** Preview the story by reading aloud the title. Have children read the title with you. Turn to page 6 and point out to children that we read from left to right. Demonstrate by moving your finger under the text from left to right.

- Explain to children that the *setting* is when and where the story takes place. Tell them that sometimes a story has more than one setting.
- Help children set a purpose for reading. *Let’s see where Nan and Tim are going.*

**During Reading** Guide children through the story. Ask the following questions as you read: After page 3: *What time of the day do you think it is?* After page 5: *Why do you think Nan and Tim are rushing? Who do they see on their way?* After page 7: *Who do Tim and Nan dash by next? Are they on time for school? Who is waiting for them at the door?*

**After Reading** Remind children that the *setting* of a story is where it takes place. *Close your eyes. Pretend you are there with Nan and Tim on their way to school. Who and what do you see along the way?* Ask children to describe the neighborhood where Nan and Tim live and go to school.

**IWB** **Online Comprehension Lessons:** Character, Setting, Plot Use the story to model the skill.

### ► Comprehension Check: **Text Evidence**

**Retell** Have children **retell** the story using evidence from the text and what they learned from the photos.

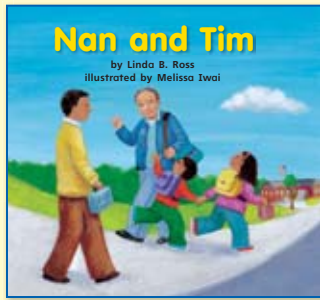
### ► Write

**Objective** Write a caption

Have children draw a picture of either Nan or Tim dashing to school. Have them write a caption for their picture: *Nan ran* or *Tim ran*.

**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards**: *a, r, d, h, n, i, p*. Now write the word that I say: *ran*. Repeat with the word *rip*. Provide immediate feedback.

See Shared Writing lesson on page 261.



Intervention Reader 5

## Materials

- Intervention Reader 5: *Nan and Tim*
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, d, i, m, n, p, r, t*
- Letter Tiles: *a, d, i, m, n, p, r, t*
- Word Cards: *and, for, is, play, this*
- Comprehension Cards

- markers or counters
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

#### Objective Orally blend phonemes

Read aloud the following rhyme.

The mail carrier ran through the rain,  
She raced down the road really fast.  
She rushed to deliver all of the mail  
To each of the houses she passed.

- I Do**
- Tell children you will blend sounds using the sound boxes on the **Sound-Spelling WorkBoard**.
  - Listen to the following sounds: /r/ /a/ /n/. I have three markers to stand for the three sounds: /r/ /a/ /n/. Listen as I blend the sounds together: /rrraannn/, *ran*.
  - When I blend the sounds together, I say the word *ran*. As you say the sounds, run your fingers across the three boxes.
  - Repeat the procedure for the words: *rip, rat, rid, red*.

- We Do**
- Tell children you will blend more sounds to make words.
  - Listen to the three sounds: /r/ /ā/ /n/. Say them with me: /r/ /ā/ /n/. I will put three markers to show the three sounds.
  - Let's blend the sounds, /rrrāānnn/, *rain*.
  - Continue with *race, road, and ride*.

- You Do**
- Say the sounds /r/ /e/ /d/. **How many sounds do you hear?** Have children place three markers on the sound boxes.
  - Then ask children to blend the sounds to say the word: /rrreed/, *red*.
  - Have children use the markers and sound boxes to blend the following sounds: /r/ /a/ /n/, *ran*; /r/ /a/ /t/, *rat*; /d/ /i/ /p/, *dip*; /r/ /i/ /p/, *rip*.

### CORRECTIVE FEEDBACK

Listen to the three sounds in *ram*: /r/ /a/ /m/. Say them with me: /r/ /a/ /m/. Blend the sounds. What's the word?

#### Quick Check

Can children blend phonemes in words? If not, use Additional Instruction, pp. 262–265.

### ► Phonics

#### Objective Blend words with /r/

**Review** Show each of the following **Large Letter Cards** as children say each sound: *r, a, m, i, n, d, p, t*. Mix the cards and repeat.

- I Do**
- Place **Letter Tiles** *r, a, n* in the sound boxes.
  - Point to each letter. The letter *r* stands for /r/. The letter *a* stands for /a/. The letter *n* stands for /n/. Listen as I blend these sounds: /rrraannn/, *ran*.
  - Place **Letter Tiles** *r, a, t* in the sound boxes and follow the same procedure. Repeat with *rap*.
- We Do**
- Place **Letter Tiles** *r, i, m* in the sound boxes.
  - Let's say the sound each letter stands for: /r/ /i/ /m/. Say the sounds again with me: /r/ /i/ /m/.
  - Let's blend the sounds: /riimm/, *rim*.
  - Repeat the same procedure for the words *rid* and *rip*.

- You Do**
- Place **Letter Tiles** *r, a, t* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word.
  - Have children repeat with the words *rid, ram, and rip*.

See the More Word Work lesson on page 260.



## Words to Know

### ► High-Frequency Words: *and, is, play, this*

**Objective** Read high-frequency words

- Display **Word Card** *and* in the pocket chart. *What word is this? I play soccer and baseball.*
- Have children **read, spell, and write** the word *and*.
- Display **Word Cards** *and, is, this,* and *play* in the pocket chart. Read the words with children.
- Ask children about the words: *Which word rhymes with sand? Which word has two letters? Which two words have the same number of letters?*
- Have children read and spell the bonus word *for*.

### ► Oral Vocabulary: *Rush and Dash*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they read last time, *Nan and Tim*. *In the story, Nan and Tim had to rush. Rush means “to hurry.” People rush when they need to get somewhere quickly.*

- *Why were the children rushing?* Remind children that people *dash*, or run quickly, to get to a place faster.
- *Why did Nan and Tim dash down the street?*

**Connect** Have children discuss what Nan and Tim could do differently so that they would not have to rush in the morning.

**ELL** Elaborate on children’s responses or state responses in a different way to develop oral language. For more support, see pages T6–T7.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *ran, did, in, Tim, can, Nan, rap, rip, tip, Sam, ram*. Then reread each word and have children blend the sounds after you. Then say the words in random order. Have children point to the word you say.

## Time to Read

### ► Read *Nan and Tim*

**Objective** Visualize: Identify setting

**Before Reading** Have children read the title of the story with you. *Let’s see how the setting changes.*

**During Reading** Have children do a choral reading with you. Ask the following questions as you read:

- After page 3: *Why is Nan waiting at the door?*  
After page 5: *Why do Tim and Nan wave to the lady in the garden?* After page 7: *Why do you think Nan is holding Tim’s hand as they run?*

**After Reading** Remind children that the *setting* of a story is where it takes place. *How would you describe the neighborhood where Tim and Nan live? Tell how your neighborhood is the same or different from Nan and Tim’s.*

**IWB** **Online Comprehension Lessons:** Character, Setting, Plot Use the story to model the skill.

### **CORRECTIVE FEEDBACK**

If children cannot identify setting, use

**Comprehension Cards: Character and Setting.**

**Quick Check**

Can children identify setting? If not, use Additional Instruction, pp. 262–265.

### ► Build Fluency: Connected Text

**Objective** Model fluent reading

**Echo-Read** Read *Nan and Tim* and ask children to read each page after you. Have them read at the same speed and with the same expression you use.

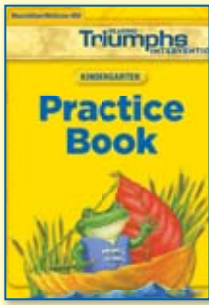
### ► Write

**Objective** Write a caption

Have children draw a picture showing another way Nan and Tim can get to school. Have them write the caption *Nan and Tim* under their picture.

**Dictation** *Write the letters that I say on your Sound-Spelling WorkBoards: a, r, d, f, n, i, m.* Now write the word that I say: *ran*. Repeat with the word *rid*. Provide immediate feedback.

See Grammar and Interactive Writing lessons on pages 260–261.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 125–126
- Intervention Reader 5: *Nan and Tim*
- Listening Library
- Sound-Spelling WorkBoards
- Letter Tiles: *a, d, i, m, n, p, r, t*
- Word Cards: *and, for, have, is, play, this, to, we*

- Large Letter Cards: *Aa–Zz*
- hand puppet
- pocket chart

### Online Resources

- Bibliography

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the following rhyme.

The mail carrier ran through the rain,  
She raced down the road really fast.  
She rushed to deliver all of the mail  
To each of the houses she passed.

- I Do**
  - Tell children that the puppet is going to blend some sounds to make words.
  - Have the puppet say these sounds: /r/ /a/ /n/, /rrraannn/, *ran*.
  - Repeat with the words *rain, red, rat, and ram*.
- We Do**
  - Tell children that the puppet is going to blend more sounds to make words.
  - Have the puppet say these sounds: /r/ /a/ /m/, /rrraamm/, *ram*. Have children repeat the sounds and the word with the puppet.
  - Repeat the procedure with the words *rid, run, and rot*.
- You Do**
  - Tell children that they will now blend the sounds on their own. Have the puppet say the following sounds: /r/ /o/ /k/.
  - Have children repeat the sounds and blend them to say the word: /r/ /o/ /k/, /rrrook/, *rock*. **What's the word?**
  - Repeat the procedure with the words *rid, /r/ /i/ /d/; rap, /r/ /a/ /p/; and rip, /r/ /i/ /p/.*

### ▶ Phonics

#### Objective Blend words with /r/

- I Do**
  - Place **Letter Tiles** *r, a, n* in the sound boxes on the **Sound-Spelling WorkBoard**.
  - Point to each letter. **The letter *r* stands for /r/. The letter *a* stands for /a/. The letter *n* stands for /n/. Listen as I blend these sounds: /rrraannn/, *ran*. The word is *ran*.**
  - Place **Letter Tiles** *r, i, p* in the sound boxes and follow the same procedure. Continue with the words *rat* and *rid*.
- We Do**
  - Place **Letter Tiles** *r, a, p* in the sound boxes.
  - **Let's say the sound each letter stands for: /r/ /a/ /p/.**
  - **Now let's blend the sounds: /rrraap/, *rap*. What's the word?**
  - Place **Letter Tiles** *r, i, p* in the sound boxes and repeat.
  - Continue with the words *rid* and *rat*.
- You Do**
  - Place **Letter Tiles** *r, a, m* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word. **What's the word?**
  - Have children repeat with **Letter Tiles** *r, i, m; r, i, d; r, a, t; and r, a, n*.

- ELL** To continue to develop vocabulary, define words that were used in the lesson that children may not know. For example: *A rim is the edge of something.* Point out the rim of a desk or table. For more support, see pages T6–T7.

## Words to Know

### ► High-Frequency Words: *and, have, is, play, this, to*

**Objective** Read high-frequency words

- Display **Word Cards** *and, have, play, is, this, and to* in the pocket chart.
- Have children read the words with you.
- Play a listening game. Say a sentence using one of the words: *I have a new puppy.*
- Ask a child to find the word *have*.
- Continue the activity, saying the next sentence using a different word in the pocket chart. Have a child identify the word in the same manner.
- Repeat until all the words have been identified at least once.
- Have children read and spell the bonus word *for*.

### ► Oral Vocabulary: *Rush and Dash*

**Objective** Develop oral vocabulary

**Confirm** Review the words *rush* and *dash* with children. Remind children that *rush* means “to hurry.” *Dash* means “to move or run quickly.”

**Discuss** Have children finish the following sentence starters. *I often have to rush to \_\_\_\_\_. If I dash in the house, my parents might say \_\_\_\_\_.*

**Connect** Describe a time when you were in a rush and had to dash to get somewhere on time. Tell what happened and if you were late or on time.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *ran, hat, ram, sat, him, tin, dad, cat, sit, tip*. Then reread each word and have children blend the sounds after you.

**Connected Text** Have children review the **Intervention Reader** *Nan and Tim* using the **Listening Library** audio selection. Then have them reread the story on their own. Circulate and listen in.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**During Reading** Read the story together.

- **Echo-Read** Guide children to echo-read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story.

See **Practice Book** pages 125–126.

### ► Build Fluency: Connected Text

**Objective** Develop fluency through repeated readings

- **Partner Reading** Have pairs of children take turns reading aloud the **Take-Home Book** to each other.
- Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate.

### ► Write

**Objective** Practice writing words

- Have children use **Word Cards** and **Large Letter Cards** to make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Word Cards** and **Letter Cards** as a guide.

**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards**: *a, r, h, f, n, i, m*. Now write the word that I say: *ran*. Repeat with the word *rim*. Provide immediate feedback.

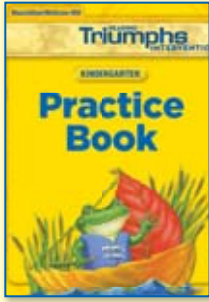
### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

See Independent Writing lesson on page 261.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 125–126, 198
- Large Letter Cards: *a, d, h, i, n, p, r, t*
- Large Sound-Spelling Card: *Bat*
- Photo Cards: *balloon, banana, bike, book, box, bus*
- Word Card: *are, was*
- Sound-Spelling WorkBoards

- hand puppet
- self-stick notes
- pocket chart

## Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /b/

Read aloud the following rhyme.

Rob buries his bone in the mud.  
Ben gives him a bath in the tub.  
Rob barks and barks for the bath to stop.  
But Ben pets him and gives a good scrub!

- I Do**
- Use the puppet to show children how to isolate the first sound in a word.
  - Listen to the name *Ben*, /b-b-ben/. The name *Ben* begins with the /b/ sound. The first sound in *Ben* is /b/. What's the sound?
  - Read the first line of the rhyme. The word *buries* also begins with the /b/ sound. The first sound in *buries* is /b/. What's the sound?
  - Continue routine with the words *bone* and *bath*.

- We Do**
- Read line 3 of the rhyme. The word *barks* begins with the /b/ sound. Let's say the word together: *barks*. Let's say the first sound in *barks*: /b/.
  - Continue routine with line 4 of the rhyme.

- You Do**
- Read line 1 of the rhyme to children. What is the first sound you hear in *buries*? Repeat for *bone*.
  - Continue routine with lines 2, 3, and 4.

**ELL** To say /b/, put the lips together. Let out a puff of air as you open the lips to say /b/. Have children put their hands in front of their mouth to feel the air. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say /b/, and have children repeat it. *Ben* begins with /b/. Let's say the sound and the word together: /b/, *Ben*. Listen to this word: *Ben*. What is the first sound?

### Quick Check

Can children isolate the initial phoneme /b/? If not, use Additional Instruction, pp. 262–265.

### ► Phonics

**Objective** Identify initial /b/b

**Review** Show these **Large Letter Cards** as children say each sound: *p, t, n, h, a, d, i, r*. Mix and repeat.

- I Do**
- Display the *Bat* **Sound-Spelling Card**.
  - Point to the letter. This is capital *B*. This is lowercase *b*. The letter *b* stands for the /b/ sound in *bat*.
  - Listen for the /b/ sound as I say the word: *bat*.
  - Display **Photo Card** *bus*. Place a self-stick note with *b* written on it on the picture of the bus.
  - This is a *bus*. It begins with the /b/ sound. Listen for the /b/ sound as I say the word again: *bus*.
  - Repeat with *book, bike, banana, balloon, box*.

- We Do**
- Read the rhyme. Write the *b*-words on the board.
  - Point to the letter *B* in *Ben*. The *B* in *Ben* stands for /b/. Say the sound and word with me: /b/, *Ben*.
  - Continue with *buries, bone, bath, and barks*.

- You Do**
- Point to the word *Ben* and read it aloud with children.
  - Ask a child to circle the letter that stands for the /b/ sound in *Ben* and say /b/.
  - Continue until children have circled and identified the letter and sound in each word on the board.

**IWB** **Online Phonics Lessons:** Consonant *Bb*  
Use the phonics instruction animation and all activities except sorting.

### CORRECTIVE FEEDBACK

Write *Ben*. Underline the *B*. This is the letter *B*. Say the name of the letter with me: *B*. The letter *B* stands for the /b/ sound at the beginning of *Ben*. Say the sound.

**Quick Check**

Can children identify /b/ spelled *Bb*? If not, use **Additional Instruction**, pp. 262–265.

## Words to Know

### ► High-Frequency Word: *are*

**Objective** Read high-frequency words

- Display **Word Card** *are* in the pocket chart.
- Point to *are*. *This is the word are. It is spelled a-r-e. The dogs are playing. What's the word?*
- Have children chorally **read** and **spell** the word *are* with you as you point to it.
- Have children **write** *are* on their **WorkBoards**.
- Make a list of children's favorite sports. Then finish the sentence *Our favorite sports are \_\_\_\_\_*.
- Introduce children to bonus word *was* and have them read, spell, and write it. Then have each child finish the sentence: *My puppy was \_\_\_\_\_*.

### **CORRECTIVE FEEDBACK**

Point to and say *are*. *The word is are. It is spelled a-r-e. Point to the word and say it with me: are. What is the middle letter in the word? What's the word?*

**Quick Check**

Can children read *are*? If not, use **Additional Instruction**, pp. 262–265.

### ► Concept Words: Sequence Words

**Objective** Develop oral vocabulary

- Explain to children that the sequence words *first*, *next*, and *last* can be used to tell the order in which three actions happened. Have children listen to these actions: *First, Tim put toothpaste on his toothbrush. Next, he brushed his teeth. Last, he rinsed out his mouth.* Then ask: *What happened first? Next? Last?*
- Tell children that sequence words can also be used to tell what happens first, next, and last in a story. *In "The Three Bears," Goldilocks first tasted Papa Bear's porridge. Next, she tasted Mama Bear's porridge. Last, she tasted Baby Bear's porridge. What did she taste first?*

See *Sequence Words* page at end of **Practice Book**.

### **CORRECTIVE FEEDBACK**

The last thing in "The Three Bears" was that Goldilocks ran out of the bears' house. Ask children what happened *first* and *last* in a story that was recently read in class.

**Quick Check**

Can children understand sequence words? If not, use **Additional Instruction**, pp. 262–265.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Reread the **Take-Home Book** from the previous week with children.
- Have children whisper-read the **Take-Home Book** independently. Offer guidance as needed.
- Then have children identify the setting of the story. Remind children that the setting is where the story takes place.

Tell children to read the story to their family.

### ► Response

Ask children to respond to the **Take-Home Book** by talking about the setting.

See **Practice Book** pages 125–126.

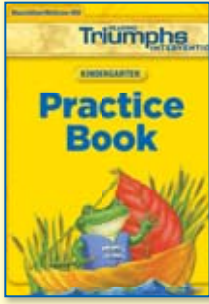
### ► Write

**Objective** Write *Bb*

- Display the *Bat* **Sound-Spelling Card**.
- Model how to write *Bb* by tracing the letter. Write the letter *Bb*. Have children trace *Bb* with their fingers on the *Bat* **Sound-Spelling Card**.
- Write the letters *Bb* on the board.
- Have children say the sound /b/ as they write the letter *Bb* several times.

**Dictation** Write this letter on your **WorkBoards**: capital *B*. Now write lowercase *b*. Repeat with letters *r*, *d*, and *i*. Write the letter for this sound: /b/. Repeat with /d/, /i/, /a/, /n/, and /r/. Provide feedback.

See Handwriting pages T8–T11.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 127–128
- Photo Card: *web*
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, h, i, n, p, r, t*
- Letter Tiles: *a, b, c*
- Word Cards: *and, are, have, is, to, was*
- Large Sound-Spelling Card: *Bat*

- markers or counters
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate final phoneme /b/

Read aloud the following rhyme.

Rob buries his bone in the mud.  
Ben gives him a bath in the tub.  
Rob barks and barks for the bath to stop.  
But Ben pets him and gives a good scrub!

- I Do**
- Let's listen for the /b/ sound at the end of a word.
  - Reread the rhyme, emphasizing the word *Rob*. You can hear the /b/ sound at the end of the word *Rob*, /r/ /o/ /b/.
  - Repeat the procedure with *tub*, *scrub*, and *rub*.

- We Do**
- Say *tub* and *scrub* with children. What sound do you hear at the end of *tub* and *scrub*? Let's say the sound together: /b/.
  - Display **Photo Card** *web*. Let's say this picture name together: *web*. Listen to the sounds in this word: /w/ /e/ /b/. What sound do you hear at the end of *web*? Say the /b/ sound with me: /b/.
  - Continue with *cab*, *rib*, *job*, *scrub*, and *tub*.

- You Do**
- Tell children that you will say some words. When they hear a word that ends with /b/, they should rub their hands together and say /b/.
  - Say the following words slowly: *Rob*, *nest*, *fan*, *tub*, *scrub*, *sun*, *door*, *crib*.

### CORRECTIVE FEEDBACK

Display the sound boxes on the **Sound-Spelling WorkBoard**. Say *tub* and have children repeat. The sound at the end of *tub* is /b/. Place a marker in the last box. Let's say the word and the sound: *tub*, /b/. What sound do you hear at the end of *tub*?

### Quick Check

Can children isolate the final phoneme /b/? If not, use **Additional Instruction**, pp. 262–265.

### ► Phonics

**Objective** Identify final /b/b

**Review** Show these **Large Letter Cards** as children say each sound: *b, a, d, h, i, n, p, r, c, t*. Mix and repeat.

- I Do**
- Display **Letter Card** *b*.
  - Point to the letter *b*. The name of this letter is *b*. The letter *b* stands for the /b/ sound at the end of *web*.
  - Listen for the /b/ sound as I say the word: *web*.
  - Then write the word *cab* on the board.
  - The *b* at the end of *cab* stands for the /b/ sound. Listen for the /b/ sound as I say the word again: *cab*.

- We Do**
- Write *rib* on the board. The *b* at the end of *rib* stands for the /b/ sound. Say the sound as I point to the letter.
  - Repeat for *fib*, *dab*, and *nab*.
  - Then have children say the words with you again and circle the letter for the final /b/ sound.

- You Do**
- Point to the words on the board one at a time as you read them aloud with children.
  - Ask children to name the final sound in each word. Have a child circle the letter that stands for the final /b/ sound in each word and say /b/.
  - Continue until children have circled and identified the final sound and letter in each word.
  - Then have children write the letter *b* several times as they say /b/.

**IWB** **Online Phonics Lessons:** Consonant *Bb*  
Use the phonics instruction animation and all activities except sorting.



**CORRECTIVE FEEDBACK**

Place **Letter Tiles** *c, a, b* in the sound boxes. The word *cab* has the /b/ sound at the end of the word. Let's say the word and the final sound together: /kab/, /b/. What is the sound at the end of the word?

**Quick Check**

Can children identify final /b/b in a word? If not, use **Additional Instruction**, pp. 262–265.

**Words to Know**

► **High-Frequency Word: are**

**Objective** Read high-frequency words

- Display **Word Card** *are* in the pocket chart. This word is *are*. *The puppies are cute.*
- Have children repeat it with you: *are*.
- Have children take turns using *are* in a sentence.
- Display **Word Cards** *are, and, have, to*. Ask a child to point to the word *are*. Then have children identify the other three words.
- Have children read and spell the bonus word *was*.

**CORRECTIVE FEEDBACK**

Point to and say *are*. *The word is are. Point to the word and say it with me: are. What's the word?* Then place **Word Cards** *and, are, and is* on the table. Have children individually identify and say the word *are*.

**Quick Check**

Can children read *are*? If not, use **Additional Instruction**, pp. 262–265.

► **Concept Words: Sequence Words**

**Objective** Develop oral vocabulary

- Remind children of some of the sequence words they talked about, such as *first, next, and last*.
- Draw a star, a moon, and a sun in a row on the board. *Which item did I draw first? Which item did I draw next? What item did I draw last?*
- Continue playing the game of "First, Next, Last" by drawing three more items on the board and then covering them up with a piece of paper. Ask children to name which items you drew *first, next, and last*.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

**Before Reading** Preview the story by reading aloud the title. *Who can point to the title of this story? What do you think the story will be about?*

**During Reading** Read the story together.

- **Choral Reading** Guide children to read the book with you, one spread at a time.
- Have children track the print as they read.
- Focus on the pattern of the story and any changes in punctuation.
- Point out any known high-frequency words or words that begin with previously-taught letter-sounds.
- **Independent Reading** Then have children whisper-read the story. Listen while children read, offering guidance as necessary.

**After Reading** Talk about the difference between fantasy and reality. *If something cannot happen in real life, it is fantasy. Could this story really happen, or is it fantasy? How do you know?*

**ELL** Give children ample time to respond. For more support, see pages T6–T7.

See **Practice Book** pages 127–128.

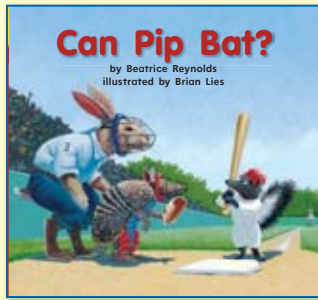
► **Write**

**Objective** Write *Bb*

- Display the *Bat* **Sound-Spelling Card**.
- Model how to trace the letter *Bb* on the card.
- Have children take turns tracing *Bb*.
- Write the letter *Bb* on the board.
- Have children say the sound /b/ as they write the letter *Bb* several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: capital *b*. Now write lowercase *b*. Repeat with letters *p, f, and d*. Write the letter for the sound I say: /b/. Repeat with /p/, /a/, /i/, /f/, and /d/. Provide immediate feedback.

See Handwriting pages T8–T11.



Intervention Reader 6

## Materials

- Intervention Reader 6: *Can Pip Bat?*
- Practice Book: pp. 129, 130
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b(2), c, d, f, i, m, n, r, s, t*
- Word Card: *are, we, was*

- hand puppet
- markers or counters
- pocket chart

## Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the following rhyme.

Rob buries his bone in the mud.  
Ben gives him a bath in the tub.  
Rob barks and barks for the bath to stop.  
But Ben pets him and gives a good scrub!

- I Do** ■ Tell children you will blend sounds using the sound boxes on the **Sound-Spelling WorkBoard**. Use the puppet to model blending.
- Listen as the puppet says the sounds: /b/ /ō/ /n/. I have three markers to stand for the three sounds. Listen as the puppet blends the sounds together to say the word: /bōōōnnn/, *bone*.
- Repeat the procedure for: *Ben, tub, Bob, bath*.
- We Do** ■ Listen to the three sounds: /r/ /o/ /b/. Say the sounds with me: /r/ /o/ /b/. I will use three markers to show the three sounds.
- Say the sounds with me again: /r/ /o/ /b/. Now blend the sounds with me: /rrroob/, *Rob*.
- Continue with *tub, but, and Ben*.
- You Do** ■ Say *cab*. How many sounds do you hear? Have children place three markers on the sound boxes.
- Then ask children to blend the sounds to say the word: /kaaab/, *cab*.
- Then have children use the markers and the sound boxes to blend the following sounds: /w/ /e/ /b/, *web*; /b/ /e/ /n/, *Ben*; /r/ /u/ /b/, *rub*.

## CORRECTIVE FEEDBACK

Say *tub*, and have children repeat. Listen to the three sounds in *tub*: /t/ /u/ /b/. Say them with me. Now blend the sounds: /tuuub/. What's the word?

### Quick Check

Can children blend phonemes in words? If not, use Additional Instruction, pp. 262–265.

### ► Phonics

#### Objective Blend words

**Review** Show **Large Letter Cards** as children say each sound: *b, d, i, m, n, r, a, t, c, f, s*. Mix and repeat.

- I Do** ■ Display **Letter Cards** *b, a, t* to make the word *bat*.
- This is the letter *b*. It stands for the /b/ sound. Repeat for letters *a* and *t*. Point to each letter as you say its sound again.
- Listen as I blend these sounds together to say the word: /baaat/, *bat*. What's the word?
- Repeat with *bit, cab, and fib*.
- We Do** ■ Write the word *bad* on the board and point to each letter. There are three sounds in this word. Say the sounds with me: /b/ /a/ /d/.
- Let's blend the sounds to say the word: /baaad/, *bad*.
- Repeat the procedure with *bib, tab, and rib*.
- You Do** ■ Write each of the following words on the board: *cab, bat, bad, fib*.
- Have children say the three sounds in each word and then blend them.
- Have children identify each letter *b* and say its sound.

See **Practice Book** page 129.

## Words to Know

### ► High-Frequency Words: *are, we*

**Objective** Read high-frequency words

- Display **Word Card** *are* in the pocket chart. *What word is this? The visitors are here.*
- Have children **read, spell, and write** *are* and use it in a sentence.
- Repeat with the word *we*.
- Say the following: *We are \_\_\_\_\_*. Have each child dictate an action ending, such as *jumping* or *stretching*. Then have children do the action.
- Have children read, spell, and write the bonus word *was*. Say: *Yesterday was sunny*. Then have children create other sentences with *was*.

**ELL** When children make up sentences, pair English Language Learners with children who are more proficient. Write the sentences, read them, and point to the high-frequency words. For more support, see pages T6–T7.

See **Practice Book** page 130.

### ► Oral Vocabulary: *Confident and Nervous*

**Objective** Develop oral vocabulary

**Define** In the story you will read today, some characters feel confident. When you feel confident, you are sure that you can do something. Say the word with me: *confident*.

**Example** *I am good at playing the piano. I feel confident that I won't make a mistake during the show.*

**Ask** Would you feel confident the first time you tried something new? Why or why not?

**Define** In the story, one character feels nervous. When you feel nervous, you are worried about something. Say the word with me: *nervous*.

**Example** *I was nervous on the first day of school. I didn't know any of the children in my class.*

**Ask** Which would make you nervous: eating lunch, or moving to a new town?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

List these words: *bad, bat, bib, bin, cab, tab, fib, rib*. Blend the sounds as you read the list aloud. Then reread each word and have children echo-read. Have them practice reading the word list.

## Time to Read

### ► Read *Can Pip Bat?*

**Objective** Visualize: Distinguish between fantasy and reality

**Before Reading** Point to the question mark in the title. Explain that this punctuation mark tells readers that the title is a question. Read the title together.

- When you read a story, you may ask yourself "Could this happen in real life?" If it could, it is *reality*. If it could not, it is *fantasy*.
- Help children set a purpose for reading. *Look at the cover. Could this happen in real life? Let's find out what happens in the baseball game.*

**During Reading** Guide children through the story. Ask the following questions as you read: After page 3: *Who is Sam? Did he hit the ball? Do you think he felt confident or nervous? Why?* After page 6: *Who is Pip? Does he feel confident or is he nervous? How can you tell?* After page 7: *Did Pip hit the ball? How does he feel now?*

**After Reading** Remind children that a *fantasy* is a story where the events cannot happen in real life. *Is this story a fantasy? Why?* Page through the book and have children tell which parts are fantasy.

**IWB** **Online Comprehension Lessons:** Fantasy and Reality Use the story to model the skill.

### ► Comprehension Check: **Text Evidence**

**Retell** Have children **retell** the story using text evidence and what they learned from the illustrations.

### ► Write

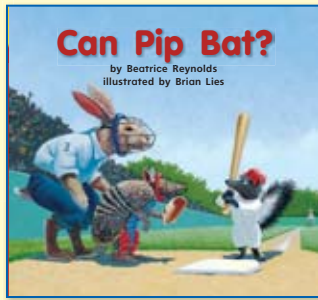
**Objective** Write a label

Have children draw a picture of a baseball bat. Have children write *bat* under their picture.

**Dictation** Write these letters on your **WorkBoards**: *b, t, a, i, r, c*. Write this word: *bat*. Repeat with *tab*. Provide feedback.

See Shared Writing lesson on page 261.





Intervention Reader 6

## Materials

- Intervention Reader 6: *Can Pip Bat?*
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, f, i, n, r, t*
- Letter Tiles: *a, b(2), c, d, i, n, r, t*
- Word Cards: *and, are, is, this, to, was*

- markers or counters
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the following rhyme.

Rob buries his bone in the mud.  
Ben gives him a bath in the tub.  
Rob barks and barks for the bath to stop.  
But Ben pets him and gives a good scrub!

- I Do**
- Tell children you will blend sounds using sound boxes on the **Sound-Spelling WorkBoard**.
  - Listen to the following sounds: /t/ /u/ /b/. I have three markers to stand for the three sounds: /t/ /u/ /b/. Listen as I blend the sounds together: /tuuub/, *tub*.
  - When I blend the sounds quickly, I say *tub*. As you say the sounds, run your fingers across the three boxes.
  - Repeat the procedure for: *cab, rub, bet, bib*.

- We Do**
- Tell children you will blend more sounds to make words.
  - Listen to the three sounds: /b/ /e/ /d/. Say the sounds with me: /beeed/. I will use three markers to show the three sounds.
  - Let's blend the sounds to make a word: /beeed/, *bed*.
  - Continue with *bad, bit, cab, rib*.

- You Do**
- Say the sounds /b/ /a/ /t/. How many sounds do you hear? Have children place three markers on the sound boxes.
  - Then ask children to blend the sounds to say the word: /baaat/, *bat*.
  - Then have children use the markers and the sound boxes to blend the following sounds: /b/ /i/ /g/, *big*; /b/ /a/ /d/, *bad*; /f/ /i/ /b/, *fib*.

### ▶ Phonics

#### Objective Blend words

**Review** Show each of the following **Large Letter Cards** as children say each sound: *b, a, c, d, f, i, n, t, r*. Mix the cards and repeat.

- I Do**
- Place **Letter Tiles** *b, a, t* in the sound boxes.
  - Point to each letter. The letter *b* stands for /b/. The letter *a* stands for /a/. The letter *t* stands for /t/. Listen as I blend these sounds: /baaat/, *bat*.
  - Place **Letter Tiles** *b, a, d* in the sound boxes and follow the same procedure. Repeat with *bib, cab*, and *fib*.
- We Do**
- Place **Letter Tiles** *t, a, b* in the sound boxes.
  - Let's say the sound each letter stands for: /t/ /a/ /b/. Say the sounds again with me: /t/ /a/ /b/.
  - Let's blend the sounds: /taaab/, *tab*.
  - Place **Letter Tiles** *b, i, t* in the sound boxes and repeat.
  - Repeat the same procedure for *bat* and *dab*.

- You Do**
- Place **Letter Tiles** *b, i, b* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word.
  - Have children repeat with the words *bit, bat*, and *rib*.

See the More Word Work lesson on page 260.

#### CORRECTIVE FEEDBACK

Say *bat* and have children repeat. Point to each letter and say its sound: /b/ /a/ /t/. Have children repeat. Then blend the sounds and have children repeat: /baaat/. **What's the word?**

#### Quick Check

Can children blend phonemes to read words? If not, use Additional Instruction, pp. 262–265.

## Words to Know

### ► High-Frequency Words: *and, are, is, this, to*

**Objective** Read high-frequency words

- Display **Word Card** *are* in the pocket chart. *What word is this? We are learning.*
- Have children **read, spell, and write** *are*.
- Display **Word Cards** *are, and, is, this, and to* in the pocket chart. Read the words with children.
- Have children answer these questions about the five words: *Which words begin with the same letter? Which words have two letters? Which word rhymes with shoe? Which word rhymes with kiss?*
- Have children read, spell, and write the bonus word *was*.

### ► Oral Vocabulary: *Confident and Nervous*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they read last time: *Can Pip Bat?* *In the story, Sam was confident. That means he felt sure that he could hit the ball.*

- *Who else in the story felt confident?*
- *Who felt nervous? Why?*

**Connect** Have children discuss times that they have felt *confident* or *nervous*.

**ELL** Revise responses with corrections for grammar and pronunciation. The correction can be implicit or explicit. For more support, see pages T6–T7.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list: *bad, ban, bat, bib, bit, cab, tab, fib*. Read each word and have children read the words after you. Say the words in random order. Have children point to the word you say.

## Time to Read

### ► Read *Can Pip Bat?*

**Objective** Visualize: Distinguish between fantasy and reality

**Before Reading** Have children read aloud the title of the story with you. Remind children that a *fantasy*

is a story that could not happen in real life. *Reality* can happen in real life. *Why is this story a fantasy?*

**During Reading** Have children do a choral reading with you. Ask the following questions as you read: After page 3: *What game is Sam playing?* After page 5: *Does Pam hit the ball?* After page 7: *How is Pip feeling now?*

**After Reading** Compare *Can Pip Bat?* and the previous week's Intervention Reader: *Nan and Tim*. *Is Nan and Tim fantasy or reality? Why? What makes Can Pip Bat? a fantasy?*

**IWB** **Online Comprehension Lessons:** Fantasy and Reality Use the story to model the skill.

### CORRECTIVE FEEDBACK

The characters in *Can Pip Bat?* are animals who play baseball. Is the story fantasy or reality? Why?

#### Quick Check

Can children distinguish between fantasy and reality? If not, use Additional Instruction, pp. 262–265.

### ► Build Fluency: Connected Text

**Objective** Model fluent reading

**Echo-Read** Read *Can Pip Bat?* one page at a time and ask children to read each page after you. Have them read at the same speed and with the same expression that you use. Model and provide feedback as needed.

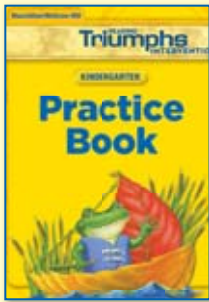
### ► Write

**Objective** Write a sentence

Have children draw a picture of Pip at bat. Have them write this sentence under their picture: *Pip can bat.*

**Dictation** Write the letters I say on your **Sound-Spelling WorkBoards**: *b, r, i, a, t, n, d*. Now write the word that I say: *tab*. Repeat with the word *bib*. Provide immediate feedback.

See Grammar and Interactive Writing lessons on pages 260–261.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 131–132
- Intervention Reader 6: *Can Pip Bat?*
- Listening Library
- Assessment Book pp. 96–107
- Letter Tiles: *a, b (2), c, d, e, f, i, n, r, t*
- Sound-Spelling WorkBoards
- Word Cards: *and, are, have, is, play, this, was*
- hand puppet

### Online Resources

- Bibliography

## Working with Words

### ► Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the following rhyme.

Rob buries his bone in the mud.  
Ben gives him a bath in the tub.  
Rob barks and barks for the bath to stop.  
But Ben pets him and gives a good scrub!

- I Do**
  - Tell children that the puppet is going to blend some sounds to make words.
  - Have the puppet say the sounds /b/ /e/ /n/, /beennn/, *Ben*.
  - Repeat with *tub, rub, and bath*.
- We Do**
  - Tell children that the puppet is going to blend some more sounds to make words.
  - Have the puppet say these sounds: /b/ /o/ /b/, /boob/, *Bob*. Have children repeat the sounds and the word with the puppet.
  - Repeat the procedure with *bone, bet, and big*.
- You Do**
  - Tell children that they will now blend the sounds on their own. Have the puppet say the following sounds: /r/ /u/ /b/.
  - Have children repeat the sounds and blend the sounds to say the word: /r/ /u/ /b/, *rub*. **What's the word?**
  - Repeat the procedure with *bag, bus, and sob*.

### ► Phonics

#### Objective Blend words

- I Do**
  - Place **Letter Tiles** *b, i, b* in the sound boxes of the **Sound-Spelling WorkBoard**.
  - Point to each letter. **The letter *b* stands for /b/. The letter *i* stands for /i/. The letter *b* stands for /b/. Listen as I blend these sounds: /biiib/, *bib*. The word is *bib*.**
  - Place **Letter Tiles** *b, i, t* in the sound boxes and follow the same procedure. Continue with *cab* and *dab*. Discuss the meaning of each word.
- We Do**
  - Place **Letter Tiles** *f, i, b* in the sound boxes.
  - **Let's say the sound each letter stands for: /f/ /i/ /b/.**
  - **Now let's blend the sounds: /ffiiib/, *fib*. What's the word?**
  - Place **Letter Tiles** *b, a, t* in the sound boxes and repeat.
  - Continue with *bin* and *tab*.
- You Do**
  - Place **Letter Tiles** *b, a, t* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word. **What's the word?**
  - Have children repeat with **Letter Tiles** *b, a, d; b, i, b; b, i, t; c, a, b; t, a, b; and r, i, b*.



## Words to Know

### ► High-Frequency Words: *and, are, have, is, play, this*

**Objective** Read high-frequency words

- Have children read **Word Cards** *and, are, have, is, play,* and *this* with you.
- Write sentences on the board, omitting the high-frequency word from each sentence. *The kittens \_\_\_\_\_ sleeping. I like to \_\_\_\_\_ checkers. The children \_\_\_\_\_ their backpacks. Let's run \_\_\_\_\_ jump! That \_\_\_\_\_ my sister. How much is \_\_\_\_\_ toy?*
- Distribute the **Word Cards** to children.
- Read each sentence. Have children decide which high-frequency word completes the sentence.
- The child with the correct card writes the word in the sentence.
- Have children read and spell the bonus word *was*.

### ► Oral Vocabulary: *Confident and Nervous*

**Objective** Develop oral vocabulary

**Confirm** Review the words *confident* and *nervous* with children. Remind them that when you feel *confident* you feel sure of yourself. When you feel *nervous* you feel unsure.

**Discuss** Which would make you feel nervous — going to a new school or playing with your best friend? What word means “feeling sure of yourself?”

**Connect** Have children complete the following:  
*I felt nervous when \_\_\_\_\_. I felt confident when \_\_\_\_\_.*

- ELL** Pair English Language Learners with children who are more proficient. Write their sentences, read them, and point to the high-frequency words. For more support, see pages T6–T7.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *bad, ban, bat, bib, bin, cab, tab, rib*. Then reread each word and have children blend the sounds after you.

**Connected Text** Reread and review **Intervention Reader** *Can Pip Bat?* using the **Listening Library** audio selection. Circulate and listen in.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**During Reading** Read the story together.

- **Echo-Read** Guide children to echo-read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story.

See **Practice Book** pages 131–132.

### ► Build Fluency: Connected Text

**Objective** Develop fluency through repeated readings

- **Partner Reading** Have pairs of children take turns reading aloud the **Take-Home Book**.
- Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate.

### ► Write

**Objective** Practice writing words

- Have children use the **Letter Cards** to make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Cards** as a guide.

**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards**: *b, t, a, f, r, i, n*. Now write the word that I say: *bat*. Repeat with *bib*. Provide immediate feedback.

See Independent Writing and Concepts of Print lessons on page 261.

### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

## Unit Assessment

Have children complete the **Unit Assessment** on **Assessment Book** pages 96–107.

**Materials**

- Intervention Readers: *It Hid, Nan and Tim, Can Pip Bat?*
- Photo Cards: *ball, balloon, boat, book, box, cube, egg, hook, jar, kite, star, top*
- Large index cards with *fit, did, hid, hit, Sid, sit; fin, pin, him, rim, Tim, tin; bib, dip, fib, rib, rip, sip*
- pocket chart

**More Word Work: Word Families and Word Sorts**

**Objective** Blend and sort words in word families using *-id, it; -im, -in; -ip, -ib*

**WEEK 1**

- Write *hid, did, Sid*. Point to the letters, say the sounds, and read the words. Have children repeat. **I notice that each word has *i* in the middle and *d* at the end: /iiid/.**
- Write *sit, hit, fit*. Point to the letters, say the sounds, and read the words. Have children repeat. **What do you notice in these words?**
- Place cards for *hid* and *sit* in two columns in the pocket chart. Point to the letters, say the sounds, and read the words.
- Hold up the card for *did*. Point to the letters, say the sounds, and read the word. Model placing *did* under *hid*. Have children read and sort the other *-id* and *-it* words.

**WEEK 2**

- Write *Tim, him, rim*. Point to the letters, say the sounds, and read the words. Have children repeat. **I notice that each word has *i* in the middle and *m* at the end: /iiim/.**
- Write *tin, pin, fin*. Point to the letters, say the sounds, and read the words. Have children repeat. **What do you notice in these words?**
- Place cards for *Tim* and *tin* in two columns in the pocket chart. Point to the letters, say the sounds, and read the words.
- Hold up the card for *him*. Point to the letters, say the sounds, and read the word. Model placing *him* under *Tim*. Have children read and sort the other *-im* and *-in* words.

**WEEK 3**

- Write *sip, dip, rip*. Point to the letters, say the sounds, and read the words. Have children repeat. **I notice that each word has *i* in the middle and *p* at the end: /iiip/.**
- Write *rib, bib, fib*. Point to the letters, say the sounds, and read the words. Have children repeat. **What do you notice in these words?**
- Place cards for *sip* and *rib* in two columns in the pocket chart. Point to the letters, say the sounds, and read the words.
- Hold up the card for *dip*. Point to the letters, say the sounds, and read the word. Model placing *dip* under *sip*. Have children read and sort the other *-ip* and *-ib* words.

**Grammar: Describing Words (Adjectives)**

**Objective** Identify and use describing words

**WEEK 1**

- Tell children that some words describe things. Point to the lion on page 2 of *It Hid*. Ask children: **Where is the lion hiding? (tall grasses) What color is the lion?** Record responses and read the words.
- Have children describe the size and color of the objects shown on the **Photo Cards**.

**Listening and Speaking**

Remind children to ask questions in order to clarify something.

**WEEK 2**

- Hold up the cover for *Nan and Tim*. Have children describe the things they see in the picture. Ask: **What kind of day is it?**
- Display page 2. **How would you describe the things in the picture?** Remind children that size words and colors are describing words. Record children's responses and read aloud the words. Repeat with the other pictures.

**WEEK 3**

- Hold up the cover for *Can Pip Bat?* Tell children to look at the animals' faces. Explain that words that say how the animals feel are also describing words. **How is Pip feeling in this picture?**
- Display page 2 and read aloud the sentence: **"Can Sam bat?"** Have children describe how Sam may be feeling in this picture. Record their responses and read aloud the words. Repeat with the other pictures.

## Writing: Charts, Weather Report, Word Web, Steps in a Process, and Sentences

**Objectives** Write lists, a weather report, a word web, charts, steps in a process, and sentences; develop concepts of print

### WEEK 1

#### Shared Writing: List

- Remind children that in *It Hid*, they read about where animals hide. Point out that the colors of the animals blend into where they are hiding. This helps to protect them. Create two lists with the headings: "Animals" and "Where They Hide." Have children name each animal in the book and tell where it hides. Record children's responses on the lists. Track print as you read the lists.

#### Listening and Speaking

Remind children to take turns speaking and to look at the person who is speaking. When it is their turn to speak, have them stay on topic and speak correctly so that others can understand.

#### Interactive Writing: Sentences

- Write the sentence frame: *The \_\_\_\_\_ hides in the \_\_\_\_\_.* Have children use the lists to fill in the sentence frame. Record children's responses. Track print as you read the sentences.

#### Independent Writing: A Weather Report

- Display page 5 of *It Hid*. Write the sentence frames: *The \_\_\_\_\_ hid. It is snowy.* Have children copy the sentence frame and sentence and complete the frame with the name of the animal from *It Hid*. Ask them to make a drawing to go with the sentences. Help children track print as they read their weather reports.

### WEEK 2

#### Shared Writing: Word Web

- Point out the lunchboxes in *Nan and Tim*. Talk about what kind of sandwiches Nan and Tim might have for lunch. Make a web with the word "Sandwiches" in the center. Have children suggest types of sandwiches. Record the responses on the web. Track the print as you read the web.

#### Interactive Writing: Chart

- Tell children that they will write a recipe for a sandwich. Use the web to decide which kind of sandwich to make. Write "What I Need" and "What I Do" in rows. Leave space between rows. Have children tell the ingredients. Write the ingredients under "What I Need." Encourage children to write any letters they know. Track the print as you read the chart with children.

#### Independent Writing: Steps in a Process

- Display the chart. Have children write the sandwich ingredients from the chart at the top of their papers. Write these sentence frames and the final sentence on the chart under "What I Do." 1. *Take two slices of \_\_\_\_\_.* 2. *Put \_\_\_\_\_ on top of one slice.* 3. *Cover with the other bread slice.* Have children copy the sentence frame and sentence. Write sentences under the ingredients. Have children use the ingredients to complete the sentence frames. Help children track the print as they read the recipe.

### WEEK 3

#### Shared Writing: Chart

- Create a two-column chart with the headings: "Character" and "What the Character Does." Display pages 2 and 3 of *Can Pip Bat?* Ask children who the character is and what the character is doing. Record children's responses in the chart. Repeat for the other pages. Track the print as you read the chart.

#### Interactive Writing: Sentences

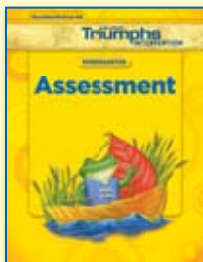
- Display the chart for *Can Pip Bat?* Write the sentence frames: *First, \_\_\_\_\_ is at bat. Then, Sam \_\_\_\_\_.* Have children look at the chart and suggest words to complete the sentences. Encourage them to write any letters they know. Track print as you read the completed sentences with children.

#### Independent Writing: Sentences

- Display the chart for *Can Pip Bat?* Tell children they will tell about what happens at the end of the story. Write the sentence frame: *Finally, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ can \_\_\_\_\_.* Ask children to copy the sentence frame. Have them use the chart to complete the sentence frame. Track print as you read the completed sentence with children.

**Concepts of Print** Track the print as you read the words in each sentence. Have children identify the letter that begins each sentence. Have them count the letters in each word and then count the words in each sentence.





Assessment Book

Choose from the Additional Instruction for children who need more support. Use Unit Assessment to check children's progress.

## Working with Words

### Materials

- Practice Book: Take-Home Book, pp. 115–116, 119–120; 121–122, 125–126; 127–128, 131–132
- Sound-Spelling WorkBoards
- Photo Cards: *ant, baby, barn, bat, bear, bike, chin, fish, fork, globe, inch, insect, jet, lamp, nut, ox, rabbit, rake, ring, rock, rose, turtle, web*
- Large Sound-Spelling Cards: *Bat, Insect, Rose*
- Letter Tiles
- markers or counters
- hand puppet

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Phonemic Awareness

**Objective** Develop phonemic awareness

**Isolate Phonemes** Remind children that the sound /i/ can appear at the beginning of a word, as in *it*, and in the middle of a word, as in *fin*. Using the **Sound-Spelling WorkBoards**, say the word *it*, elongating the first sound in the word: /iiit/, *it*. When I say the word *it*, I hear the /i/ sound at the beginning of the word. I will place a marker in the first box on the **Sound-Spelling WorkBoard**. Now I will say the word *fin* as I stretch the sounds in the word: /fffiinnn/, *fin*. When I say the word *fin*, I hear the /i/ sound in the middle of the word. I will place a marker in the middle box on the **Sound-Spelling WorkBoard**. Now I will say the word *tip*: /tiiip/, *tip*. I hear the sound /i/ in the middle of the word. I will place a marker in the middle box again on the **Sound-Spelling WorkBoard**. Repeat this process with the words *bit, sit, limb, Tim*, elongating the medial /i/ sound in each word. Ask children to say if they hear the sound /i/ in the middle of the word. Tell them to place

a marker in the middle box on the **Sound-Spelling WorkBoard** as you point out that the sound /i/ appears in the middle of each word. Repeat with the words *if, lit, pin, win, is*. Do you hear the sound /i/ at the beginning of this word? Do you hear the sound /i/ in the middle of the word? Repeat this process for: initial /r/ and the words *rim, rock, rip*; initial and final /b/ and the words *bug, rub, bad, rib, bud*.

**Sound Sort** Using **Photo Cards** *chin, ox, fish, ant, inch, insect*, guide children to say each picture name. Have children place those pictures whose names begin with the sound /i/ in one pile. Tell them to place the pictures whose names have the sound /i/ in the middle of the word in another pile. Tell children to place all other cards in a third pile. Repeat with initial *r* and **Photo Cards** *rabbit, rake, ring, nut, lamp, rock, turtle, rose*; initial *b* and final *b* and the **Photo Cards** *bat, globe, web, baby, barn, bear, fork, jet, bike*.

**Orally Blend Phonemes** Use the puppet to model how to blend the word *sit*. The puppet is going to say the sounds in a word. Listen as the puppet says each sound in the word *sit*: /s/ /i/ /t/. The puppet can blend these sounds together: /sssiit/, *sit*. Say the sounds with the puppet. Repeat with *pin*. Tell children to say each sound in the word *pin*: /p/ /i/ /n/, /piinnn/, *pin*.

- Continue as you model placing markers in the sound boxes on the **Sound-Spelling WorkBoards**. I will place a marker in a box for each sound I make: /h/ /i/ /m/. Now I will point to a marker as I say each sound and string the sounds together: /hiimmm/, *him*.
- Have children take turns placing the markers in the sound boxes as they blend words: *it, in, hit, kit, hid, pit*. Continue with the following words:
  - Lessons 6–10: *rim, rip, rat, rid, ram*
  - Lessons 11–15: *bat, bit, bad, cab, Bob, tub, sub*

**Identify Phonemes** Listen as I say three words: *fish, pig, six*. All three words have the sound /i/ in the middle. Listen again as I say the words *ramp, red, rush*. What sound do all three words begin with? All three words begin with the sound /r/. Repeat with the words *big, bun, bat, cab, rub*. What sound do some of the words begin with? What sound do some of the words end with?

## ► Phonics

### **Objectives** Decode words with /i/i, /r/r, and /b/b

Display the *Insect Sound-Spelling Card*. The letter *i* can stand for the short *i* sound /i/, as in the beginning of *insect*. This is also the sound at the beginning of *if*: /iiiff/, *if*. Write the word *if*. Draw a line under the letter *i* as you say the sound /i/. Explain that the letter *i* also stands for the sound /i/ in the middle of the word *pin*: /piiinn/, *pin*. Write the word *pin*. Draw a line under the letter *i* as you say the sound /i/. Repeat with the *Rose Sound-Spelling Card* and the word *rim* and the *Bat Sound-Spelling Card* and the words *bat* and *sub*.

**Blend Words** Use the **Letter Tiles** *b, i, t* in the sound boxes on the **Sound-Spelling WorkBoard**.

- The letter *b* stands for the sound /b/. The letter *i* stands for the sound /i/. The letter *t* stands for the sound /t/. Listen as I blend all three sounds together: /biit/, *bit*.
- Place the **Letter Tiles** *h, i, m* in the sound boxes on the **Sound-Spelling WorkBoard**. What sound does the letter *h* stand for? Yes, it stands for /h/. What sound does the letter *i* stand for? Yes, it stands for /i/. What sound does the letter *m* stand for? Yes, it stands for /m/. Let's blend all three sounds together: /hiim/, *him*.
- Repeat the above routine with the words *is, if, sit, mix, lip*.
- Have children take turns placing **Letter Tiles** in the sound boxes and blending the sounds to form words.
- For lessons 6–10, repeat the above routine for initial *r* using the words *rim, rip, rid, ram*.
- For lessons 11–15, repeat the above routine for initial *b* using the words *bat, bit, bad* and for final *b* using the words *cab, tub, sub*.

**ELL** Review the meanings of words in the lesson that can be demonstrated in a concrete way. For more support, see pages T6–T7.

**Alphabet Recognition** Display the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” with children as a child points to each letter.

Have children work in pairs. Ask them to use **Letter Tiles** to write their first name. Then have them write each other's names.

### **Write li, Rr, Bb**

**Take a Step Back: Form the Letter li** Have children use pencils or wooden sticks to make the capital letter *l*. Emphasize the three lines used to form the letter.

Have children practice saying “/i/, that’s an icky insect,” as they form *l* and *i* in sand or with paint. This memory aid will help them remember the sound /i/.

**Take a Step Back: Form the Letter Rr** Have children form the capital letter *R* in sand or with paint. Tell children to pretend to race a car around the track as they say /rrr/ to help them remember the sound for *r*.

**Take a Step Back: Form the Letter Bb** Have children use dried beans to make the capital letter *B*. Ask them to trace the beans with their fingers as they make the sound /b/, /b/, /b/. As they say /b/ again, tell children to pretend to bounce a ball as a way for them to remember the sound for the letter *b*.

**Dictation** Model how to write *li* as you say the sound. Have children trace the letters in the air with their fingers. Then ask children to write the letters on their **Sound-Spelling WorkBoards**. Repeat with *R* and *r* and then *B* and *b*. Then randomly say *i, r,* and *b* and have children write what you say. For more handwriting support, see pages T8–T11.

**Fluency: Connected Text** Have children reread the **Take-Home Books** on the **Practice Book** pages listed below. When children feel comfortable reading the stories, have them read the stories to a partner.

- Lessons 1–5: **Practice Book** pp. 115–116, 119–120
- Lessons 6–10: **Practice Book** pp. 121–122, 125–126
- Lessons 11–15: **Practice Book** pp. 127–128, 131–132

**IWB** For additional work with sound-symbol relationships, use **Online Phonics Lessons**: Short *i*; Consonant *Rr*; Consonant *Bb*.

## Words to Know

### Materials

- Word Cards: *and, are, for, this, was*
- Sound-Spelling WorkBoards
- Letter Tiles: *a, d, e, f, h, i, n, o, r, s, t, w*
- Photo Cards: *ambulance, doctor, nurse, umpire*
- pocket chart

### ► High-Frequency Words

**Objective** Learn high-frequency words: *this* (Lessons 1–5); *and* (Lessons 6–10); *are* (Lessons 11–15)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word this. It is spelled t-h-i-s, this. This book is good. This is the word and. It is spelled a-n-d, and. Beth and I are friends. This is the word are. It is spelled a-r-e. We are here.*
- Review the bonus words *for* (Lessons 6–10) and *was* (Lessons 11–15) using the read, spell, and write routine.
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Point out letters and their sounds. *The word this has the sound /i/ in the middle. We know that the letter i can stand for the /i/ sound.*
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have them write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters using the words. For example: *I like this \_\_\_\_\_. My friend and I have \_\_\_\_\_. Have children take turns orally completing the sentences. Write and then read each sentence aloud. Have them take turns underlining the high-frequency words in each sentence.*
- Have partners work together to spell *this, and, for are, and was* using the **Letter Tiles**.

### ► Oral Vocabulary

**Objective** Develop oral vocabulary

**Position Words (Lessons 1–5)** Remind children that they have been using words that tell about where things are. *We use the words in, above, under, and below to tell where things are located. For example: The crayons are in the box. The books are on the desk.*

- Have children say sentences using position words and classroom objects. For example: *The backpack is on the hook. The books are in the bag. The pencil fell under the desk.*
- Have partners work together to create sentences using the oral vocabulary words. Partners can include other words, such as *top, middle, bottom*.

**Neighborhood Helpers (Lessons 6–10)** Remind children that every community or neighborhood has community workers or people who help out in the neighborhood. *We use words such as mail carrier, doctor, firefighter, and teacher to tell about community workers.*

- Discuss the meaning of each word with children. Have children use words for neighborhood people and take turns describing the people who help in their community.
- Display **Photo Cards** *doctor, nurse, ambulance, and umpire*. Ask children questions, such as: *Which two community workers help you when you're sick? Do you think that the person who drives an ambulance is also a neighborhood helper? Which worker helps teams at a baseball game?*

**Sequence Words (Lessons 11–15)** Remind children that they have been using sequence words *first, next, last* to tell the order in which things happened in a story or in an experience. *First, Alberto put cereal in a bowl. Next, he poured milk into the bowl. Then he ate the cereal.* Discuss with children what Alberto does *first, next, and last*. Have children listen to another story: *First, Mia drew a picture. Next, she colored her picture. Last, she wrote her name on her paper. What did Mia do last? What did she do first? What did Mia do right after she drew the picture?*

**ELL** Remind children that they can use nonverbal cues to share information. For more support, see pages T6–T7.



## Time to Read

### Materials

- Intervention Readers: *It Hid; Nan and Tim; Can Pip Bat?*

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

### ► Comprehension: Text Evidence

**Objectives** Review comprehension skills

#### Main Idea and Details (Lessons 1–5)

**Take a Step Back: Details** Remind children that the words and pictures in a story give specific information. These are called details. The details help us understand what the big idea, or main idea, of a selection is.

- Read aloud pages 2 and 3 in the **Intervention Reader** *It Hid*. As you read, pay attention to the pictures and words. What details did you read about on these pages? (A lion and a snake hid.) As you read, pause for children to point out how each animal is blending in with its environment.
- Read aloud pages 4 and 5. As I look at the picture and read the words, I see that a deer hid and a bear hid. These are details.
- Read aloud pages 6 and 7. What details are on these pages? (A fox and a chameleon hid.)
- Read aloud page 8. What detail is on page 8? (The chameleon changes colors to blend in with its environment.)
- Tell children that when they read they should try to remember the most important details. As you read, think about what all the details have in common. This is called the *main idea*. The main idea tells what the story is mostly about.
- What do the details have in common? (They all tell about how animals hide.) Are the animals really hiding? (No. They blend in with their surroundings.) What is the main idea of the story? (Animals can hide.)

**Setting (Lessons 6–10)** Remind children that when we read, we learn about the setting, or when and where the story is taking place. Sometimes there is more than one setting in a story. As you read, look at

the pictures and read the words. This will help you know when and where story events are taking place.

- Read aloud pages 2 and 3 in the **Intervention Reader** *Nan and Tim*. As you read, pay attention to where Nan and Tim are going. Where does the beginning of the story take place? (at Nan and Tim's house)
- Read aloud pages 4 and 5. Where are Nan and Tim? (on the sidewalk, in their neighborhood) What are they doing? (running)
- Read aloud pages 6 and 7. Where do Nan and Tim run? (to school)
- Read aloud page 8. Why didn't Tim run in? (He forgot his lunch.)
- What are the different settings in this story? (at home, in the neighborhood, at school)

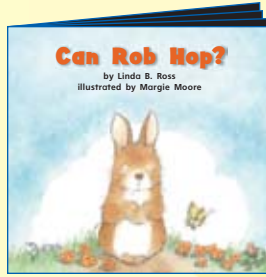
**Fantasy and Reality (Lessons 11–15)** Remind children that events in a story that could not happen in real life are fantasy. Story events that could happen in real life are reality.

- Read aloud pages 2 and 3 in the **Intervention Reader** *Can Pip Bat?* What is Sam doing? (Sam is up at bat. He is playing baseball.) Can a pig play baseball in real life? (no) Is this fantasy or reality? (fantasy)
- Read aloud pages 4 and 5. As I look at the pictures and read the words, I see a duck up at bat. Can a duck play baseball in real life? (no) Is this fantasy or reality? (fantasy)
- Read aloud pages 6 and 7. Now I see Pip up at bat. It looks like he may have hit a home run. Can a skunk hit a home run? (no) Is this story reality or fantasy? Why? (This story is fantasy because animals cannot play baseball in real life.)

**IWB Online Comprehension Lessons:** Main Idea and Details; Character, Setting, Plot; Fantasy and Reality

#### Self-Selected Reading

Provide books for children to read during independent reading time or to take home. Guide children to identify the main idea and details in nonfiction books and to distinguish between fantasy and reality in fiction books.



Intervention Reader 7



Intervention Reader 8

**Working with Words**

- **Phonemic Awareness**
- **Phonics**

**Words to Know**

- **High-Frequency Words**
- **Concept Words**
- **Build Fluency**

**Time to Read**

- **Intervention Readers**
- **Comprehension**
- **Write**

**Language Arts**

- **Grammar**
- **Writing**

**Assessment**

- **Informal**
- **Formal**

**Week 1, Lessons 1–5**

**Phonemic Awareness**

- Phoneme Isolation
- Phoneme Blending and Segmentation

**Phonics**

- Initial and Medial /o/o

**High-Frequency Words**

- *you*
- Bonus Word: *she*

**Concept Words**

- Action Words

**Fluency**

- Letter, Sound, and Word Fluency; Connected Text

**Read**

- *Can Rob Hop?*

**Strategy:** Recognize Story Structure

**Skill:** Identify Sequence of Events

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

- Describing Words

**Writing**

- Shared Writing: Letter
- Interactive Writing: Letter
- Independent Writing: Letter



Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

**Week 2, Lessons 6–10**

**Phonemic Awareness**

- Phoneme Isolation
- Phoneme Blending and Segmentation

**Phonics**

- Initial /l/l
- Initial /k/k and Final /k/ck

**High-Frequency Words**

- *what*
- Bonus Word: *he*

**Concept Words**

- Shape Words

**Fluency**

- Letter, Sound, and Word Fluency; Connected Text

**Read**

- *It is Hot!*

**Strategy:** Recognize Story Structure

**Skill:** Retell

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

- Describing Words

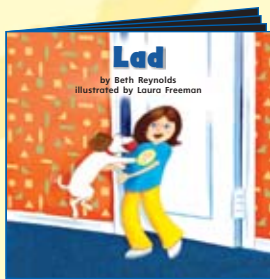
**Writing**

- Shared Writing: List
- Interactive Writing: Sentences
- Independent Writing: Similes



Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

**Additional Instruction, pages 300–303**



Intervention Reader 9

### Week 3, Lessons 11–15

#### Phonemic Awareness

- Phoneme Blending and Segmentation

#### Phonics

- Review

#### High-Frequency Words

- Review: *and, are, this, what, you*

#### Concept Words

- Pets

#### Fluency

- Letter, Sound, and Word Fluency; Connected Text

#### Read

- *Lad*

**Strategy:** Recognize Story Structure

**Skill:** Draw Conclusions

#### Daily Writing Prompts

Handwriting, Dictation, Story Response

#### Grammar

- Describing Words

#### Writing

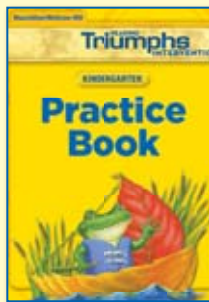
- Shared Writing: List
- Interactive Writing: Poems
- Independent Writing: Poems

**Quick Check** Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

- **Unit Assessment, Assessment Book pp. 108–119**







Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 131–132
- Large Letter Cards: *a, b, d, h, i, r*
- Large Sound-Spelling Card: *Octopus*
- Photo Cards: *olive, ostrich, ox*
- Word Card: *you, she*
- Sound-Spelling WorkBoards

- hand puppet
- pocket chart

## Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /o/

Read aloud the following rhyme.

Tom is a bunny and Dom is a frog  
And they are ready to play.  
Their friend is Ollie the Otter.  
They hop on his back each day.

- I Do**
- Use the puppet to show children how to isolate the first sound in a word.
  - Listen to the word *otter*: /ootər/. The word *otter* begins with the /o/ sound. The first sound in *otter* is /o/. What's the sound?
  - Now listen to the word *Ollie*: /oolē/. The name *Ollie* also begins with the /o/ sound. The first sound in *Ollie* is /o/. What's the sound?

- We Do**
- Read the rhyme again. Let's say the word *otter*: /ootər/. Let's say the first sound in *otter*: /o/.
  - Repeat with *Ollie* and *odd*.

- You Do**
- What is the first sound you hear in the word *otter*?
  - What is the first sound you hear in the word *Ollie*?
  - What sound is the same in *otter* and *Ollie*?

**ELL** Demonstrate how to say /o/. Open the mouth and let the lips look like a circle. Relax the face and let the front part of the tongue rest behind the lower teeth. Have children practice saying: *ox, odd, otter*. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say the sound /o/ and have children repeat it. The word *otter* begins with /o/. Let's say the sound and the word together: /o/, *otter*. Listen to the word I say: *otter*. What is the first sound you hear?

### Quick Check

Can children isolate the initial phoneme /o/? If not, use Additional Instruction, pp. 300–303.

### ► Phonics

**Objective** Identify initial /o/

**Review** Show each of the following **Large Letter Cards** as children say each sound: *b, r, i, d, a, h*. Mix the cards and repeat.

- I Do**
- Display **Sound-Spelling Card** *Octopus*.
  - Point to the letter. This is capital *O*. This is lowercase *o*. *O* stands for the /o/ sound in *octopus*.
  - Listen for the /o/ sound as I say the word again: *octopus*.
  - Then display **Photo Card** *ox*. Place a self-stick note with a lowercase *o* written on it below the picture of the *ox*.
  - This is an *ox*. It begins with the /o/ sound. Listen for the /o/ sound as I say the word again: *ox*.
  - Repeat with **Photo Card** *ostrich* and *olive*.

- We Do**
- Read aloud the rhyme. Write the following *o* words on the board: *otter* and *Ollie*.
  - Point to the letter *o* in *otter*. The *o* in *otter* stands for the /o/ sound. Say the sound and word with me: /o/, *otter*.
  - Repeat with *Ollie* and *odd*.

- You Do**
- Point to *otter* and read it aloud with children.
  - Have a child circle the letter that stands for the /o/ sound in *otter* and say /o/.
  - Continue until children have circled and identified the letter and sound in each word.

**IWB** Online Phonics Lessons: Short o

**CORRECTIVE FEEDBACK**

Write *odd* on the board. Draw a line under the *o*. This is the letter *o*. Say the name of the letter with me: *o*. What sound does the letter *o* stand for at the beginning of the word *odd*? /o/.

**Quick Check**

Can children identify /o/ spelled *Oo*? If not, use **Additional Instruction**, pp. 300–303.

**Words to Know**

► **High-Frequency Word: you**

**Objective** Read high-frequency words

- Display **Word Card** *you* in the pocket chart.
- Point to the word *you*. This is the word *you*. It is spelled *y-o-u*. Would you like to go outside? What's the word?
- Have children chorally **read** and **spell** the word *you* with you as you point to it.
- Have children **write** *you* on their **WorkBoards**.
- Have children take turns finishing the sentence: *Would you like \_\_\_\_\_?* Write the sentences.
- Introduce children to the bonus word *she* and have them read, spell, and write it. Have them finish the sentence: *She likes \_\_\_\_\_.*

**CORRECTIVE FEEDBACK**

Point to and say *you*. The word is *you*. Point to the word and say it with me: *you*. What's the word?

**Quick Check**

Can children read *you*? If not, use **Additional Instruction**, pp. 300–303.

► **Concept Words: Action Words**

**Objective** Develop oral vocabulary

- Reread the rhyme with children. *How do frogs and toads move?*
- Have children *hop* like a frog. *Hop is an action word because it describes movement. Jump is another action word. Let's all jump together.*
- Demonstrate other action words such as *walk, skip, gallop, run, swim, and dive*.
- While you demonstrate each word, have the children copy the movement and say the word.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

- Reread the **Take-Home Book** from the previous week with children.
- Then have children whisper-read the **Take-Home Book** independently. Listen while children read, offering guidance as necessary.
- Have children think about fantasy and reality in relation to the story. Remind children that a fantasy is a story that couldn't happen in real life.
- Have children point to the high-frequency word *are* in the text.

Tell children to read the story to their family.

See **Practice Book** pages 131–132.

► **Response**

Ask children to respond to the **Take-Home Book** by talking about fantasy and reality. Have them discuss whether or not the events in the story could happen in real life, or if the story is a fantasy.

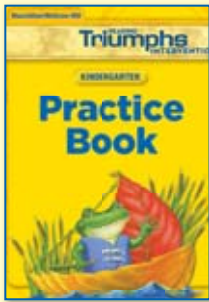
► **Write**

**Objective** Write *Oo*

- Display the *Octopus* **Sound-Spelling Card**.
- Model how to write *Oo* by tracing the letter with your finger.
- Write the letter *Oo* on the board.
- Have children take turns tracing *Oo* on the *Octopus* **Sound-Spelling Card**.
- Have children say the sound /o/ as they write the letter *Oo* several times.

**Dictation** Write this letter on your **WorkBoards**: capital *o*. Now write lowercase *o*. Repeat with letters *b, r, and i*. Write the letter for this sound: /o/. Repeat with /d/, /a/, and /h/. Provide immediate feedback.

See Handwriting pages T8–T11.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 133–134
- Photo Cards: *box, fox, lock, mop, rock, top*
- Large Letter Cards: *a, d, h, m, n, o, p, t*
- Large Sound-Spelling Card: *Octopus*
- Sound-Spelling WorkBoards
- Letter Tiles: *h, o, p*
- Word Cards: *and, are, this, you, she*
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate medial phoneme /o/

Display the rhyme and read it aloud.

Tom is a bunny and Dom is a frog  
And they are ready to play.  
Their friend is Ollie the Otter.  
They hop on his back each day.

- I Do**
- Today we are going to listen for the /o/ sound when it comes in the middle of a word.
  - Read the first line of the rhyme, emphasizing the /o/ sound in *Tom* and *Dom*. You can hear the /o/ sound in the middle of the word *Tom*: /t/ /ooo/ /m/.
  - You can also hear the /o/ sound in the middle of *Dom*: /d/ /ooo/ /m/.

- We Do**
- Read the rhyme with children, emphasizing the medial /o/ sound in words.
  - Say *hop* with children. What sound do you hear in the middle of *hop*? Let's say the sound: /o/.
  - What sound do you hear in the middle of *top*? Let's say the sound: /o/.

- You Do**
- Display the following **Photo Cards**, one at a time: *mop, top, fox, and box*.
  - Have children say the word that names each picture. Then have them say the sound they hear in the middle of the word.

### CORRECTIVE FEEDBACK

The word *hop* has the /o/ sound in the middle of the word. Let's say the word and the sound together: /hooop/, /o/. What is the sound in the middle of the word?

### Quick Check

Can children identify medial /o/ in a word? If not, use **Additional Instruction**, pp. 300–303.

### ► Phonics

**Objective** Identify medial /o/o

**Review** Show these **Large Letter Cards** as children say each sound: *o, h, p, t, m, n, a, d*. Mix and repeat.

- I Do**
- Display the *Octopus* **Sound-Spelling Card**.
  - Point to the letter *o*. The name of this letter is *o*. The letter *o* stands for the /o/ sound in the middle of *pot*.
  - Listen for the /o/ sound as I say the word again: /poooot/, *pot*. Emphasize the /o/ sound.
  - Then display **Photo Card** *mop*.
  - This is a *mop*. It has the /o/ sound in the middle of the word. Listen for the /o/ sound as I say the word again: /mmmoop/, *mop*.
  - Repeat with **Photo Cards** *top, fox, lock, rock, box*.
- We Do**
- Write *hot* on the board. The *o* in the middle of *hot* stands for the /o/ sound. Say the sound as I point to the letter.
  - Repeat for *dot* and *not*.
  - Then have children say the words with you again and circle the letter for the /o/ sound.
- You Do**
- Write these words: *pot, pop, mop, Mom, and Tom*.
  - Point to *pot* and read it aloud with children.
  - Have a child circle the letter that stands for the /o/ sound in *pot* and say /o/.
  - Continue until children have circled and identified the letter and sound in each word.
  - Then have children write *o* as they say /o/.

**IWB** Online Phonics Lessons: Short o



**CORRECTIVE FEEDBACK**

Display the **Sound-Spelling WorkBoards** and place **Letter Tiles** *h, o, p* in the sound boxes. The word *hop* has the /o/ sound in the middle of the word. Let's say the word and the sound together: /hooop/, /o/. What is the sound in the middle of the word?

**Quick Check**

Can children identify medial /o/o in a word? If not, use **Additional Instruction**, pp. 300–303.

**Words to Know**

► **High-Frequency Word: you**

**Objective** Review high-frequency words

- Display **Word Card** *you* in the pocket chart. This word is *you*. *I like you*. Have children repeat the word *you*.
- Have children take turns using the word *you* in a sentence.
- Display **Word Cards** *you, and, are, and this* in the pocket chart. Have a child point to the word *you*. Then have children identify the other words.
- Have them read, spell, write the bonus word *she*.

**ELL** Contrast *you* and *we*. *We are sitting on the rug. You are standing on the floor.* Then ask questions that prompt children to use *we* and *you*. For more support, see pages T6–T7.

**CORRECTIVE FEEDBACK**

Point to and say *you*. The word is *you*. Point to the word and say it with me: *you*. What's the word? Then display **Word Cards**, *and, you* and *are*. Have children individually identify and say the word *you*.

**Quick Check**

Can children read *you*? If not, use **Additional Instruction**, pp. 300–303.

► **Concept Words: Action Words**

**Objective** Develop oral vocabulary

- Show me how to *hop*. Can you *skip*? List words such as *walk, run, and jump* on the board and say them aloud with children.
- Play a game of charades. Have children take turns acting out various actions for the others to guess.

**CORRECTIVE FEEDBACK**

*Hop* is an action word. Name another action word.

**Quick Check**

Can children identify action words? If not, use **Additional Instruction**, pp. 300–303.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

**Before Reading** Preview the story by reading aloud the title. What do you think the story will be about?

**During Reading** Read the story together.

- Have children track the print as they read.
- Focus on the pattern of the story and any changes in punctuation.
- Point out any known high-frequency words or words that begin with previously taught letter-sounds.
- **Choral Reading** Guide children to read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story. Listen while children read, offering guidance as necessary.

**After Reading** Explain that events in a story usually happen in a particular order. Tell children that one way to remember the important parts of a story is to think about what happens *first, next, and last*. What happens *first* in the story? *Next*? What happens *last*?

See **Practice Book** page 133–134.

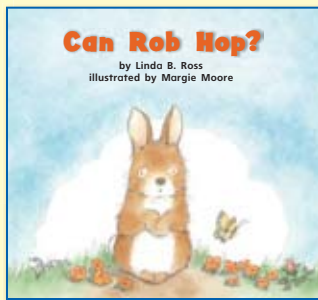
► **Write**

**Objective** Write *Oo*

- Write the letter *Oo* on the board.
- Model how to write *Oo* by tracing the letter on the *Octopus Sound-Spelling Card*. Have children take turns tracing the letter on the card.
- Have children say the sound /o/ as they write the letter *Oo* several times.

**Dictation** Write this letter on your **WorkBoards**: capital *o*. Repeat with lowercase *o* and the letters *d, a, and h*. Write the letter for the sound I say: /o/. Repeat with /b/, /a/, /r/, and /i/. Provide immediate feedback.

See Handwriting pages T8–T11.



Intervention Reader 7

## Materials

- Intervention Reader 7: *Can Rob Hop?*
- Practice Book pp. 135, 136
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, h, M, m, o, p, T, t*
- Letter Tiles
- Photo Cards: *mop, top*

- Word Card: *you*
- markers or counters
- pocket chart

### Online Resources

- **IWB** **Interactive White Board** Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Orally blend with /o/

Read aloud the following rhyme.

Tom is a bunny and Dom is a frog  
And they are ready to play.  
Their friend is Ollie the Otter.  
They hop on his back each day.

- I Do** ■ Tell children you will blend sounds. Use the **Sound-Spelling WorkBoards**.
  - Listen to the following sounds: /h/ /o/ /p/. I have three markers to stand for the three sounds: /h/ /o/ /p/. Listen as I blend the sounds together to say the word: /hooop/, *hop*.
  - Repeat the procedure with *Tom* and *odd*.
- We Do** ■ Listen to the three sounds: /h/ /o/ /t/. Say the sounds with me: /h/ /o/ /t/. I will use three markers to show the three sounds.
  - Say the sounds with me again: /h/ /o/ /t/. Now blend the sounds with me: *hot*.
  - Continue with *pot*, *Dom*, and *Mom*.
- You Do** ■ Say the word *top*. Have children place three markers in the sound boxes on the **Sound-Spelling WorkBoards**.
  - Then have them blend the three sounds to say the word: /tooop/, *top*.
  - Have children use the markers and the sound boxes to blend the following sounds: /p/ /o/ /p/, *pop*; /d/ /o/ /t/, *dot*; /n/ /o/ /t/, *not*.

### ▶ Phonics

**Objective** Blend words with /o/

**Review** Show these **Large Letter Cards** as children say each sound: *o, h, p, T, t, M, m, a*. Mix and repeat.

- I Do** ■ Display **Letter Cards** *h, o, t* to make the word *hot*.
  - This is the letter *h*. It stands for the /h/ sound. Repeat for letters *o* and *t*. Point to each letter as you say the sound it stands for.
  - Listen as I blend these sounds together to say the word: /hoot/, *hot*. What's the word?
  - Repeat with *pot*, *Tom*, and *Mom*.

- We Do** ■ Display **Photo Card** *mop*.
  - Write *mop* on the board and point to each letter. There are three sounds in this word. Say the sounds with me: /m/ /o/ /p/. Let's blend the sounds to say the word: /mmmooop/, *mop*.
  - Repeat the procedure with **Photo Card** *top*.

- You Do** ■ Write on the board: *hot, pot, Tom, and Mom*.
  - Have children say the three sounds in each word and then blend them. Have children identify the middle sound and letter.

See **Practice Book** page 135.

- ELL** Have three children stand in a row. Identify the child in the *middle*. Have children switch positions as the class tells which child is now in the middle. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say *mop* and have children repeat. Point to each letter and say its sound: /m/ /o/ /p/. Have children repeat. Then blend the sounds /m/ /o/ /p/ to say the word and have children repeat.

### Quick Check

Can children blend words with /o/? If not, use Additional Instruction, pp. 300–303.

## Words to Know

### ► High-Frequency Words: *like, you*

**Objective** Review high-frequency words

- Display **Word Card** *you* in the pocket chart. *What word is this? Do you like ice cream?*
- Have children say *you* and use it in a sentence.
- Read aloud the following sentence starter: *Do you like \_\_\_\_\_?* Have a child dictate an ending to the sentence. Then have each child dictate his or her own sentence.
- Afterward have each child circle and say the word *you* in his or her sentence. Then have each child underline and say the word *like*.
- Have children read, spell, and write the bonus word *she*.

See **Practice Book** page 136.

### ► Oral Vocabulary: *Challenge and Achievement*

**Objective** Develop oral vocabulary

**Define** In the story you will read today, a character faces a challenge. A challenge is something that is hard to do. Say the word with me: *challenge*.

**Example** *It was a challenge for me to learn how to ride a bike. I had to try again and again.*

**Ask** Which would be a challenge: climbing a big mountain or sitting in the park? Why?

**Define** When you read the story, see what kind of achievement the main character makes. An achievement is something you've done that you can be proud of. Say the word with me: *achievement*.

**Example** *It was a big achievement for me to run in a long race.*

**Ask** Which would be an achievement: doing a really hard puzzle or taking a nap?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *on, hot, pot, top, and pop*. Blend the sounds as you read the list aloud. Then reread each word and have children echo-read. Have children practice reading the word list throughout the week.

## Time to Read

### ► Read *Can Rob Hop?*

**Objective** Recognize story structure: Identify sequence of events

**Before Reading** Preview the story by reading aloud the title. Have children read the title with you.

- The actions or events in a story happen in a certain order. We can pay attention to what happens first, next, and last to help us understand the story.
- Help children set a purpose for reading by talking about the characters in the picture. *Which rabbit do you think is Rob? What do you think Rob will do?*

**During Reading** Guide children through the story. Ask the following questions as you read:

- After page 3: *Who is Rob? What is Rob's challenge?* After page 5: *Who are the other rabbits? What can they do?* After page 6: *What is Rob doing now? What do you think will happen?*

**After Reading** *What happens first in the story? Next? What happens last?* Have children use signal words, such as *first, next, and last* as they explain the events in the story.

**IWB** **Online Comprehension Lessons:** Sequence Use the story to model the skill.

### ► Comprehension Check: **Text Evidence**

**Retell** Ask children to **retell** the story using evidence from the text and the pictures.

### ► Write

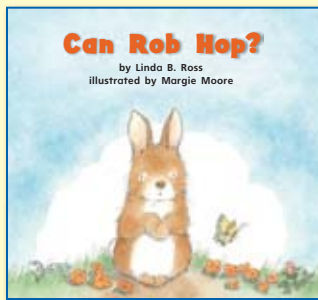
**Objective** Write a label

Have children draw a picture of Rob and Dot and write the label *Rob and Dot* below their picture.

**Dictation** Write these letters on your **Sound-Spelling WorkBoards**: *h, d, i, r*. Now write the letters for these sounds: /p/, /o/, /t/, /a/, /b/. Write this sentence: *Mom can hop*. Provide feedback.

See the Shared Writing lesson on page 299.





Intervention Reader 7

## Materials

- Intervention Reader 7: *Can Rob Hop?*
- Sound-Spelling WorkBoards
- Large Letter Cards: *A, a, d, h, M, m, n, o, p, R, r*
- Letter Tiles: *d, h, M, m, n, o, p (2), R, r, T, t*
- Word Cards: *and, are, this, you, she*
- Comprehension Cards

- hand puppet
- markers or counters
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Orally segment with /o/

Read aloud the following rhyme. Then read it again, and invite children to chime in with you:

Tom is a bunny and Dom is a frog  
And they are ready to play.  
Their friend is Ollie the Otter.  
They hop on his back each day.

- I Do** ■ Tell children the puppet will divide or segment the sounds in a word. Use the sound boxes on the **Sound-Spelling WorkBoards**.

- Listen as the puppet says a word: *top*. Now the puppet will divide the word *top* into its sounds: /t/ /o/ /p/. Say the word and its sounds with me: *top, /t/ /o/ /p/*. I will put three markers to stand for the three sounds in *top*.

- We Do** ■ Tell children the puppet will divide more words into their sounds.
- Have the puppet say the word *hot* and its sounds, /h/ /o/ /t/. Say the word and the sounds with me: *hot, /h/ /o/ /t/*. How many sounds do you hear? I will put three markers to show the three sounds.
  - Continue with *dot, hop, and mop*.

- You Do** ■ Tell children they will segment words on their own. Have the puppet say the following word: *odd*.
- Have children repeat the word and segment the sounds: *odd, /o/ /d/*. How many sounds?
  - Repeat with the words *Ron, not, and top*.

**ELL** Review the meanings of the words in the lesson, such as *dot, mop, and odd*. Point to pictures or objects, use gestures, or act out the meaning. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Look at this word: *hop*. Listen to the sounds in *hop*: /h/ /o/ /p/. There are three sounds in *hop*: /h/ /o/ /p/. What are the sounds in *hop*? How many sounds?

#### Quick Check

Can children segment words with /o/o? If not, use Additional Instruction, pp. 300–303.

### ► Phonics

**Objective** Blend words with /o/o

**Review** Show **Large Letter Cards** as children say each sound: *o, n, d, h, p, R, r, M, m, A, a*. Mix and repeat.

- I Do** ■ Place **Letter Tiles** *h, o, t* in the sound boxes on the **Sound-Spelling WorkBoard**.

- Point to each letter. The letter *h* stands for /h/. The letter *o* stands for /o/. The letter *t* stands for /t/. Listen as I blend these sounds: /hhooot/, *hot*.
- Place **Letter Tiles** *p, o, t* in the sound boxes and follow the same procedure. Repeat with the words *Ron, hop, and mop*.

- We Do** ■ Place **Letter Tiles** *t, o, p* in the sound boxes.
- Let's say the sound each letter stands for: /t/ /o/ /p/. Say the sounds again with me: /t/ /o/ /p/.
  - Let's blend the sounds: /tooop/, *top*.
  - Place **Letter Tiles** *p, o, p* and repeat.
  - Repeat the procedure with *Mom* and *Tom*.

- You Do** ■ Place **Letter Tiles** *d, o, t* in the sound boxes.
- Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word.
  - Have children repeat with *rot, rod, and pod*.

See More Word Work lesson on page 298.

## Words to Know

### ► High-Frequency Words: *and, are, this, you*

**Objective** Review high-frequency words

- Display **Word Card** *you* in the pocket chart. *What word is this? I'll walk with you.*
- Have children **read, spell, and write** the word *you*.
- Display **Word Cards** *you, are, and, and this* in the pocket chart. Read the words with children.
- Have children answer these questions about the four words: *Which two words begin with the same letter? Which word has four letters? Which word rhymes with to?*
- Have them read, spell, write the bonus word *she*.

### ► Oral Vocabulary: *Challenge and Achievement*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they read last time, *Can Rob Hop?* *In the story, Rob faced a challenge. A challenge is something that is hard to do.*

- *What was Rob's challenge?* Remind children that an *achievement* is something you've done that you can be proud of.
- *What was Rob's achievement?*

**Connect** Ask children what word means "something that is hard to do." Then ask them what word means "something you've done that makes you proud." Then ask children about their own challenges and achievements.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *Ron, hop, Dot, Mom, hot, pot, on, top*. Then reread each word and have children blend the sounds after you. Then say the words in random order. Have children point to the word you say.

## Time to Read

### ► Read *Can Rob Hop?*

**Objective** Recognize story structure: Identify sequence of events

**Before Reading** Have children read the title of the story with you. *What is the name of the main character in this story? Who are the other characters?*

**During Reading** Have children do a choral reading with you. Ask the following questions as you read:

- After page 3: *How is Rob different from the other rabbits?* After page 8: *How does Rob feel now? How does his family feel about him?*

**After Reading** Remind children that a story is made up of events that happen in a certain order. *What happens in the story? What do we learn about Rob at the beginning of the story? What happens in the middle? What does Rob do at the end?*

**IWB** Online Comprehension Lessons: Sequence Use the story to model the skill.

### CORRECTIVE FEEDBACK

If children cannot identify the sequence, use **Comprehension Cards: Sequence**.

#### Quick Check

Can children identify the sequence? If not, use Additional Instruction, pp. 300–303.

### ► Build Fluency: Connected Text

**Objective** Model fluent reading

**Echo-Read** Read *Can Rob Hop?* one page at a time and ask children to read each page after you. Have them read at the same speed and with the same expression that you use. Provide feedback.

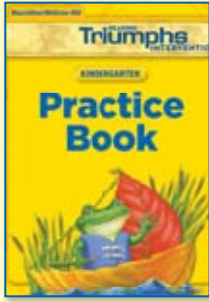
### ► Write

**Objective** Write a label

Have children draw a picture of Rob hopping. Have them write this sentence label under their picture: *Rob can hop*.

**Dictation** Write these letters on your **WorkBoards**: *o, i, d, r, b, t, p, h*. Now write this sentence: *The pot is hot*. Provide immediate feedback.

See Grammar and Interactive Writing lessons on pages 298–299.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 137–138
- Intervention Reader 7: *Can Rob Hop?*
- Listening Library
- Sound-Spelling WorkBoards
- Letter Tiles: *d, h, l, M, m, n, o, p (2), R, r, T, t*
- Word Cards: *and, are, is, this, to, you, she*
- markers or counters
- pocket chart

### Online Resources

- Bibliography

## Working with Words

### ► Phonemic Awareness

#### Objective Orally blend with /o/

Read aloud the following rhyme. Then read it again, and invite children to chime in with you:

Tom is a bunny and Dom is a frog  
And they are ready to play.  
Their friend is Ollie the Otter.  
They hop on his back each day.

- I Do**
- Tell children that you will blend sounds. Use the sound boxes on the **Sound-Spelling WorkBoard**.
  - Listen as I say the sounds in a word: /m/ /o/ /p/. I have three markers to stand for the three sounds: /m/ /o/ /p/. Listen as I blend the sounds together: /m/ /o/ /p/, /mooop/, mop.
  - When I blend the sounds quickly, I say the word *mop*. As you say the sounds, run your fingers across the boxes. Have children blend the sounds.
  - Repeat with *pop*, *dot*, and *not*.

- We Do**
- Tell children that you will blend more sounds to form words.
  - Listen to the three sounds: /p/ /o/ /t/. Say the sounds with me: /p/ /o/ /t/. I will use three markers to show the three sounds.
  - Let's blend the sounds to make a word: /p/ /o/ /t/, /pooot/, *pot*.
  - Repeat with the words *pop*, *dot*, and *hot*.

- You Do**
- Say the sounds /t/ /o/ /m/. How many sounds do you hear? Have children put three markers in the sound boxes.
  - Then have them blend the sounds to say the word: /tooom/, *Tom*.

- Have children use the markers and the sound boxes to blend the following sounds: /m/ /o/ /m/, *Mom*; /n/ /o/ /d/, *nod*; /r/ /o/ /d/, *rod*.

### ► Phonics

#### Objective Blend words with /o/o

- I Do**
- Place **Letter Tiles** *d, o, t* in the sound boxes.
  - Point to each letter. The letter *d* stands for /d/. The letter *o* stands for /o/. The letter *t* stands for /t/. Listen as I blend these sounds: /doooot/, *dot*. The word is *dot*.
  - Place **Letter Tiles** *l, o, t* in the sound boxes and follow the same procedure. Continue with *top* and *pop*.
- We Do**
- Place **Letter Tiles** *m, o, p* in the sound boxes.
  - Let's say the sound each letter stands for: /m/ /o/ /p/.
  - Now let's blend the sounds: /mooop/, *mop*. What's the word?
  - Place **Letter Tiles** *h, o, p* in the sound boxes and repeat.
  - Continue with *Ron* and *rod*.
- You Do**
- Place **Letter Tiles** *t, o, p* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word. *What's the word?*
  - Have children repeat with **Letter Tiles** *n, o, t*; *p, o, t*; *M, o, m*; and *T, o, m*.

- ELL** Explain the meaning of the words *nod* and *rod* from the lesson. Point to pictures or objects, use gestures, or act out the meaning. For more support, see pages T6–T7.



## Words to Know

### ► High-Frequency Words: *and, are, is, this, to, you*

**Objective** Review high-frequency words

- Display **Word Cards** *you, are, and, this, is, and to* in the pocket chart.
- Have children **read, spell, and write** the words with you.
- Have children take turns choosing one word, reading it, and using it in a sentence. As each word is used, move it to the bottom of the chart. Continue until each word has been used.
- Repeat the activity to give children opportunities to read and use the words several times.
- Have them read, spell, write the bonus word *she*.

### ► Oral Vocabulary: *Challenge and Achievement*

**Objective** Develop oral vocabulary

**Confirm** Review the words *challenge* and *achievement* with children. Remind children that a challenge is something that is difficult to do. An achievement is something to be proud of.

**Discuss** Have children discuss challenges and achievements. *Name something that would be a big challenge. What would be a big achievement?*

**Connect** *Describe a challenge that you have had. Tell us about your biggest achievement.*

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list on the board: *Ron, Mom, hop, not, hot, mop, pop*. Then reread each word and have children blend the sounds after you.
- **Connected Text** Have children reread and review **Intervention Reader** *Can Rob Hop?* using the **Listening Library** audio selection. Then have them reread the story on their own. Circulate and listen in.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**During Reading** Read the story together.

- **Echo-Read** Guide children to echo-read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story.
- Have children point to the high-frequency word *you* in the text.

See **Practice Book** pages 137–138.

### ► Build Fluency: Connected Text

**Objective** Develop fluency through repeated readings

- **Partner Reading** Have pairs of children take turns reading aloud the **Take-Home Book** to each other.
- Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate.

### ► Write

**Objective** Practice writing words

- Have children use **Letter Cards** to make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Letter Cards** as a guide.

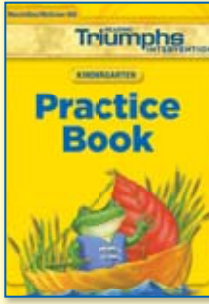
**Dictation** *Write the sentence that I say on your WorkBoards: Rob can not hop.* Provide immediate feedback.

### Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

See Independent Writing lesson on page 299.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 137–138
  - Photo Cards: *kangaroo, key, king, kitten, koala*; for shapes: *cube, dime, July, pie, plate, quilt*
  - Large Letter Cards: *a, b, d, h, i, o, r*
  - Large Sound-Spelling Card: *Koala*
  - Word Cards: *he, what*
  - Sound-Spelling WorkBoards
  - hand puppet
  - self-stick notes
  - pocket chart
- Online Resources**
- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /k/

Read aloud the following rhyme.

Kim sees a triangle in a cone.  
Zack sees a circle in the sun.  
A square can be a sign or a box.  
Look for shapes. It's a lot of fun!

- I Do**
- Use the puppet to show children how to isolate the first sound in a word.
  - Listen to the name *Kim*: /kim/. *Kim* begins with the /k/ sound. The first sound in *Kim* is /k/. Let's say the name and the first sound: *Kim, /k/*.
  - Repeat with *kite*.
- We Do**
- Display **Photo Card** *king*. This is a *king*. Let's say the word together: *king*. What is the first sound you hear in the word *king*? Let's say the sound and then the word: /k/, *king*.
  - Repeat with **Photo Cards** *key, koala, and kitten*.
- You Do**
- Read line 1 of the rhyme to children. What is the first sound you hear in *Kim*?
  - Display **Photo Card** *kangaroo*. Say the picture name together and have children say the sound they hear at the beginning of the word. Repeat with *key*.
- ELL** Model saying /k/. Keep the front of your tongue low and raise the back part of your tongue, forcing breath through your mouth to say /k/. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say the sound /k/ and have children repeat it. The name *Kim* begins with /k/. Let's say the sound and the word together: /k/, *Kim*.

#### Quick Check

Can children isolate the initial phoneme /k/? If not, use Additional Instruction, pp. 300–303.

### ► Phonics

**Objective** Identify initial /k/k

**Review** Show **Large Letter Cards** *o, b, r, i, d, a, h* as children say each sound. Mix the cards and repeat.

- I Do**
- Display the *Koala* **Sound-Spelling Card**.
  - Point to the letter. This is capital *K*. This is lowercase *k*. The letter *k* stands for the /k/ sound in *kite*.
  - Listen for the /k/ sound as I say the word again: *kite*.
  - Then display **Photo Card** *king*. Place a self-stick note with a lowercase *k* on the photo of the king.
  - This is a *king*. It begins with the /k/ sound. Listen for the /k/ sound as I say the word again: *king*.
  - Repeat with **Photo Cards** *kangaroo* and *koala*.
- We Do**
- Write the name *Kim* on the board.
  - Read the name and point to the letter *K* in *Kim*. The *K* in *Kim* stands for the /k/ sound. Say the sound and word with me: /k/, *Kim*. Repeat with *kid* and *kit*.
- You Do**
- Have children take turns pointing to words on the board that begin with /k/. Underline the *K* or *k*.
  - Have children say the sound /k/ as they point to the letter *K* or *k* in each word.

**IWB** **Online Phonics Lessons:** Consonant *Kk*  
Use the phonics instruction animation only.

**CORRECTIVE FEEDBACK**

Write *kit* on the board. Draw a line under the *k*. This is the letter *k*. Say the name of the letter with me: *k*. What sound does the letter *k* stand for at the beginning of the word *kit*? /k/.

**Quick Check**

Can children identify /k/ spelled *Kk*? If not, use **Additional Instruction**, pp. 300–303.

**Words to Know**

► **High-Frequency Word: *what***

**Objective** Read high-frequency words

- Display **Word Card** *what* in the pocket chart.
- Point to the word *what*. This is the word *what*. It is spelled *w-h-a-t*. Reading is *what I like to do*. What's the word?
- Have children chorally **read** and **spell** the word *what* with you as you point to it.
- Have children **write** the word *what* on their **WorkBoards**.
- Have children take turns completing the sentence frame: \_\_\_\_\_ is *what I like to do*. Write the sentences on the board.
- Introduce children to bonus word *he* and have them read, spell, and write it. Have them finish the sentence: *He can* \_\_\_\_\_.

**CORRECTIVE FEEDBACK**

Point to and say *what*. The word is *what*. Point to the word and say it with me: *what*. What is the last sound in the word? What's the last letter?

**Quick Check**

Can children read *what*? If not, use **Additional Instruction**, pp. 300–303.

► **Concept Words: Shapes**

**Objective** Develop oral vocabulary

- Reread the rhyme with children. Then show **Photo Cards** *plate*, *pie* (triangle slice), and *July* (calendar squares) and identify the circle, triangle and square shapes. Draw an ice-cream cone. Does a cone have a triangle shape?
- Display the other **Photo Cards** such as *dime*, *cube*, *quilt* (triangles), and have children identify

the shapes. What items can you think of that are circles, triangles, or squares?

- Make a three-column chart with the headings *Circles*, *Triangles*, and *Squares*. Have children name items for each column.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

- Reread the **Take-Home Book** from the previous week with children.
- Then have children whisper-read the **Take-Home Book** independently. Listen while children read, offering guidance as necessary.
- Have children think about what came first, next and last in the story.
- Have children point to the high-frequency word *you* in the text.

Tell children to read the story to their family.

► **Response**

Ask children to respond to the **Take-Home Book** by retelling the story. Make sure they use appropriate vocabulary terms (i.e., *first*, *next*, *last*) to signal the correct sequence of events.

See **Practice Book** pages 137–138.

► **Write**

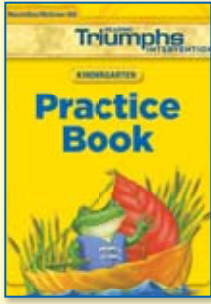
**Objective** Write *Kk*

- Display the *Koala* **Sound-Spelling Card**.
- Model how to write *Kk* by tracing the letter.
- Write the letter *Kk* on the board.
- Have children take turns using their fingers to trace *Kk* on the *Koala* **Sound-Spelling Card**.
- Have children say the sound /k/ as they write the letter *Kk* several times.

**Dictation** Write these letters on your **WorkBoards**: *k, b, i, d, a, t*. Now write this word: *kid*. Repeat with *Kit*. Provide immediate feedback.

See Handwriting pages T8–T11.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 139–140; 199
- Photo Cards: *ladder, ladybug, lamp, leaf, lock*; for shapes: *boat, chair, circle, cube, graph, penny, pizza, quarter, quilt, square, under, watermelon, wheel, wheelchair, window, yo-yo*
- Large Letter Cards: *a, b, d, h, i, k, o, r*
- Large Sound-Spelling Card: *Lemon*
- Word Cards: *and, are, he, this, what, you*
- hand puppet • self-stick notes
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /l/

Display the rhyme and read it aloud.

Kim sees a triangle in a cone.  
Zack sees a circle in the sun.  
Kip sees a square in a box.  
Look for shapes. It's a lot of fun!

- I Do** ■ Use the puppet to show children how to isolate the first sound in a word.
- Listen to the word *lot*: /llot/. The word *lot* begins with the /l/ sound. The first sound in *lot* is /l/. What's the sound?
- We Do** ■ Read line 4 of the rhyme. The word *look* begins with the /l/ sound. Let's say the word together: *look*. Let's say the first sound in *look*: /l/.
- Repeat with *luck* and *lock*.
- You Do** ■ Read line 4 of the rhyme again. What is the first sound you hear in the word *lot*? Repeat for *look*.
- Display **Photo Card** *lamp*. What is this? What is the first sound you hear in the word *lamp*? Repeat with **Photo Card** *lock*.

**ELL** Model pronunciation of /l/. Open your mouth and press your tongue against the roof while releasing air to say /lll/. Have children repeat. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say the sound /l/, and have children repeat it. The word *lot* begins with /l/. Let's say the sound and the word together: /l/, *lot*. Listen to the word I say: *luck*. What is the first sound you hear?

### Quick Check

Can children isolate the initial phoneme /l/? If not, use Additional Instruction, pp. 300–303.

### ► Phonics

**Objective** Identify initial /l/

**Review** Show these **Large Letter Cards** as children say each sound: *k, o, b, r, i, d, a, h*. Mix and repeat.

- I Do** ■ Display the *Lemon* **Sound-Spelling Card**.
- Point to the letter. This is capital *L*. This is lowercase *l*. The letter *l* stands for the /l/ sound in *lemon*.
- Listen for the /l/ sound as I say the word: *lemon*.
- Display **Photo Card** *leaf*. Place a self-stick note with a lowercase *l* on the picture of the leaf.
- This is a leaf. It begins with the /l/ sound. Listen for the /l/ sound as I say the word again: *leaf*.
- Repeat with **Photo Cards** *ladder* and *ladybug*.
- We Do** ■ Write the word *lap* on the board.
- Point to the letter *l* in *lap*. The *l* in *lap* stands for the /l/ sound. Say the sound and word: /l/, *lap*.
- Write *lip*. Point to the letter *l* in *lip*. The *l* in *lip* stands for the /l/ sound. Say the sound and word: /l/, *lip*.
- Repeat the procedure for the words *lot* and *lick*.
- You Do** ■ Write the following words on the board: *lip, lap, lot*.
- Point to *lip* and read it aloud with children.
- Have a child circle the letter that stands for the /l/ sound in *lip* and say /l/.
- Continue until children have circled and identified the letter and sound in each word.
- Then have children write letter *l* as they say /l/.

**IWB** **Online Phonics Lessons:** Consonant *Ll*  
Use the phonics instruction animation and all activities except sorting.

**CORRECTIVE FEEDBACK**

Write *lip* on the board and read it with children. Draw a line under the *l*. This is the letter *l*. Say the name of the letter with me: *l*. What sound does the letter *l* stand for at the beginning of the word *lip*?

**Quick Check**

Can children identify /l/ spelled *l*? If not, use Additional Instruction, pp. 300–303.

**Words to Know**

► **High-Frequency Word: *what***

**Objective** Review high-frequency words

- Display **Word Card** *what* in the pocket chart. This word is *what*. What would you like to eat for lunch?
- Have children repeat with you: *what*.
- Have children take turns using *what* in a sentence.
- Display **Word Cards** *what*, *you*, *are*, *and*, and *this* in the pocket chart. Have a child point to *what*. Then have children identify the other words.
- Have them read, spell, write the bonus word *he*.

**CORRECTIVE FEEDBACK**

Point to and say *what*. The word is *what*. Point to the word and say it with me: *what*. What's the word? Then display **Word Cards** *what*, *this*, *are*, and *you*. Have children individually identify and say *what*.

**Quick Check**

Can children read *what*? If not, use Additional Instruction, pp. 300–303.

► **Concept Words: Shapes**

**Objective** Develop oral vocabulary

- Reread the rhyme. Display the *circle*, *square*, and *pizza* (triangle) **Photo Cards** and identify the shapes. Name some objects that have these shapes. Chart children's responses.
- What shapes do you see in our classroom? Add responses to the list. Read the list aloud.
- Distribute **Photo Cards** *watermelon*, *wheel*, *yo-yo*, *window*, *penny*, *graph*, *quarter*, *quilt*, *square*, *cube* (one side), *boat*, *chair* (square seat), *under* (triangles in umbrella), *wheelchair*. Have children identify circles, squares, or triangles in each object.

See the *Shapes* page at the end of **Practice Book**.

**CORRECTIVE FEEDBACK**

Point to the *circle* **Photo Card**. This is a circle. Say the word with me. What shape is it?

**Quick Check**

Can children identify shapes? If not, use Additional Instruction, pp. 300–303.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

**Before Reading** Preview the story by reading aloud the title. What do you think the story will be about?

**During Reading** Read the story together.

- Have children track the print as they read.
- Focus on the pattern of the story and any changes in punctuation.
- Point out any high-frequency words or words with previously taught letter sounds.
- **Choral Reading** Guide children to read the book with you, one spread at a time.
- **Independent Reading** Have children whisper-read the story. Listen while children read, offering guidance as necessary.

**After Reading** Have children retell the story, using the illustration and the sentence on each page.

See **Practice Book** pages 139–140.

► **Write**

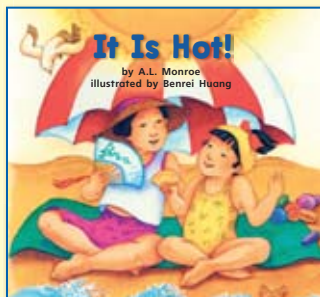
**Objective** Write *l*

- Display the *Lemon* **Sound-Spelling Card**.
- Model how to write *l* by tracing the letter .
- Write the letter *l* on the board.
- Have children take turns tracing *l* on the *Lemon* **Sound-Spelling Card**.
- Have children say /l/ as they write the letter *l*.

**Dictation** Write these letters on your

**WorkBoards:** *l, k, a, o, r, t, b, p*. Now write this word: *lap*. Repeat with *lot* and *let*. Provide feedback.

See Handwriting pages T8–T11.



Intervention Reader 8

## Materials

- Intervention Reader 8: *It Is Hot!*
- Practice Book: pp. 141, 142
- Photo Cards: *lock, rock, sock*
- Large Letter Cards: *a, b, d, i, k, l, o, r*
- Word Cards: *he, what*
- Sound-Spelling WorkBoards

- hand puppet
- self-stick notes
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Isolate final phoneme /k/

Read aloud the following rhyme.

Kim *sees* a triangle in a cone.  
Zack *sees* a circle in the sun.  
Kip *sees* a square in a box.  
Look for shapes. It's a lot of fun!

- I Do**
  - Use the puppet to show children how to isolate the last sound in a word.
  - Listen to the name *Zack*: /z /a/ /k/. The name *Zack* ends with the /k/ sound. The last sound in *Zack* is /k/. What's the sound?
- We Do**
  - The word *luck* ends with the /k/ sound. Let's say the word together: /luk/. Let's say the last sound in *luck*: /k/.
  - Listen to this word: *lick*. The word *lick* ends with the /k/ sound. Let's say the word together: /lik/. Let's say the last sound in *lick*: /k/.
  - Repeat with *dock* and *back*.
- You Do**
  - What is the last sound you hear in the name *Zack*? Repeat for *luck*.
  - Display **Photo Card** *lock*. What is this? What is the last sound you hear in the word *lock*? Repeat with **Photo Card** *sock*.

### CORRECTIVE FEEDBACK

The word *lock* ends with /k/. Let's say the word and sound together: *lock*, /k/. Listen to the word I say: *duck*. What is the last sound you hear in the word?

#### Quick Check

Can children isolate the final phoneme /k/? If not, use Additional Instruction, pp. 300–303.

### ▶ Phonics

**Objective** Identify final /k/ck

**Review** Show each of the following **Large Letter Cards** as children say each sound: *k, l, o, b, r, i, d, a*. Mix the cards and repeat.

- I Do**
  - Display **Photo Card** *lock*. Write *lock* on the board.
  - Point to the letters *ck*. The name of this letter is *c*, and the name of this letter is *k*. Together, these letters stand for the /k/ sound at the end of *lock*.
  - Listen for the /k/ sound as I say the word: *lock*.
  - Place a self-stick note with the letters *ck* written on it below the picture of the *lock*.
  - This is a *lock*. It has the /k/ sound at the end of the word. Listen for the /k/ sound as I say the word again: *lock*.
  - Repeat with **Photo Cards** *sock* and *rock*.
- We Do**
  - Write *back* on the board. Read the word and point to the letters *ck*. The letters *ck* in *back* stand for the /k/ sound. Say the word and sound with me: *back*, /k/.
  - Repeat with *sack*, *dock*, *lick*, and *kick*.
- You Do**
  - Write each of the following words on the board: *tack*, *lock*, *sick*, *pick*.
  - Have children say each word and repeat the ending sound.
  - Have children identify the letters *ck* and sound /k/ in each word.

- ELL** Review the meaning of the words in this lesson. Model saying each word and ask children to repeat. Explain what each word means by pointing to a picture or acting it out. For more support, see pages T6–T7.

See **Practice Book** page 141.



## Words to Know

### ► High-Frequency Word: *what*

**Objective** Review high-frequency words

- Display **Word Card** *what* in the pocket chart.  
*What word is this? What is your favorite color?*
- Have children **read, spell, and write** the word *what* and use it in a sentence.
- Read aloud the following sentence starter: *What is your favorite \_\_\_\_\_?* Have each child dictate an ending to the sentence, and write their responses on the board.
- Afterward have each child circle the word *what* in his or her sentence.
- Have children read, spell, and write the bonus word *he*.

See **Practice Book** page 142.

### ► Oral Vocabulary: *Sizzling and Scrumptious*

**Objective** Develop oral vocabulary

**Define** In the story you will read, the weather is sizzling. *Sizzling* means very hot. Say the word with me: *sizzling*.

**Example** *It was such a hot, sizzling day that I could not play ball outside.*

**Ask** What are some things that you would prefer not to do on a sizzling day?

**Define** The characters in today's story have a scrumptious treat. *Scrumptious* means "has a very good taste" or "delicious."

**Example** *That juicy apple was a scrumptious dessert.*

**Ask** What are some kinds of food that you think are scrumptious?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *lock, kick, sack, dock, sick, lick*. Blend the sounds as you read the list aloud. Then reread each word and have children echo-read. Have children practice reading the word list throughout the week.

## Time to Read

### ► Read *It Is Hot!*

**Objective** Recognize text structure: Retell

**Before Reading** Preview the story by reading aloud the title. Have children read the title with you.

- Tell children that when we retell a story we tell in our own words the important things that happened in the correct order.
- Help children set a purpose for reading by talking about the characters in the picture on the cover.  
*What will the characters do on a hot day? Let's find out.*

**During Reading** Guide children through the story. Ask the following questions as you read:

- After page 3: *What clues in the art show that it is a sizzling day?* After page 5: *What do Rick, Dot, and Mom do to try to cool off?* After page 7: *Why are Mom and Dot not hot? How can you tell?*

**After Reading** Explain to children that a story is made up of events and details. *When we retell a story, we explain the events and details in our own words.* In this story, Mom and Dot are at the beach on a very hot day. They fan themselves, but they're still hot. Then Mom gets ice-cream cones. They eat the cones and then they're not hot anymore.

**IWB** **Online Comprehension Lessons:**  
Sequence Use the story to model skill.

### ► Comprehension Check: **Text Evidence**

**Retell** Ask children to **retell** the story using evidence from the words and the pictures.

### ► Write

**Objective** Write a label

Have children draw a picture of Mom or Dot. Have them label the picture with the character's name.

**Dictation** *Write the letters that I say on your Sound-Spelling WorkBoards: l, a, c, n, d, k, i.* Now write the sentence that I say: *Lad can lick.* Provide immediate feedback.

See Shared Writing lesson on page 299.



Intervention Reader 8

## Materials

- Intervention Reader 8: *It Is Hot!*
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, i, K, k, l, o, p, s, t*
- Letter Tiles: *a, b, c, d, i, K, k (2), l, o, p, s, t*
- Word Cards: *and, are, he, this, what, you*
- Comprehension Cards
- markers or counters

- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the following rhyme. Then read it again, and ask children to chime in with you:

Kim *sees* a triangle in a cone.  
Zack *sees* a circle in the sun.  
Kip *sees* a square in a box.  
Look for shapes. It's a lot of fun!

- I Do**
- Tell children you will blend sounds using the sound boxes on the **Sound-Spelling WorkBoard**.
  - Listen to the following sounds: /k/ /i/ /p/. I have three markers to stand for the three sounds: /k/ /i/ /p/. Listen as I blend the sounds together: /kiip/, *Kip*.
  - When I blend the sounds quickly, I say the name *Kip*. As you say the sounds, run your fingers across the three boxes.
  - Repeat for the words *Kim, look, lot, lap, and luck*.

- We Do**
- Tell children you will blend more sounds to make words.
  - Listen to the three sounds: /k/ /i/ /k/. Say the sounds with me: /k/ /i/ /k/. I will use three markers to show the three sounds.
  - Let's blend the sounds to make a word: /kiik/, *kick*.
  - Continue with *kite, lock, and back*.

- You Do**
- Say the sounds /l/ /i/ /k/. Have children place three markers in the sound boxes.
  - Ask children to blend the sounds to say the word: /lliiik/, *lick*.
  - Then have children use the markers and the sound boxes to blend the following sounds: /k/ /i/ /k/, *kick*; /l/ /o/ /k/, *lock*; /d/ /o/ /k/, *dock*; /t/ /a/ /k/, *tack*.

### ▶ Phonics

#### Objective Blend words with /o/o, /i/i, /a/a

**Review** Show the **Large Letter Cards** as children say each sound: *K, k, l, c, i, d, o, p, t, b, s, a*. Mix and repeat.

- I Do**
- Arrange **Letter Tiles** *l, o, c, k* in the sound boxes on the **Workboard** to form the word *lock*.
  - Point to each letter. The letter *l* stands for /l/. The letter *o* stands for /o/. The letters *c* and *k* together stand for /k/. Listen as I blend these sounds: /lllook/, *lock*.
  - Place **Letter Tiles** *l, i, d* in the sound boxes and follow the same procedure. Repeat with *Kip, pick, and tack*.
- We Do**
- Arrange **Letter Tiles** *d, o, c, k* in the sound boxes.
  - Let's say each sound in the word: /d/ /o/ /k/. Say the sounds again with me: /d/ /o/ /k/.
  - Let's blend the sounds: /doock/, *dock*.
  - Place **Letter Tiles** *k, i, d* in the sound boxes and repeat. Continue with *back, lap, sock, and kick*.

- You Do**
- Arrange **Letter Tiles** *k, i, t* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word.
  - Have children repeat with *kid, lock, sack, and lick*.

See the More Word Work lesson on page 298.

### CORRECTIVE FEEDBACK

Write *kick* and say it together. Sweep your hand slowly under the letters as you say each sound: /k/ /i/ /k/. Have children repeat. Then blend the sounds /kiik/ and have children repeat. **What's the word?**

#### Quick Check

Can children blend phonemes to read words? If not, use **Additional Instruction**, pp. 300–303.

## Words to Know

### ► High-Frequency Words: *and, are, this, what, you*

**Objective** Review high-frequency words

- Display **Word Card** *what* in the pocket chart.  
*What word is this? What should we do today?*
- Have children **read, spell, and write** the word *what*.
- Display **Word Cards** *what, and, you, are, and this* in the pocket chart. Read the words with children.
- Have children answer these questions: *Which two words begin with the same letter? Which words have four letters? Which word rhymes with two?*
- Have children read and spell the bonus word *he*.

### Oral Vocabulary: *Sizzling and Scrumptious*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they read last time, *It Is Hot!* *In the story the characters are at the beach on a hot, sizzling day. On a sizzling day, the sun is very strong and there is no cool breeze.*

**Connect** Have children discuss details in the illustrations that helped them understand how Mom and Dot felt about the sizzling day, and also the scrumptious treat.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write these words: *kick, lick, lap, kid, lock, kit*. Then reread each word and have children blend the sounds after you. Then say the words in random order. Have children point to the word you say.

## Time to Read

### ► Read *It Is Hot!*

**Objective** Recognize story structure: Retell

**Before Reading** Remind children that a story is made up of events and details. When we retell a story, we explain those events and details in our own words.

**During Reading** Guide children through the story. Ask the following questions as you read:

- After page 3: *How can you tell that Mom and Dot are hot?* After page 5: *What is Rick doing to try to cool off? Does it help?* After page 7: *Why do Mom and Dot look happy now?*

**After Reading** Remind children that a story is made up of events and details. *When we retell a story we explain those events in our own words.* Have children retell the story.

**ELL** Model self-corrective techniques on a regular basis as you speak to children. Pretend to mispronounce words and then self-correct. For more support, see pages T6–T7.

**IWB** **Online Comprehension Lessons:**  
Sequence Use the story to model the skill.

### CORRECTIVE FEEDBACK

If children cannot retell a story, use **Comprehension Cards: Sequence**.

**Quick Check**

Can children retell a story? If not, use Additional Instruction, pp. 300–303.

### ► Build Fluency: Connected Text

**Objective** Model fluent reading

**Echo-Read** Read *It Is Hot!* and ask children to read after you. Have them read at the same speed and with the same expression you use. Provide feedback.

### ► Write

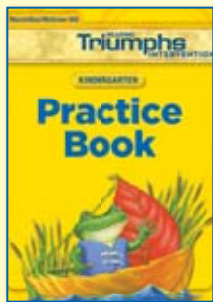
**Objective** Write a label

Have children draw a sizzling, hot day. Have them write the label *It is hot!* under their pictures.

**Dictation** *Write the letters that I say on your Sound-Spelling WorkBoards: l, k, c, i, a, d, s, m. Now write the sentence that I say: Bob can kick.* Provide feedback.

See Grammar, Interactive Writing, and Concepts of Print lessons on pages 298–299.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 143–144
  - Intervention Reader 8: *It Is Hot!*
  - Listening Library
  - Large Letter Cards: *a, b, c, d, i, k (2), l, o, p, s, t*
  - Word Cards: *and, are, can, he, play, this, what, you*
  - hand puppet
  - pocket chart
- Online Resources**
- Bibliography

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally segment sounds

Read aloud the following rhyme. Then read it again, and ask children to chime in with you:

Kim *sees* a triangle in a cone.  
Zack *sees* a circle in the sun.  
Kip *sees* a square in a box.  
Look for shapes. It's a lot of fun!

- I Do**
  - Tell children that the puppet is going to segment sounds in words.
  - Have the puppet say the name *Kip*. Then have the puppet say each sound separately: /k/ /i/ /p/. **Now the puppet is going to blend the sounds back together to say the word again: /kiiip/, *Kip*.**
  - Repeat with *Kim, Zack, lot, and look*.
- We Do**
  - Tell children that the puppet is going to segment some more sounds in words.
  - Have the puppet say *lick* slowly: /llliik/. **How many sounds do you hear? The word *lick* has three sounds: /l/ /i/ /k/.**
  - Repeat with *kick, kid, luck, sock, and pick*.
- You Do**
  - Tell children that they will now say words and sounds on their own. Have the puppet say the word *lip*.
  - Have children repeat the word and segment the sounds. **What are the sounds? How many sounds?**
  - Repeat the procedure with the words *lock, kick, and Kim*.

For more support, use Additional Instruction on pages 300–303.

### ▶ Phonics

#### Objective Blend words with /k/ck

- I Do**
  - Arrange **Large Letter Cards** *b, a, c, k* in the pocket chart to form the word *back*.
  - Point to each letter. **The letter *b* stands for /b/. The letter *a* stands for /a/. The letters *c* and *k* together stand for /k/. Listen as I blend these sounds: /baaak/, *back*.**
  - Repeat with *sack* and *tack*.
- We Do**
  - Arrange **Letter Cards** *l, o, c, k* in the pocket chart to form the word *lock*.
  - **Let's say each sound in the word: /l/ /o/ /k/. Say the sounds again with me: /l/ /o/ /k/.**
  - **Let's blend the sounds: /llloock/. What's the word?**
  - Repeat for the words *sock* and *dock*.
- You Do**
  - Arrange **Letter Cards** *l, i, c, k* to form the word *lick*.
  - Have children say each sound in the word.
  - Have children blend the sounds and say the word. **What's the word?**
  - Have children repeat with *pick, sick, and kick*.
- ELL** There is no sound-symbol match for /k/ck in Spanish, Vietnamese, or Cantonese. Children who speak these languages may need additional practice matching *ck* with its sound. List the words from the lesson on the board. Say the words, emphasizing final /k/ in each. Have children repeat the words after you. For more support, see pages T6–T7.

## Words to Know

### ► High-Frequency Words: *and, are, can, play, this, what, you*

**Objective** Review high-frequency words

- Display **Word Cards** *what, you, are, and, this, can,* and *play* in the pocket chart.
- Have children **read, spell, and write** the words with you.
- Have partners choose different words. Then challenge partners to use both words in one sentence, such as *You are my friend* or *What is this?*
- Children can share their sentences with the class. The class can repeat the target words.
- Have children read and spell the bonus word *he*.

### ► Oral Vocabulary: *Sizzling and Scrumptious*

**Objective** Develop oral vocabulary

**Confirm** Review the words *sizzling* and *scrumptious* with children. Remind children that a sizzling day is very hot. A scrumptious treat tastes very good.

**Discuss** Have children finish the following sentence starters: *On a sizzling hot day I \_\_\_\_\_. My favorite scrumptious treat is \_\_\_\_\_.*

**Connect** Have children pretend it is a sizzling day at the beach. Have them use gestures to show they are hot. Then have them pretend they are eating a scrumptious kind of food and use expressions to show they are enjoying it.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list on the board: *lick, kick, lock, kid, lap*. Then reread each word and have children blend the sounds after you.
- **Connected Text** Have children reread and review **Intervention Reader** *It Is Hot!* using the **Listening Library** audio selection. Then have them reread the story on their own. Circulate and listen in.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**During Reading** Read the **Take-Home Book** together.

- **Echo-Read** Guide children to echo-read the **Take-Home Book** with you, one spread at a time.
- **Independent Reading** Have children whisper-read the story.
- Have children point to the high-frequency word *what* in the text.

See **Practice Book** pages 143–144.

### ► Build Fluency: Connected Text

**Objective** Develop fluency through repeated readings

- **Partner Reading** Have pairs of children take turns reading aloud the **Take-Home Book** to each other.
- Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate.

### ► Write

**Objective** Practice writing words

- Have children use **Word Cards** and **Letter Cards** to make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Word Cards** and **Letter Cards** as a guide.

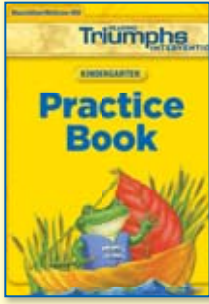
**Dictation** Write the letters I say on your **WorkBoards**: *k, c, i, a, n, l*. Now write the sentence that I say: *I can kick*. Provide immediate feedback.

### Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

See Independent Writing lesson on page 299.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 143–144
  - Large Letter Cards: *a, b, h, i, k, l, o, p, r, t*
  - Large Sound-Spelling Cards: *Octopus, Lemon*
  - Word Card: *you*
  - Sound-Spelling WorkBoards
  - Photo Cards: *alligator, dog, goat, gorilla, horse, kangaroo, kitten, koala, rabbit, tiger, walrus*
  - pocket chart
- Online Resources**
- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Blend with /o/

Read aloud the following rhyme.

Oscar and Kip got a new pet—  
An odd little duck.  
Let him sit on your lap,  
And he'll bring you a lot of luck!

**I Do** Listen to these sounds: /g/ /o/ /t/. The first sound is /g/. The second sound is /o/. The third sound is /t/. Listen as I blend them together: /gooot/. The word is *got*. What's the word?

- We Do**
- Read the last line of the rhyme again. *What sounds do you hear in lot? /l/ /o/ /t/. Let's blend them together: /lllooot/. What word do you hear? Let's say the word together: lot.*
  - Repeat with the word *rock*.

- You Do**
- Tell children that they will blend sounds on their own. Say the following sounds: /f/ /o/ /ks/.
  - Ask children to repeat the sounds and blend to say the word: /f/ /o/ /ks/, /fffoooks/, *fox*. *What's the word?*
  - Repeat with /t/ /o/ /p/, *top*; /n/ /o/ /t/, *not*; and /o/ /d/, *odd*.

**ELL** Encourage children to always seek clarification when they hear an unfamiliar word or phrase. For example, *What does "bring you a lot of luck" mean here?* For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say the following sounds: /p/ /o/ /t/. Blend the sounds to say the word: /pooot/. Have children repeat. *What's the word?* Repeat with *dot*.

### Quick Check

Can children blend words with /o/? If not, use Additional Instruction, pp. 300–303.

### ► Phonics

**Objective** Identify initial /o/o, /l/

**Review** Show these **Large Letter Cards** as children say each sound: *l, o, b, r, i, k, h, t, p, a*. Mix and repeat.

- I Do**
- Display the *Octopus Sound-Spelling Card*.
  - Point to the letter. *This is capital O. This is lowercase o. The letter o stands for the /o/ sound in octopus. Listen for /o/ as I say the word: octopus.*
  - Then display the *Lemon Sound-Spelling Card*.
  - Point to the letter. *This is capital L. This is lowercase l. The letter l stands for the /l/ sound in lemon. Listen for /l/ as I say the word: lemon.*

- We Do**
- Write these words from the rhyme on the board: *Oscar, odd, little, let, lap, lot, luck*.
  - Read the word *Oscar* and point to the letter O. *The O in Oscar stands for the /o/ sound. Say the sound and word with me: /o/, Oscar.*
  - Repeat the procedure with *little* and /l/.

- You Do**
- Read the words on the board. Have children take turns pointing to a word that begins with o. Underline the letter.
  - Have children say /o/ as they write o in the air.
  - Repeat with the letter l.

**IWB** **Online Phonics Lessons:** Short o, Consonant l/ Use the l/ phonics instruction animation and all activities except sorting.

### CORRECTIVE FEEDBACK

Write *odd*. Underline the o. *This is the letter o. Say the name of the letter with me: o. The letter o stands for /o/ at the beginning of odd.* Repeat with *lid* and l.



**Quick Check**

Can children identify /o/ spelled **Oo** and /l/ spelled **Ll**? If not, use **Additional Instruction**, pp. 300–303.

## Words to Know

### ► High-Frequency Word: *you*

**Objective** Review high-frequency words

- Display **Word Card** *you* in the pocket chart.
- Point to the word *you*. *This is the word you. It is spelled y-o-u. I like to play with you. What's the word?*
- Have children chorally **read** and **spell** the word *you* with you as you point to it.
- Have children **write** *you* on their **WorkBoards**.
- Have children take turns finishing the sentence starter: *You and I like to \_\_\_\_\_*. Have children hold up their **WorkBoards** when they say *you*.

**CORRECTIVE FEEDBACK**

Point to and say *you*. *The word is you. Point to the word and say it with me: you. What is the first sound and letter in the word? What's the word?*

**Quick Check**

Can children read *you*? If not, use **Additional Instruction**, pp. 300–303.

### ► Concept Words: *Pets*

**Objective** Develop oral vocabulary

- Reread the rhyme with children. *What is Oscar and Kip's pet? Do you think a duck would make a good pet? Why or why not?*
- Have children talk about pets. *What animals make good pets? Do you have a pet? Tell us about your pet.*
- Display **Photo Cards** *alligator, dog, goat, gorilla, horse, kangaroo, kitten, koala, rabbit, tiger, and walrus*. Have children decide which animals would make good pets and which would not. Ask children to share their reasons and discuss what they would need in order to take care of each pet.
- *What animal do you like best?*
- Make a list of animals that make good pets. Have children describe the animals as you discuss them.

**CORRECTIVE FEEDBACK**

Display *dog* **Photo Card**. *A dog makes a good pet because you can care for it. What else makes a good pet?*

**Quick Check**

Can children understand which animals are good pets? If not, use **Additional Instruction**, pp. 300–303.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Reread the **Take-Home Book** from the previous week with children.
- Have children whisper-read the **Take-Home Book** independently. Listen and offer guidance.
- Have children think about how to retell the story.
- Have them point to the high-frequency word *what* in the text.

Tell children to read the story to their family.

### ► Response

Ask children to respond to the **Take-Home Book** by describing what the child on each page is doing. Then have them answer the questions on pages 1–3 of the book.

See **Practice Book** pages 143–144.

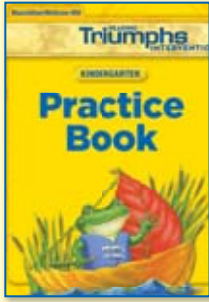
### ► Write

**Objective** Write **Oo**

- Display the *Octopus* **Sound-Spelling Card**.
- Model how to write *Oo* by tracing the letter.
- Write the letter *Oo* on the board.
- Have children use their finger to trace *Oo* on the **Sound-Spelling Card**.
- Have children say the sound /o/ and write the letter *Oo* several times.

**Dictation** *Write this letter on your WorkBoards: o.* Repeat with letters *k, r, and b*. *Now write the letter for this sound: /o/.* Repeat with /i/, /l/, and /a/. *Finally, write the word that I say: rob.* Provide feedback.

See Handwriting pages T8–T11.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 145–146
- Large Letter Cards: *a, c, f, m, n, o, p, s, t*
- Photo Cards: *mop, rock, sock, top*
- Sound-Spelling WorkBoards
- Letter Tiles: *n, o, t*
- Word Cards: *and, are, this, what, you*

- hand puppet
- pocket chart

### Online Resources

- **IWB** **Interactive White Board** Phonics Lessons

## Working with Words

### ► Phonemic Awareness

#### Objective Blend with /l/

Display the rhyme and read it aloud.

Oscar and Kip got a new pet—  
An odd little duck.  
Let him sit on your lap,  
And he'll bring you a lot of luck!

- I Do**
- Today we are going to blend some sounds to make words.
  - Reread the rhyme, emphasizing the words *luck* and *let*. Then say the sounds /l/ /u/ /k/, *luck*. Listen to the three sounds as I blend them together, /llluuk/.
  - Repeat with the word *let*.

- We Do**
- Tell children that the puppet is going to blend sounds to make words.
  - Have the puppet say these sounds: /l/ /i/ /t/, /llliit/, *lit*. Have children repeat the sounds and the word. Repeat with the words *lap* and *lick*.

- You Do**
- Tell children that they can blend sounds on their own. Have the puppet say these sounds: /l/ /o/ /k/.
  - Have children repeat the sounds and blend to say the word /l/ /o/ /k/, /lllook/, *lock*. **What's the word?**
  - Repeat the procedure with /l/ /i/ /p/, *lip*; /l/ /o/ /t/, *lot*; and /l/ a/ /p/, *lap*.

### CORRECTIVE FEEDBACK

Listen to the sounds: /l/ /o/ /t/. Say the sounds with me: /l/ /o/ /t/. Now blend the sounds: /llloot/. What's the word?

### Quick Check

Can children blend with /l/? If not, use Additional Instruction, pp. 300–303.

### ► Phonics

#### Objective Identify medial /o/

**Review** Show each of the following **Large Letter Cards** as children say each sound: *f, c, n, t, p, m, s, a, o*. Mix the cards and repeat.

- I Do**
- Display **Photo Card** *top*. Write *top* on the board.
  - Point to the letter *o*. The name of this letter is *o*. The letter *o* stands for the /o/ sound in the middle of *top*. Listen for the /o/ sound as I say the word again: /tooop/, *top*.
  - Then display **Photo Card** *sock*.
  - This is a *sock*. It has the /o/ sound in the middle of the word. Listen for the /o/ sound as I say the word again: /soook/, *sock*. Write an *o* in the air when you hear the /o/ sound.
  - Repeat with **Photo Cards** *mop* and *rock*.

- We Do**
- Write *hot* on the board. The *o* in the middle of *hot* stands for the /o/ sound. Say the sound as I point to the letter.
  - Repeat for *not*, *pot*, and *hop*.
  - Then have children say the words with you again and circle the letter for the /o/ sound.

- You Do**
- Write *cot* on the board. Read it aloud and define it.
  - Ask a child to circle the letter that stands for the /o/ sound in *cot* and say /o/.
  - Erase the first letter and write *p*: *pot*. Repeat the activity.
  - Continue with the words *not*, *hot*, and *dot*.

**IWB** **Online Phonics Lessons:** Short *o*, Consonant *l* Use the *l* phonics instruction animation and all activities except sorting.

**CORRECTIVE FEEDBACK**

Display the sound boxes on the **Sound-Spelling WorkBoard** and place **Letter Tiles** *n, o, t* in them. The word *not* has the /o/ sound in the middle of the word. Let's say the word and the sound together: /nooot/, /o/. What sound is in the middle of *not*?

**Quick Check**

Can children identify medial /o/o in a word? If not, use **Additional Instruction**, pp. 300–303.

**Words to Know**

► **High-Frequency Word: are**

**Objective** Review high-frequency words

- Display **Word Card** *are* in the pocket chart. This word is *are*. *You are at school*.
- Have children repeat with you: *are*.
- Have children take turns using *are* in a sentence.
- Display **Word Cards** *and, are, what, this, and you* in the pocket chart. Ask a child to point to the word *are*. Then have children identify the other three words.

**CORRECTIVE FEEDBACK**

Point to and say *are*. The word is *are*. Point to the word and say it with me: *are*. It is spelled *a-r-e*. What's the word? Then place **Word Cards** *you, this, and are* on the table. Have children individually identify and say the word *are*.

**Quick Check**

Can children read *are*? If not, use **Additional Instruction**, pp. 300–303.

► **Concept Words: Pets**

**Objective** Develop oral vocabulary

- Remind children of some of the animals they talked about last time, such as *alligator, dog, gorilla, horse, kitten, and tiger*.
- **Which animals make good pets?** List children's answers on the board and read each word aloud.
- Have children pretend they can have any pet they choose. Tell them to describe what their pet looks like, where they will keep it, what they will do with it, and how they will take care of it.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

**Before Reading** Preview the story by reading aloud the title. *What do you think the story will be about?*

**During Reading** Read the story together.

- Have children track the print as they read.
- Focus on the story pattern and any changes in punctuation.
- Point out any known high-frequency words or words that begin with previously taught letter sounds.
- **Choral Reading** Guide children to read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story. Offer guidance.

**After Reading** Explain that to draw a conclusion, use clues in the text and art to figure out something. *I see that Lad and Dot know the girl and she likes to play with them. I will draw the conclusion that Lad and Dot are her pets, or a friend's pets.*

**ELL** Point to the pictures in the story. Ask: *What do you see?* Restate the correct answer in a sentence. For more support, see pages T6–T7.

See **Practice Book** pages 145–146.

► **Write**

**Objective** Write *l*

- Display the *Lemon* **Sound-Spelling Card** and identify each form of the letter.
- Model how to write *l* by tracing the letter.
- Write the letter *l* on the board.
- Have children use their fingers to trace *l* on the **Sound-Spelling Card**.
- Have children say the sound /l/ and write *l*.

**Dictation** Write this letter on your **WorkBoards**: capital *l*. Repeat with lowercase *l* and the letters *s, b, and t*. Write the letter for the sound *l* say: /l/. Repeat with /m/, /a/, /o/, /p/, and /f/. Provide feedback.

See Handwriting pages T8–T11.





Intervention Reader 9

## Materials

- Intervention Reader 9: *Lad*
- Practice Book: pp. 147, 148
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, f, i, k, l, n, o, p, r, s, t*
- Letter Tiles: *a, b, d, i, k, l, p, r, t*
- Photo Cards: *mop, top*
- Word Card: *and*

- markers or counters
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Orally segment words

Read aloud the following rhyme.

Oscar and Kip got a new pet—  
An odd little duck.  
Let him sit on your lap,  
And he'll bring you a lot of luck!

- I Do**
- Tell children you will take apart words using the sound boxes on the **Sound-Spelling WorkBoard**.
  - Listen to the following sounds: /l/ /u/ /k/. Those three sounds make the word *luck*. I have three markers to stand for the three sounds: /l/ /u/ /k/. How many sounds do you hear?
  - Repeat the procedure for *lap*, *lid*, and *lad*.

- We Do**
- Say the word *lock* with me. Listen to the three sounds: /l/ /o/ /k/. Say the sounds with me: /l/ /o/ /k/. I will use three markers to show the three sounds.
  - Say the word with me: *lock*. Now say the sounds with me: /l/ /o/ /k/. How many sounds do you hear?
  - Continue with *pot*, *at*, and *lit*.

- You Do**
- Say *lot*. Now say the sounds you hear: /l/ /o/ /t/. How many sounds do you hear? Have children place three markers in the sound boxes.
  - Then have children use the markers and the sound boxes to segment these words into separate sounds: *can*, *lap*, *tip*.

### CORRECTIVE FEEDBACK

Say *lick*, and have children repeat. Listen to the three sounds in *lick*: /l/ /i/ /k/. Say them with me: /l/ /i/ /k/. Now listen to this word: *lap*. How many sounds do you hear?

### Quick Check

Can children segment the sounds in a word? If not, use Additional Instruction, pp. 300–303.

### ► Phonics

**Objective** Blend words with /a/a, /i/i, /o/o, /l/l, /k/k, ck

**Review** Show each of the following **Large Letter Cards** as children say each sound: *l, k, o, p, t, n, c, f, r, s, a, i*. Mix the cards and repeat.

- I Do**
- Place **Letter Tiles** *b, i, t* in the sound boxes on the **Sound-Spelling WorkBoards**.
  - Point to each letter. The letter *b* stands for /b/. Repeat for *i* and *t*. Point to each letter as you say its sound again.
  - Listen as I blend these sounds together to say the word: /biiiit/, *bit*. What's the word?
  - Repeat with *rap*, *lit*, and *kid*.

- We Do**
- Display **Photo Card** *mop*.
  - Write *mop* on the board and point to each letter. There are three sounds in this word. Say the sounds with me: /m/ /o/ /p/.
  - Let's blend the sounds to say the word: /mmmoop/, *mop*.
  - Repeat the procedure with **Photo Card** *top*.

- You Do**
- Write the following words on the board: *not*, *lid*, *kit*, *top*.
  - Have children say the three sounds in each word and then blend them.
  - Have children identify the middle sound and letter.

See **Practice Book** pages 147.

## Words to Know

### ► High-Frequency Word: *and*

**Objective** Review high-frequency words

- Display **Word Card** *and* in the pocket chart. *What word is this? Anna and Luke are at the park.*
- Have children **read, spell, and write** the word *and* and use it in a sentence.
- Help children read the following sentence starter: *My friend and I like to \_\_\_\_\_.* Have each child dictate his or her own sentence. Write responses on the board.
- Afterward have each child circle the word *and* in his or her sentence.

See **Practice Book** page 148.

**ELL** Pair English Language Learners with children who are more proficient when they make up sentences. Write their sentences, read them together, and have children point to the high-frequency words. For more support, see pages T6–T7.

### ► Oral Vocabulary: *Discontented and Excited*

**Objective** Develop oral vocabulary

**Define** In the story you will read today, the main character is discontented. *Discontented* means “unhappy.” Say the word with me: *discontented*.

**Example** *I was discontented when I didn’t get to go to the movie.*

**Ask** Name something that would make you feel discontented. Why would it make you feel that way?

**Define** The main character in the story also gets excited. *Excited* means that you are very happy about something. Say the word with me: *excited*.

**Example** *I was excited about going out for ice cream.*

**Ask** Name something that would make you excited.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *lid, hot, on, lap, lot*. Blend the sounds as you read the list aloud. Then reread each word and have children echo-read. Have children practice reading the word list throughout the week.

## Time to Read

### ► Read *Lad*

**Objective** Recognize story structure: Draw conclusions

**Before Reading** Preview the story by reading aloud the title. Have children read the title with you.

- Sometimes there are clues in the words or the pictures in a story that tell about a character. We can use these clues to figure out how a character feels and why the character acts a certain way. This is called drawing a conclusion about the character.
- Help children set a purpose for reading by talking about the characters in the picture on the cover. *Which character do you think is Lad? What do you think he will do in the story? Let’s find out.*

**During Reading** Guide children through the story. Ask the following questions as you read:

- After page 3: *Who is Lad? Why can’t he play?* After page 5: *What does Lad do while Kim is gone?* After page 7: *What do you think Lad is going to do next?*

**After Reading** How do you think Lad feels about Kim? How does he feel when he can’t go outside to play with her? Prompt children to use clues in the words and pictures to draw conclusions. (Possible answer: He misses Kim because she plays ball with him.)

**IWB** **Online Comprehension Lessons:** Draw Conclusions Use the story to model skill.

### ► Comprehension Check: Text Evidence

**Retell** Ask children to **retell** the story using evidence from the text and the illustrations.

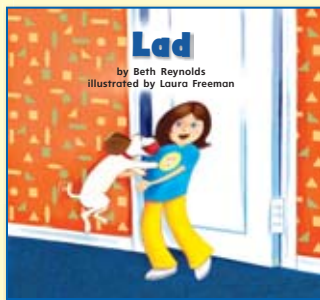
### ► Write

**Objective** Write a sentence

Have children draw a picture of Lad. Have them label the picture with the character’s name.

**Dictation** Write the letters that I say on your **WorkBoards**: *t, o, c, i, h, a, s, l, k*. Now write the sentence that I say: *The cat is hot*. Provide feedback.

See Shared Writing lesson on page 299.



Intervention Reader 9

## Materials

- Intervention Reader 9: *Lad*
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, f, i, k, n, o, t*
- Letter Tiles: *a, b, c, d, i, K, k (2), l, m, n, o, p, r, t*
- Word Cards: *and, are, this, what, you, she, he*
- Comprehension Cards

- markers or counters
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally segment words

Read aloud the following rhyme. Then read it again, and ask children to chime in with you:

Oscar and Kip got a new pet—  
An odd little duck.  
Let him sit on your lap,  
And he'll bring you a lot of luck!

- I Do** ■ Tell children you will take apart words using the sound boxes on the **Sound-Spelling WorkBoard**.
- Listen to the name I say: *Kip*. Now listen to the sounds in the name: /k/ /i/ /p/. I have three markers to stand for the three sounds: /k/ /i/ /p/. How many sounds do you hear?
- Repeat the procedure for *kit*, *kiss*, and *kid*.
- We Do** ■ Say the word *lit* with me: *lit*. There are three sounds in the word: /l/ /i/ /t/. Say the sounds with me: /l/ /i/ /t/. I will put three markers to show the three sounds.
- Say the sounds with me: /llliit/, *lit*. How many sounds do you hear?
- Continue with *luck*, *lad*, and *lap*.
- You Do** ■ Say *kick*. Break the word into sounds: /k/ /i/ /k/. How many sounds do you hear? Have children place three markers in the sound boxes.
- Then have children use the markers and the sound boxes to segment these words into separate sounds: *lip*, *sad*, *bed*.

### ▶ Phonics

#### Objective Blend words with /a/a, /i/i, /o/o, /l/l, /k/k, ck

**Review** Show each of the following **Large Letter Cards** as children say each sound: *a, k, t, n, f, c, i, o*. Mix the cards and repeat.

- I Do** ■ Place **Letter Tiles** *l, o, c, k* in the sound boxes on the **Sound-Spelling Workboard**.
- Point to each letter. The letter *l* stands for /l/. The letter *o* stands for /o/. The letters *ck* stand for /k/. Listen as I blend these sounds: /lllook/, *lock*.
- Place **Letter Tiles** *l, i, d* in the sound boxes and follow the same procedure. Repeat with *lap*, *lick*, and *kick*.
- We Do** ■ Place **Letter Tiles** *K, i, m* in the sound boxes.
- Let's say the sound each letter stands for: /k/ /i/ /m/. Say the sounds again with me: /k/ /i/ /m/.
- Let's blend the sounds: /kiiimm/, *Kim*.
- Repeat for the words *bad* and *pin*.
- You Do** ■ Place **Letter Tiles** *t, o, p* in the sound boxes.
- Have children say the sound each letter stands for.
- Have children blend the sounds and say the word.
- Have children repeat with *lad*, *tip*, *ran*, and *pad*.

See the More Word Work lesson on page 298.

### CORRECTIVE FEEDBACK

Write the word *lot* and have children repeat. Point to each letter and say its sound: /l/ /o/ /t/. Have children repeat. Then blend the sounds /lllooot/ and have children repeat. **What's the word?**

#### Quick Check

Can children blend phonemes to read words? If not, use **Additional Instruction**, pp. 300–303.



## Words to Know

### ► High-Frequency Words: *and, are, this, what, you*

**Objective** Review high-frequency words

- Display **Word Card** *this*. What word do you see? *This is my house*. Have children **read, spell, and write** the word *this* and use it in a sentence.
- Display **Word Cards** *you, are, and, this, and what*. Read the words with children. Have children answer these questions: *Which two words begin with the same letter? Which words have four letters? Which word rhymes with zoo?*
- Have them read, spell write bonus words *she, he*.

### **CORRECTIVE FEEDBACK**

Point to *and* say *this*. The word is *this*. Point to the word and say it with me: *this*. What's the word? Say: *I like this book*. Point to *this*. What's the word?

#### Quick Check

Can children read *this*? If not, use Additional Instruction, pp. 300–303.

### ► Oral Vocabulary: *Discontented and Excited*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story *Lad*. *At the beginning, Lad is discontented. When you are discontented, you are unhappy about something.*

- Why was Lad discontented?
- At the end of the story, Lad is excited. When you are excited, you are happy about something. What made Lad excited?

**Connect** Have children discuss the details in the illustrations that helped tell them how Lad was feeling.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

List these words: *on, lick, pit, lid, lip, sock*. Read them and have children repeat. Then say them in random order. Have children point to the word you say.

## Time to Read

### ► Read *Lad*

**Objective** Recognize story structure: Draw conclusions

**Before Reading** Read the title together. What is the name of the character in this story?

**During Reading** Have children do a choral reading with you. Ask these questions as they read:

- After page 3: *How do you think Lad feels? Why?*  
After page 7: *How does Lad feel now? What is he doing that makes you think so?* After page 8: *How does Kim feel about Lad? Is he a good pet? Why?*

**After Reading** Remind children that they use clues in the story and pictures to *draw a conclusion*. What conclusions can you draw about how Lad feels when Kim is gone?

**ELL** Remind children that they can use non-verbal cues to share information when they are not able to do so verbally. Encourage them to use pantomime.

**IWB** **Online Comprehension Lessons:** Draw Conclusions Use the story to model skill.

### **CORRECTIVE FEEDBACK**

If children cannot draw conclusions, use **Comprehension Cards: Draw Conclusions**.

#### Quick Check

Can children draw a conclusion? If not, use Additional Instruction, pp. 300–303.

### ► Build Fluency: Connected Text

**Objective** Model fluent reading

**Echo-Read** Read *Lad* one page at a time and ask children to read each page after you. Have them read at the same speed and with the same expression that you use.

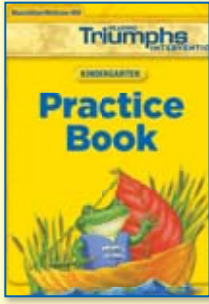
### ► Write

**Objective** Write an action word

Have children draw a picture of something that Lad does. Have them write the action word below it.

**Dictation** Write these letters on your **WorkBoards**: *s, h, c, t, i, a, n, p*. Now write this sentence: *The cat can sip*. Provide feedback.

See Grammar and Interactive Writing lessons on pages 298–299.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 149–150
- Intervention Reader 9: *Lad*
- Assessment Book
- Listening Library
- Sound-Spelling WorkBoards
- Letter Tiles: *a, b, c, d, h, i, k, l, m, n, o, p, r, s, t*
- Word Cards: *and, are, this, what, you, she, he*
- hand puppet

### Online Resources

- Bibliography

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally segment words

Read aloud the following rhyme. Then read it again, and ask children to chime in with you:

Oscar and Kip got a new pet—  
An odd little duck.  
Let him sit on your lap,  
And he'll bring you a lot of luck!

- I Do**
- Tell children that the puppet is going to take apart some words.
  - Have the puppet say *let* and then /l/ /e/ /t/. **How many sounds do you hear?** Hold up three fingers to show three sounds.
  - Repeat with *Kip*, *luck*, and *on*.

- We Do**
- Tell children that the puppet is going to take apart words.
  - Have the puppet say *pot* and /p/ /o/ /t/. Have children repeat the word and the sounds. Have them hold up fingers to show how many sounds they hear.
  - Repeat with the words *mop*, *luck*, *it*, and *Dad*.

- You Do**
- Tell children that they will now take apart words on their own. Have the puppet say *lot*.
  - Have children repeat the word and then say the sounds they hear: /l/ /o/ /t/. **How many sounds do you hear? Show me that number of fingers.**
  - Repeat the procedure with *on*, /o/ /n/; *tan*, /t/ /a/ /n/; and *tap*, /t/ /a/ /p/.

### ▶ Phonics

#### Objective Blend words with /a/a, /i/i, /o/o, /l/l, /k/k, ck

- I Do**
- Place **Letter Tiles** *n, o, d* in the sound boxes on the **Sound-Spelling WorkBoard**.
  - Point to each letter. **The letter *n* stands for /n/. The letter *o* stands for /o/. The letter *d* stands for /d/. Listen as I blend these sounds: /nnnood/, *nod*. The word is *nod*.**
  - Place **Letter Tiles** *h, o, t* in the sound boxes and follow the same procedure. Continue with *map* and *in*.

- We Do**
- Place **Letter Tiles** *l, i, d* in the sound boxes.
  - **Let's say the sound each letter stands for: /l/ /i/ /d/.**
  - **Now let's blend the sounds: /llliid/, *lid*. What's the word?**
  - Place **Letter Tiles** *s, a, t* in the sound boxes and repeat.
  - Continue with *sock*, *ran*, and *bit*.

- You Do**
- Place **Letter Tiles** *t, o, p* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word. **What's the word?**
  - Have children repeat with **Letter Tiles** *l, o, t; h, a, m; c, o, t; and b, a, t*.

- ELL** Review the meanings of the words in the lesson. Model saying each word and ask children to repeat. Then explain what each word means by pointing to pictures or real objects, acting out, or paraphrasing. For more support, see pages T6–T7.

## Words to Know

### ► High-Frequency Words: *and, are, this, what, you*

**Objective** Review high-frequency words

- Display **Word Cards** *and, are, this, what, and you* in the pocket chart.
- Have children **read, spell, and write** the words with you.
- Give clues about one of the words. Include clues about number of letters and beginning and ending sounds.
- Ask a child to find the word and use it in a sentence.
- Repeat until all the words are used and all children have had a turn.
- Review the bonus words *she* and *he* and have children use them in sentences.

### ► Oral Vocabulary: *Discontented and Excited*

**Objective** Develop oral vocabulary

**Confirm** Review the words *discontented* and *excited* with children. Remind children that when you are discontented, you are sad; when you are excited, you are very happy.

**Discuss** Have children finish the following sentence starters: *Lad was discontented when \_\_\_\_\_. Lad was excited when \_\_\_\_\_.*

**Connect** Describe a time when you were either *discontented* or *excited*. What made you feel that way?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *lot, hot, pot, lid, kid, lick, sick, sock*. Then reread each word and have children blend the sounds after you.

**Connected Text** Reread and review the **Intervention Reader** *Lad* using the **Listening Library** audio selection. Then have them reread the story on their own. Circulate and listen in.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**During Reading** Read the story together.

- **Echo-Read** Guide children to echo-read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story.
- Have children point to the high-frequency words in the text.

See **Practice Book** pages 149–150.

### ► Build Fluency: Connected Text

**Objective** Develop fluency through repeated readings

- **Partner Reading** Have pairs of children take turns reading aloud the **Take-Home Book** to each other.
- Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate.

### ► Write

**Objective** Practice writing words

- Have children use the **Word Cards** and **Letter Cards** to make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the cards as a guide.

**Dictation** Write these letters on your

**WorkBoards:** *m, k, t, a, i, n, s, o, d*. Now write this sentence: *Kim and Tom sit*. Provide feedback.

### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

## Unit Assessment

Have children complete the **Unit Assessment** on **Assessment Book** pages 108–119.



**Materials**

- Intervention Readers: *Can Rob Hop?*, *It Is Hot!*, *Lad*
- Photo Cards: *barn, boat, crown, farm, feather, game, globe, house, jewelry, kite*
- Large index cards with *dot, hop, not, pop, rot, top; lick, lock, mock, pick, sick, sock; dip, lap, nap, rip, sip, tap*
- pocket chart

**More Word Work: Word Families and Word Sorts**

**Objective** Blend and sort words in word families using *-op, -ot; -ock, -ick; -ap, -ip*

**WEEK 1**

- Write *hop, pop, top*. Point to the letters, say the sounds, and read the words. Have children repeat. **I notice that each word has *o* in the middle and *p* at the end: /oop/.**
- Write *not, dot, rot*. Point to the letters, say the sounds, and read the words. Have children repeat. **What do you notice in these words?**
- Place cards for *hop* and *not* in two columns in the pocket chart. Point to the letters, say the sounds, and read the words.
- Hold up the card for *pop*. Point to the letters, say the sounds, and read the word. Model placing *pop* under *hop*. Have children read and sort the other *-op* and *-ot* words.

**WEEK 2**

- Write *lock, mock, sock*. Point to the letters, say the sounds, and read the words. Have children repeat. **I notice that each word has *-ock* at the end. The *-ck* has a /k/ sound.**
- Write *lick, pick, sick*. Point to the letters, say the sounds, and read the words. Have children repeat. **What do you notice in these words?**
- Place cards for *lock* and *lick* in two columns in the pocket chart. Point to the letters, say the sounds, and read the words.
- Hold up the card for *mock*. Point to the letters, say the sounds, and read the word. Model placing *mock* under *lock*. Have children read and sort the other *-ock* and *-ick* words.

**WEEK 3**

- Write *lap, tap, nap*. Point to the letters, say the sounds, and read the words. Have children repeat. **I notice that each word has *a* in the middle and *p* at the end: /aap/.**
- Write *dip, sip, rip*. Point to the letters, say the sounds, and read the words. Have children repeat. **What do you notice in these words?**
- Place cards for *lap* and *dip* in two columns in the pocket chart. Point to the letters, say the sounds, and read the words.
- Hold up the card for *tap*. Point to the letters, say the sounds, and read the word. Model placing *tap* under *lap*. Have children read and sort the other *-ap* and *-ip* words.

**Grammar: Describing Words (Adjectives)**

**Objective** Identify and use describing words

**WEEK 1**

- Remind children that describing words give more information about something. Display page 2 of *Can Rob Hop?* **What kinds of rabbits do you see? (small, big) What color are the rabbits?** Record responses and read the words. Explain that all of these words are describing words.
- Repeat with other pictures. Have children use describing words to tell about the objects shown on the **Photo Cards**.

**WEEK 2**

- Display page 3 of *It Is Hot!* Have children describe the things in the picture. Ask: **What kind of day is it? How can you tell?** Explain that these words are describing words.
- Display page 4. **What does the dog look like?** Repeat for other objects in the picture. Record responses and read the describing words. Repeat with other pictures.

**WEEK 3**

- Display the cover for *Lad*. **How do you think the dog and the girl in the picture are feeling?** Record responses and read the words. Explain that they are describing words. Repeat with other pictures.
- Display page 5 and read the sentence: **"Lad can nap."** Have children make up a sentence about how Lad feels. Tell them to use a describing word in their sentences. Record and read the sentences.

## Writing: Letters, Lists, Sentences, Similes, Poems

**Objectives** Write letters, lists, sentences, similes, and poems; develop concepts of print

### WEEK 1

#### Shared Writing: A Letter

- Display page 2 of *Can Rob Hop?* and read: “Rob can not hop.” Tell children that they will help write a letter to Rob. Write the following on chart paper:

*Dear Rob,*

*We think you feel \_\_\_\_\_.*

*We hope you can hop soon.*

*[Name of Kindergarten Class]*

Have children suggest a word to complete the first sentence and add it. Track print as you read the letter.

#### Interactive Writing: A Letter

- Display the previous letter and recopy it through the first sentence. Display page 6 and read aloud: “Can Rob hop?” Then add this sentence in the letter: *We think you will \_\_\_\_\_.* Ask children to suggest a word to complete the sentence. Add children’s response. Track print as you read the letter.

#### Independent Writing: A Letter

- Display and recopy through the first sentence of the letter. Point to page 8 and read aloud: “Rob can hop!” Then add this to the letter: *Great job! You must feel \_\_\_\_\_.* Have children copy the letter and write a word to complete the last sentence. Ask them to add their name at the bottom. Have them track print as you read their letters.

#### Listening and Speaking

Have children read aloud their letters. Allow them to ask any questions they may have about the letter format.

### WEEK 2

#### Shared Writing: A List

- Remind children that a list can help them remember what is happening in a story. Have children look at the illustrations and recall the things that happened in the story *It Is Hot!* Write children’s responses as a list. Track the print as you read the sentences with children.

#### Interactive Writing: Sentences

- Have children describe what is happening on page 4. Write this sentence starter: *Rick is not hot. He is \_\_\_\_\_.* Ask children how Rick is feeling. Record their responses. Track the print as you read the completed sentence.

**Concepts of Print** Have children identify the letter that begins each sentence. Ask them to point to the mark at the end of the sentence. Point to the next sentence. Explain that all sentences begin with a capital letter and end with a mark. Have children tell the difference between the capital letter and the other letters.

#### Independent Writing: Similes

- Display page 6. Write the sentence starter: *It is hot like a \_\_\_\_\_.* Ask children to think of things that are hot and give off heat. Record their responses. Have them copy the sentence starter at the bottom of their paper and choose one of the suggested words to complete it. Have them draw a picture for their sentence in the space above it.

### WEEK 3

#### Shared Writing: A List

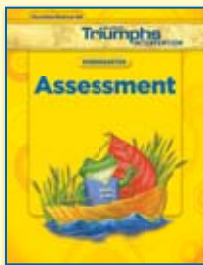
- Remind children that they read about a dog named Lad. Have children use describing words to tell what Lad is like. Record children’s responses as a list. Track the print as you read the list with children.

#### Interactive Writing: Poems

- Tell children that they will be writing a poem about Lad. Write this sentence starter twice: *Lad is \_\_\_\_\_.* Have children look at the list and suggest rhyming words that tell how Lad feels when he is not allowed to play outside. (*sad, mad*) Write the responses to complete the sentences. Track print and read the sentences with children.

#### Independent Writing: Poems

- Tell children they will write their own poem about Lad. Display the sentences from last time. Explain that children will think of another sentence about Lad. Ask: *How do you think Lad feels when he plays with the children?* Write the sentence frame: *Lad feels \_\_\_\_\_.* Ask children to think of a word that rhymes with Lad and tells that Lad is happy. (*glad*) Help them write two rhyming sentences at the bottom of their paper: *Lad feels sad (or mad). Lad feels glad.* Have them draw a picture of Lad above their poem.



Assessment Book

Choose from the Additional Instruction for children who need more support. Use Unit Assessment to check children's progress.

## Working with Words

### Materials

- Practice Book: Take-Home Book, pp. 133–134, 137–138; 139–140, 143–144; 145–146, 149–150
- Sound-Spelling WorkBoards
- Large Sound-Spelling Cards: *Koala, Lemon, Octopus*
- Letter Tiles
- markers or counters
- hand puppet

### Online Resources

- **IWB** Interactive White Board  
Phonics Lessons

### ► Phonemic Awareness

#### Objective Develop phonemic awareness

**Isolate Phonemes** Remind children that the sound /o/ can appear at the beginning of a word, as in *otter*, and in the middle of a word, as in *hop*. Say the word *otter*, elongating the first sound in the word: /ooo/, *otter*. When I say the word *otter*, I hear the /o/ sound at the beginning of the word. I will place a marker in the first box on the **Sound-Spelling WorkBoard**. Now I will say the word *hop* as I stretch the sounds in the word: /hooop/, *hop*. When I say the word *hop*, I hear the /o/ sound in the middle of the word. I will place a marker in the middle box on the **Sound-Spelling WorkBoard**. Now I will say the word *lot*: /lloooot/, *lot*. I hear the sound /o/ in the middle of the word. I will place a marker in the middle box again on the **Sound-Spelling WorkBoard**. Repeat this process with the words *box, odd, Ollie, frog, top, fox*. Ask children to say if they hear /o/ at the beginning or in the middle of each word. Tell them to place a marker in the first or the middle box on the **Sound-Spelling WorkBoard** as you point out where /o/ appears in each word.

- For lessons 6–10, repeat this routine for initial /k/

with the words *kangaroo, kid, kit, koala* and for final /k/ck with the words *look, book, sick, tack*. Finally, repeat this process for words with initial /l/, using *luck, lock, and lot*. Repeat each word and ask, *Do you hear the sound /k/ at the beginning or end of this word? Do you hear the sound /l/ at the beginning of the word?*

**Orally Blend Phonemes** Use the puppet to model how to blend the word *on*. The puppet is going to say the sounds in a word. Listen as the puppet says each sound in the word *on*: /o/ /n/. The puppet can blend these sounds together: /ooonnn/, *on*. Say the sounds with the puppet. Repeat with *mop*. Tell children to say each sound in the word *mop*: /m/ /o/ /p/, /mmmooop/, *mop*.

- Continue as you model placing markers in the sound boxes on the **Sound-Spelling WorkBoards**. I will place a marker in a box for each sound I make: /p/ /o/ /d/. Now I will point to a marker as I say each sound and string the sounds together: /pood/, *pod*.
- Have children take turns placing the markers in the sound boxes as they blend words: *off, odd, pot, Tom, dot*. Continue with the following words:
  - Lessons 6–10: *let, lit, kit, luck, kiss, book, sock, kite*
  - Lessons 11–15: *Tom, on, not, oz, kid, kit, lick, back, pick, lamp, light*

**Segment Phonemes** Using the **Sound-Spelling Workboards**, model how to segment the word *nod*: /n/ /o/ /d/. I am going to separate the sounds in the word *nod*: /n/ /o/ /d/, *nod*. I will say the sounds again and drag one marker into each box for each sound I say. There are three markers, so there are three sounds in *nod*. What sound do you hear in the middle of *nod*? (/o/) Which marker stands for the /o/ sound? Yes, the middle marker stands for /o/.

- Place three markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen to the word: *lot*. Let's say *lot* together. What sound do you hear at the beginning of *lot*? (/l/) Which marker stands for the /l/ sound? (the first marker) Which marker stands for the /o/ sound? (the middle marker) Which marker stands for the /t/ sound? (the last marker) How many sounds are in the word *lot*? (three)



- Place three markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen to the word: *kit*. Let's say the word *kit* together. What sound do you hear at the beginning of the word *kit*? (/k/) Which marker stands for the /k/ sound? (the first marker) How many sounds are in the word *kit*? (three) Repeat with *Don, kit, tick, lap, lock*.

## ► Phonics

**Objectives** Decode words with /o/o, /l/l, and /k/k, ck

Display the *Octopus Sound-Spelling Card*. The letter *o* can stand for the short *o* sound /o/, as in the beginning of *octopus*. This is also the sound at the beginning of *on*: /ooonnn/, *on*. Write the word *on*. Draw a line under the letter *o* as you say the sound /o/. Explain that the letter *o* also stands for the sound /o/ in the middle of the word *top*: /tooop/, *top*. Write the word *top*. Draw a line under the letter *o* as you say the sound /o/. For Lessons 6-10 and 11-15, repeat with the *Lemon Sound-Spelling Card* and the word *let* and the *Kangaroo Sound-Spelling Card* and the word *kit*.

**Blend Words** Use the **Letter Tiles** *o, n* in the sound boxes on the **Sound-Spelling WorkBoard**.

- The letter *o* stands for the sound /o/. The letter *n* stands for the sound /n/. Listen as I blend the two sounds together: /ooonnn/, *on*.
- Place the **Letter Tiles** *h, o, p* in the sound boxes on the **Sound-Spelling WorkBoard**. What sound does the letter *h* stand for? Yes, it stands for /h/. What sound does the letter *o* stand for? Yes, it stands for /o/. What sound does the letter *p* stand for? Yes, it stands for /p/. Let's blend all three sounds together: /hooop/, *hop*.
- Repeat the routine with *Tom, dot, hot, mop*.
- Have children place **Letter Tiles** in the sound boxes and blend the sounds to form words.
- For lessons 6–10, repeat the routine for initial *l* using the words *let, lit, lap*, initial *k* using *Kim, kit, kin*, and final *k* using *sock, kick*.
- For lessons 11–15, repeat the above routine to review using *pop, pot, lot, lit, kit, kick, pick, lick, lock*.

**ELL** Review meanings of words in the lesson to develop vocabulary. For more support, see pages T6–T7.

**Alphabet Recognition** Display the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” together as children point to each letter.

Have children work in pairs. Ask them to use **Letter Tiles** to make their first names. Then have them make each other’s names.

**Write Oo, Ll, Kk**

**Take a Step Back: Form the Letter Oo** Have children use cereal in the shape of the letter *o* to make the capital letter *O*. Tell children to pretend to say /o/, the sound they make when a doctor looks in their throat. This will help them remember the sound /o/ for the letter *Oo*.

**Take a Step Back: Form the Letter Ll** Have children use pencils or wooden sticks to make the capital letter *L*. Emphasize the two lines used to form the letter. As they make the sound /l/, /l/, tell children to pretend to lick a lollipop as a way for them to remember the sound /l/ for the letter *Ll*.

**Take a Step Back: Form the Letter Kk** Have children use pencils or wooden sticks to make the capital letter *K*. Emphasize the three lines used to form the letter. As they make the sound, tell children to pretend to kick a ball as they say /k/, /k/, /k/ to help them remember the sound /k/ for the letter *Kk*.

**Dictation** Model how to write *Oo* as you say the sound. Have children trace the letter in the air with their fingers. Then ask children to write the letter on their **Sound-Spelling WorkBoards**. Repeat with the letters *Kk* and *Ll*. Then randomly say *o, k, and l* and have children write what you say. For more handwriting support, see pages T8–T11.

**Fluency: Connected Text** Have children reread the **Take-Home Books** on the **Practice Book** pages listed below. When children feel comfortable reading the stories, have them read the stories to a partner.

- Lessons 1–5: **Practice Book** pp. 133–134, 137–138
- Lessons 6–10: **Practice Book** pp. 139–140, 143–144
- Lessons 11–15: **Practice Book** pp. 145–146, 149–150

**IWB** For additional work with sound-symbol relationships, use **Online Phonics Lessons**: Short *o*, Consonant *Kk*, Consonant *Ll*.

## Words to Know

### Materials

- Word Cards: *and, are, he, she, this, what, you*
- Letter Tiles: *a, d, e, h, i, n, o, r, s, t, u, w, y*
- Sound-Spelling WorkBoards
- Photo Cards: *dime, globe, cube, sandwich, wheel, zero*
- pocket chart

### ► High-Frequency Words

**Objective** Reteach high-frequency words: **you** (Lessons 1–5); **what** (Lessons 6–10); **and, are, this, what, you** (Lessons 11–15)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word you. It is spelled y-o-u, you. You make me laugh. This is the word what. It is spelled w-h-a-t, what. What are you doing on Saturday? This is the word are. It is spelled a-r-e, are. We are going to the park today. This is the word this. It is spelled t-h-i-s. I like to read this book.*
- Review bonus words *she* (Lessons 1–5) and *he* (Lessons 6–10) using the read, spell, and write routine.
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Point out letters and their sounds that children have learned. *The word this has the sound /i/ in the middle. We know that the letter i stands for the /i/ sound.*
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters and frames using the words. For example: *Are you going to the \_\_\_\_\_? What \_\_\_\_\_ do you like to do after school? My friend and I are \_\_\_\_\_. This apple tastes \_\_\_\_\_.* Have children take turns orally completing the sentences. Write the sentences as children complete them and then read each aloud. Have children take turns underlining the high-frequency words in each sentence.
- Have partners work together to spell *you, see, what, he, and, are, and this* using the **Letter Tiles**.

### ► Oral Vocabulary

**Objective** Develop oral vocabulary

**Action Words (Lessons 1–5)** Remind children that they have been using words that tell about actions. *We use the word jump to tell about a movement. Other words that tell about movement are run, hop, and swim. For example: The frog hopped on the rock.*

- Have children tell about activities they like to do using action words. For example: *I like to run in a race. I like to walk in the park.*
- Have partners work together to create sentences using the oral vocabulary words. Partners can include other action words, such as *read, sit, skip*.

**Shape Words (Lessons 6–10)** Remind children that they have been talking about shape words. *A circle is a shape. Other shapes are a triangle, square, and rectangle. We use words such as circle, triangle, square, and rectangle to tell what shape an object is. For example: A ball is the shape of a circle. This window is the shape of a square.*

- Discuss the meaning of each word with children. Have children use shape words to describe objects.
- Display **Photo Cards** *dime, globe, cube, zero, wheel, and sandwich*. Ask children questions, such as: *Which pictures are in the shape of a circle? Which pictures can be in the shape of a square?*

**Pet Words (Lessons 11–15)** Remind children that they have been using pet words to discuss animals that would make good pets. *We use the words kitten, dog, bird, and hamster to tell about different kinds of pets. We use these words when talking about animals that you can take care of and keep in your home. Some animals make good pets, while other animals do not. For example, a dog would make a good pet because it is friendly and fairly easy to take care of, while an alligator would not make a good pet.*

- Discuss the meaning of each word with children and have them say sentences about pets.

**ELL** Encourage children to act out things they have to do to take care of a pet. For example, they could act out walking a dog or feeding a cat. For more support, see pages T6–T7.

## Time to Read

### Materials

- Intervention Readers: *Can Rob Hop?; It Is Hot!; Lad*

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

### ► Comprehension: **Text Evidence**

#### **Objectives** Review comprehension skills

#### **Identify Sequence of Events (Lessons 1–5)**

Remind children that a story is made up of events that happen in a certain order. *As you read, think about the important parts of the story and what happens first, next, and last.*

- Use the **Intervention Reader** *Can Rob Hop?* *As we look at the pictures and read the words, let's pay attention to what happens first, next, and last.*
- Read aloud pages 2 and 3. *As I look at the pictures and read the words, I see three rabbits hopping and one who is not. That must be Rob. Rob cannot hop. Who hops first? (Mom)*
- Read aloud pages 4 and 5. *Who hops next? (Dad) Who hops after Dad? (Dot)*
- Read aloud pages 6 and 7. *Look at the picture on page 6. How do you think Rob feels? (He wishes he could hop. He looks a little unsure.) What does Rob do next? (He hops.)*
- Read aloud page 8. *What happens at the end of the story? (Rob hops.)*

#### **Retell (Lessons 6–10)**

**Take a Step Back: Sequence of Events** Remind children that the events in a story happen in a certain order.

- Read pages 2 and 3 in the **Intervention Reader** *It Is Hot!* *As I look at the pictures and read the words, I see the first thing that happens is that Mom and Dot are at the beach. They are hot.*
- Read aloud pages 4 and 5. *What happens next? (Rick stays cool by laying in the sand. Mom and Dot fan themselves to get cool.)*
- Read aloud pages 6 and 7. *Now I see Mom and Dot are still hot. What do Mom and Dot do next?*

*(They lick ice cream.)*

- Read aloud page 8. *What happens last in the story? (Mom and Dot are not hot.)*
- Tell children that to retell a story, they tell the events in the order in which they happened. *When you retell a story, you explain the events and details in your own words.* Help children use the events in order to retell *It Is Hot!*

#### **Draw Conclusions (Lessons 11–15)**

**Take a Step Back: Identify Character** Remind children that a character is a person or animal in a story that does the action. Sometimes the author gives clues in the pictures or words to help you figure out how the character feels or why the character acts in a certain way.

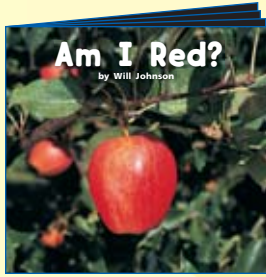
- Read pages 2 and 3 in the **Intervention Reader** *Lad*. Identify the characters in the story. *As I look at the pictures and read the words, I see that the characters in the story are Lad and Kim. What can Kim do? (play) What is Lad's problem? (Lad wants to play. Kim does not have time to play with Lad.)*
- Read aloud pages 4 and 5. *I think Lad might be waiting for Kim to play. I can use picture clues to help me draw a conclusion. What conclusion can you make? (Lad looks like he is waiting. He is holding his ball as he naps.)*
- Read aloud pages 6 and 7. *Is Lad happy to see Kim? (yes) Do you think Kim is ready to play with Lad now? (yes)*
- Read aloud page 8. *What happens last in the story? (Kim and Lad play.) Do you think Kim and Lad like to play? How do you know? (Kim lets Lad know in the beginning of the story that she can't play. Lad waits inside. When Kim comes in, she and Lad play. They look happy when they are playing.)*

**IWB** Online Comprehension Lessons:  
Sequence; Draw Conclusions

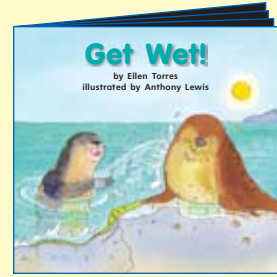
#### **Self-Selected Reading**

Provide books for children to read during independent reading time or to take home for additional practice. Guide children to identify sequence of events, retell the stories, and draw conclusions.





Intervention Reader 10



Intervention Reader 11

**Working with Words**

- **Phonemic Awareness**
- **Phonics**

**Words to Know**

- **High-Frequency Words**
- **Concept Words**
- **Build Fluency**

**Time to Read**

- **Intervention Readers**
- **Comprehension**
- **Write**

**Language Arts**

- **Grammar**
- **Writing**

**Assessment**

- **Informal**
- **Formal**

**Week 1, Lessons 1–5**

**Phonemic Awareness**

- Phoneme Isolation
- Phoneme Blending and Deletion

**Phonics**

- Initial and Medial /e/e

**High-Frequency Words**

- *do*
- Bonus Word: *has*

**Concept Words**

- Color Words

**Fluency**

- Letter, Sound, and Word Fluency; Connected Text

**Read**

- *Am I Red?*

**Strategy:** Ask Questions

**Skill:** Classify and Categorize

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

- Pronouns

**Writing**

- Shared Writing: List of Questions
- Interactive Writing: Sentences
- Independent Writing: Questions and Answers



Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

**Week 2, Lessons 6–10**

**Phonemic Awareness**

- Phoneme Isolation
- Phoneme Blending and Deletion

**Phonics**

- Initial and Final /g/g
- Initial /w/w

**High-Frequency Words**

- *said*
- Bonus Word: *with*

**Concept Words**

- Movement

**Fluency**

- Letter, Sound, and Word Fluency; Connected Text

**Read**

- *Get Wet!*

**Strategy:** Ask Questions

**Skill:** Compare and Contrast

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

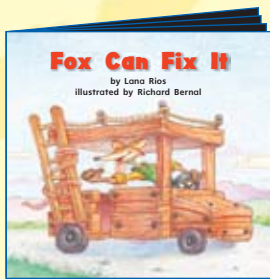
- Pronouns

**Writing**

- Shared Writing: List
- Interactive Writing: Sentences
- Independent Writing: Descriptive Sentences



Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension



Intervention Reader 12

### Week 3, Lessons 11–15

#### Phonemic Awareness

- Phoneme Isolation
- Phoneme Blending and Addition

#### Phonics

- Final /ks/x
- Initial /v/v

#### High-Frequency Words

- *here*
- Bonus Word: *my*

#### Concept Words

- Fruits and Vegetables

#### Fluency

- Letter, Sound, and Word Fluency; Connected Text

#### Read

- *Fox Can Fix It*

**Strategy:** Ask Questions

**Skill:** Distinguish Between Fantasy and Reality

#### Daily Writing Prompts

Handwriting, Dictation, Story Response

#### Grammar

- Pronouns

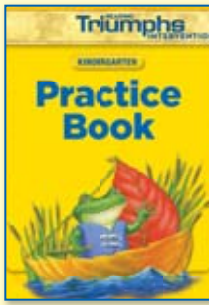
#### Writing

- Shared Writing: List
- Interactive Writing: Sentences
- Independent Writing: Stories

**Quick Check** Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

- **Unit Assessment, Assessment Book pp. 120–131**





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 149–150
- Large Letter Cards: *a, b, d, i, k, l, o, r*
- Large Sound-Spelling Card: *Egg*
- Photo Cards: *apple, blue, bowl, butter, elbow, elevator, exit, lemon, nest, plate, rose, ruby, star, water, yellow*
- Word Card: *do, has*
- Sound-Spelling WorkBoards
- hand puppet
- self-stick notes
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Isolate initial phoneme /e/

Read aloud the following rhyme.

Every morning Ed goes out  
To get a brown egg or two.  
No eggs in the red hen's nest!  
Now what will Ed do?

- I Do**
- Use the puppet to show children how to isolate the first sound in a word.
  - Listen to the name *Ed*: /eed/. The name *Ed* begins with the /e/ sound. The first sound in *Ed* is /e/. What's the sound?

- We Do**
- Reread line 1 of the rhyme. The word *every* also begins with the /e/ sound. Let's say the word together: *every*. Let's say the first sound: /e/.
  - Continue with lines 2, 3, and 4 of the rhyme.

**You Do** Read line 2 of the rhyme. What is the first sound in the word *egg*? Repeat with the word *Ed*.

**ELL** Tell children that the vocal cords inside their throats will move when they say /e/. Have children gently place their hands on their throats and make the /e/ sound. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say the sound /e/ and have children repeat it. The word *egg* begins with /e/. Let's say the sound and the word together: /e/, *egg*. Listen to the word I say: *egg*. What is the first sound you hear?

#### Quick Check

Can children isolate the initial phoneme /e/? If not, use Additional Instruction, pp. 338–341.

### ▶ Phonics

**Objective** Identify initial /e/

**Review** Show **Large Letter Cards** as children say each sound: *l, k, o, b, r, i, d, a*. Mix and repeat.

- I Do**
- Display the *Egg Sound-Spelling Card*.
  - Point to the letter. This is capital *E*. This is lowercase *e*. The letter *e* stands for the /e/ sound in *egg*.
  - Listen for the /e/ sound as I say the word: *egg*.
  - Then display **Photo Card** *exit*. Place a self-stick note with a lowercase *e* written on it on the picture of the exit.
  - This is an *exit* sign. It begins with the /e/ sound. Listen for the /e/ sound as I say the word: *exit*.
  - Repeat with **Photo Cards** *elbow* and *elevator*.

- We Do**
- Write the words with initial /e/ from the rhyme on the board: *every, Ed, egg*.
  - Read the first line and point to the letter *e* in *every*. The *e* in *every* stands for the /e/ sound. Say the sound and word with me: /e/, *every*.
  - Continue with *Ed* and *egg*.

- You Do**
- Point to the name *Ed* and read it with children.
  - Ask a child to circle the letter that stands for the /e/ sound in *Ed* and say /e/.
  - Continue until children have circled the letter and said the /e/ sound for each word.

**IWB** Online Phonics Lessons: Short e

### CORRECTIVE FEEDBACK

Write *egg*. Draw a line under *e*. This is the letter *e*. Say the name of the letter with me: *e*. The letter *e* stands for the /e/ sound at the beginning of the word *egg*. Say the sound as I point to the letter.



**Quick Check**

Can children identify /e/ spelled *Ee*? If not, use **Additional Instruction**, pp. 338–341.

## Words to Know

### ► High-Frequency Word: *do*

**Objective** Read high-frequency words

- Display **Word Card** *do* in the pocket chart.
- Point to the word *do*. *This is the word do. It is spelled d-o. Do you like eggs? What's the word?*
- Have children chorally **read** and **spell** the word *do* with you as you point to it.
- Have them **write** *do* on their **WorkBoards**.
- Write this question: *Do you like \_\_\_\_\_?* Read it with children. Have each child finish the question. Write the questions on the board.
- Introduce children to bonus word *has* and have them read, spell, and write it. Have them finish the sentence: *He has \_\_\_\_\_.*

### CORRECTIVE FEEDBACK

Point to and say *do*. *The word is do. Point to the word and say it with me: do. What is the first sound in the word? What is the first letter? What's the word?*

**Quick Check**

Can children read *do*? If not, use **Additional Instruction**, pp. 338–341.

### ► Concept Words: Colors

**Objective** Develop oral vocabulary

- Reread the rhyme with children. Have children identify color words in the rhyme. *What color is Ed's hen? What color eggs was Ed looking for?*
- Display **Photo Card** *blue*. *What is this color?* Place **Photo Card** at the top of the pocket chart. Continue with **Photo Cards** *yellow* and *ruby*.
- Distribute **Photo Cards** *apple, lemon, nest, bowl, plate, star, rose, water, butter*. Have children tell the color of the object on their **Photo Card**.
- Have children place their **Photo Card** under the correct color in the pocket chart.

### CORRECTIVE FEEDBACK

Point to a red pen. *This pen is red.* Point to an object with a different color. *What color is this?*

**Quick Check**

Can children use and understand color words? If not, use **Additional Instruction**, pp. 338–341.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Reread the **Take-Home Book** from the previous week with children.
- Then have children whisper-read the **Take-Home Book** independently. Offer guidance as necessary.
- Remind children that they can use what they know and what they read to draw conclusions about the story.

Tell children to read the story to their family.

See **Practice Book** pages 149–150.

### ► Response

Ask children to respond to the **Take-Home Book** by talking about what they liked best about the story.

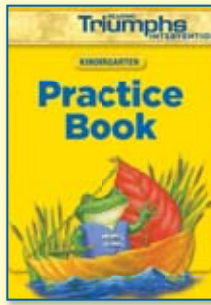
### ► Write

**Objective** Write *Ee*

- Display the **Egg Sound-Spelling Card**.
- Model how to write *Ee* by tracing both forms of the letter with your finger.
- Write the letter *Ee* on the board.
- Have children take turns tracing *Ee* with their fingers on the **Egg Sound-Spelling Card**.
- Have children say the sound /e/ as they write the letter *Ee* several times.

**Dictation** *Write the letter that I say on your Sound-Spelling WorkBoards: capital e. Now write lowercase e. Repeat with letters m, f, and s. Write the letter for the sound I say: /e/. Repeat with /b/, /a/, /o/, /i/, /l/, and /r/. Provide immediate feedback.*

See Handwriting pages T8–T11.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 151–152, 200
- Photo Cards: *jet, net, pen, web*
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, E, e, f, i, k, o, r, t*
- Large Sound-Spelling Card: *Egg*
- Word Cards: *do, has, this, what, you*

- Letter Tiles: *e, p, t*
- markers or counters
- self-stick notes
- pocket chart

## Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate medial phoneme /e/

Read aloud the following rhyme.

Every morning Ed goes out  
To get a brown egg or two.  
No eggs in the red hen's nest!  
Now what will Ed do?

- I Do**
- Today we are going to listen for the /e/ sound when it comes in the middle of a word.
  - Reread the rhyme, emphasizing *red*. You can hear the /e/ sound in the middle of the word *red*: /r/ /eee/ /d/.
  - Repeat with *get, hen, and nest*.

- We Do**
- Say *get* with children. What sound do you hear in the middle of *get*? Let's say the sound: /e/.
  - Display **Photo Card** *jet*. Let's say this word together: *jet*. Listen to the sounds in this word: /j/ /e/ /t/. What sound do we hear in the middle of *jet*? Say the /e/ sound with me: /e/.
  - Repeat with **Photo Cards** *net, pen, and web*.

- You Do**
- Display **Photo Cards**, *jet, net, pen, web*.
  - Have children say the word that names each picture. Then have them say the sound they hear in the middle of the word.

**ELL** Children whose native language does not have a sound-symbol match for /e/e may need more practice with pronouncing /e/. Say words with medial /e/ several times for children to repeat. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Display the sound boxes on the **Sound-Spelling WorkBoard**. Say *hen* and have children repeat. The sound in the middle of *hen* is /e/. Place a marker in the

middle box. Let's say the word and the sound: *hen, /e/*. What sound do you hear in the middle of *hen*?

### Quick Check

Can children isolate the medial phoneme /e/? If not, use Additional Instruction, pp. 338–341.

### ► Phonics

**Objective** Identify medial /e/e

**Review** Show **Large letter Cards** as children say each sound: *c, d, r, b, t, i, k, f, a, o, e*. Mix and repeat.

- I Do**
- Display the *Egg* **Sound-Spelling Card**.
  - Point to the letter *e*. The name of this letter is *e*. The letter *e* stands for the /e/ sound in the middle of *bed*.
  - Listen for /e/ as I say the word: /beeed/, *bed*.
  - Then display **Photo Card** *pen*. Place a self-stick note with a lowercase *e* written on it below the pen. This is a pen. It has the /e/ sound in the middle of the word. Listen for the /e/ sound as I say the word again: /peeennn/, *pen*.
  - Repeat with **Photo Card** *net*.

- We Do**
- Write the word *pet* on the board. The *e* in the middle of *pet* stands for the /e/ sound. Say the sound as I point to the letter.
  - Repeat with *Ted, men, and den*.
  - Then have children say the words with you again and circle the letter that stands for the /e/ sound.

- You Do**
- Write these words on the board: *ten, met, red, set*.
  - Point to *ten* and read it aloud with children.
  - Ask a child to circle the letter that stands for the /e/ sound in *ten* and say /e/.
  - Continue until children have circled and identified the letter *e* and sound /e/ in each word.
  - Then have children write the letter *e* several times as they say /e/.

**IWB** Online Phonics Lessons: Short e

**CORRECTIVE FEEDBACK**

Display the sound boxes and place **Letter Tiles** *p*, *e*, *t* in them. The word *pet* has the /e/ sound in the middle. Let's say the word and the sound together: *pet*, /e/. What is the sound in the middle of the word?

**Quick Check**

Can children identify medial e in a word? If not, use Additional Instruction, pp. 338–341.

**Words to Know**

► **High-Frequency Word: do**

**Objective** Read high-frequency words

- Display **Word Card** *do* in the pocket chart. This word is *do*. Do you like to draw?
- Have children repeat with you: *do*.
- Have children take turns using *do* in a sentence.
- Display **Word Cards** *what*, *you*, *do*, and *this* in the pocket chart. Have a child point to the word *do*. Then have children identify the other three words.
- Have children read, spell, and write the bonus word *has*.

**CORRECTIVE FEEDBACK**

Point to and say *do*. The word is *do*. It is spelled *d-o*. Point to the word and say it with me: *do*. What's the word? Place **Word Cards** *you*, *do*, and *this* on a table. Have each child identify and say the word *do*.

**Quick Check**

Can children read *do*? If not, use Additional Instruction, pp. 338–341.

► **Concept Words: Colors**

**Objective** Develop oral vocabulary

- Review with children the color words they talked about last time: *red*, *blue*, and *yellow*.
- **What are your favorite colors?** List children's favorite colors on the board. Place tally marks by those colors that are repeated. Add up the tally marks to determine if there is a clear favorite.

- Play a game of "I Spy" using color words. Begin with an example. I spy something that hangs from a pole and is *red*, *white*, and *blue*. What is it? Play until each child has a turn being the spy.

See *Color Words* at the back of the **Practice Book**.

**Time to Read**

► **Read Take-Home Book**

**Objective** Read connected text

**Before Reading** Preview the story by reading aloud the title. What do you think the story will be about?

**During Reading** Read the story together.

- **Choral Reading** Guide children to read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story. Listen while children read, offering guidance as necessary.

**After Reading** Explain that by noticing how things in a story can be grouped can sometimes help you better understand what you are reading. The cat and hen are both animals. We can group them as animals.

See **Practice Book** pages 151–152.

► **Write**

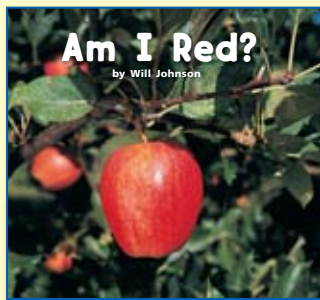
**Objective** Write *Ee*

- Write both forms of the letter *Ee* on the board.
- Model how to write *Ee* by tracing the letter with your finger.
- Have children use their fingers to trace *Ee* on the **Letter Cards**.
- Have children say the sound /e/ as they write the letter *Ee* several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: *e*. Repeat with letters *k*, *o*, and *r*. Write the letter for the sound I say: /e/. Repeat with /l/, /a/, /o/, /i/, /d/, and /b/. Provide immediate feedback.

See Handwriting pages T8–T11.





Intervention Reader 10

## Materials

- Intervention Reader 10: *Am I Red?*
- Practice Book pp. 153, 154
- Sound-Spelling WorkBoards
- Letter Cards: *a, b, d, e, f, h, i, k, l, n, o, r, s, t*
- Photo Cards: *net, pen*
- Word Card: *do, has*
- markers or counters
- pocket chart

## Working with Words

### ► Phonemic Awareness

**Objective** Orally blend sounds

Read aloud the following rhyme.

Every morning Ed goes out  
To get a brown egg or two.  
No eggs in the red hen's nest!  
Now what will Ed do?

- I Do**
- Use the sound boxes on the **Sound-Spelling WorkBoard**.
  - Listen to these sounds: /e/ /g/. I have two markers to stand for the two sounds. Listen as I blend the sounds together to say the word: /eeeg/, *egg*.
  - Repeat with *Ed, red, hen*, and *get*.

- We Do**
- Listen to these three sounds: /s/ /e/ /t/. Say the sounds with me: /s/ /e/ /t/. I will use three markers to show the three sounds.
  - Now blend the sounds with me: /ssseet/, *set*.
  - Continue with *web, pen*, and *ten*.

- You Do**
- Say the word *hen*. How many sounds do you hear? Have children place three markers on the sound boxes.
  - Ask children to blend the sounds to say the word: /heennn/, *hen*.
  - Then have children use the markers and the sound boxes to blend the following sounds: /r/ /e/ /d/, *red*; /m/ /e/ /n/, *men*; /t/ /e/ /n/, *ten*.

### CORRECTIVE FEEDBACK

Say the word *men* and have children repeat. Listen to the three sounds in *men*: /m/ /e/ /n/. Say them with me. Now blend the sounds. What's the word?

### Quick Check

Can children blend phonemes in words? If not, use **Additional Instruction**, pp. 338–341.

### ► Phonics

**Objective** Blend words with /e/e

**Review** Show these **Large Letter Cards** as children say each sound: *k, l, o, b, r, i, d, f, a, e*. Mix and repeat.

- I Do**
- Display **Letter Cards** *r, e, d* to make the word *red*. Have the puppet model blending sounds to say words.
  - This is the letter *r*. It stands for the /r/ sound. Have the puppet repeat with letters *e* and *d*. Point to each letter as you say its sound again.
  - Listen as the puppet blends these sounds to say the word: /rrreed/, *red*. What's the word?
  - Repeat with *bet, bed, set*, and *hen*.

- We Do**
- Display **Photo Card** *net*.
  - Write *net* on the board and point to each letter. There are three sounds in this word. Say the sounds with me: /n/ /e/ /t/.
  - Let's blend the sounds to say the word: /nnneet/, *net*.
  - Repeat with **Photo Card** *pen*.

- You Do**
- Write each of the following words on the board: *Ned, red, net, pet*.
  - Have children say the three sounds in each word and then blend them.
  - Have children identify the middle sound and letter.

See **Practice Book** page 153.

## Words to Know

### ► High-Frequency Word: *do*

**Objective** Review high-frequency words

- Display **Word Card** *do* in the pocket chart. *What word is this? I can do exercises.*
- Have children **read, spell, and write** the word *do* and use it in a sentence.
- Read the sentence starter: *I can do \_\_\_\_\_*. Have a child dictate an ending to the sentence. Then have each child dictate his or her own sentence.
- Afterward have each child circle the word *do* in his or her sentence.
- Have them read, spell, write the bonus word *has*.

See **Practice Book** page 154.

### ► Oral Vocabulary: *Decide and Observe*

**Objective** Develop oral vocabulary

**Define** The story you will read today asks a question. You must decide what the answer to this question is. *Decide* means to make up your mind, or to choose. Say the word with me: *decide*.

**Example** *I had to decide what to eat for lunch today. I decided to have a sandwich because I had yogurt yesterday.*

**Ask** Which dessert would you decide to eat: a banana or a cookie? Why?

**Define** You will be able to answer the story question if you observe what is in the photograph. When you *observe* something, you look at it closely. Say the word with me: *observe*.

**Example** *In springtime, I like to observe butterflies in my flower garden.*

**Ask** Where would you go to observe frogs: to a supermarket or to a pond?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *Ed, net, pet, men, pen, hen, red, led, met*. Blend the sounds as you read the list aloud. Then reread each word and have children echo-read. Have children practice reading the word list throughout the week.

## Time to Read

### ► Read *Am I Red?*

**Objective** Ask questions: Classify and categorize

**Before Reading** Have children describe the cover. Read the title together.

- Explain to children that today they will put the objects in the book into color groups.
- Help children set a purpose for reading by talking about the question in the title. *What red things do you think you might see?*

**During Reading** Guide children through the story. Ask the following questions as you read:

- After page 3: *Is an apple always red? What color is a banana?* After page 5: *What toy is red? What color is the tricycle?* After page 7: *What animal is red? What color is the cat?*

**After Reading** Explain to children that this text answers a question: What is red? *What things are red? What things are not red?* After children name items in both categories, talk about other ways things in the book can be grouped.

**ELL** Children can share information using non-verbal cues when they are not able to do so verbally. Have them use pantomime. For more support, see pages T6–T7.

### ► Comprehension Check: **Text Evidence**

**Retell** Have children use text evidence and what they learn from the photographs to **retell** the book.

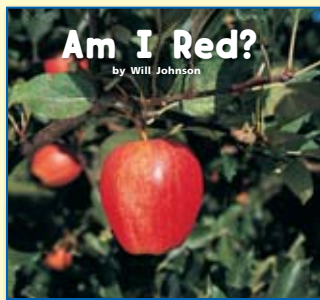
### ► Write

**Objective** Write a sentence

Have children draw and color a picture of something that is red. Have them label the picture with the sentence *I am red*.

**Dictation** Write these letters on your **Sound-Spelling WorkBoards**: *b, e, r, d, o, l, k, h*. Now write this word: *red*. You may need to say one sound at a time as children write each letter in the word. Now write this sentence: *The hen is red*. Provide feedback.

See the Shared Writing lesson on page 337.



Intervention Reader 10

## Materials

- Intervention Reader 10: *Am I Red?*
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, d, e, i, k, l, o, r, t*
- Letter Tiles: *d, e, h, l, m, N, n, p, r, s, t*
- Word Cards: *and, are, do, has, what, you*
- hand puppet
- pocket chart

## Working with Words

### ► Phonemic Awareness

#### Objective Phoneme deletion

Read the rhyme. Read it again with children.

Every morning Ed goes out  
To get a brown egg or two.  
No eggs in the red hen's nest!  
Now what will Ed do?

- I Do**
- Tell children that the puppet is going to take away a sound from a word to make a new word.
  - The puppet will say *fed*, /f/ /ed/.
  - Then have the puppet say: *What happens when I take away the /f/ from fed? I have /ed/, Ed.*
  - Repeat with the words *red* and *bed*, deleting the first sound of each word to make the name *Ed*.

- We Do**
- Tell children that the puppet is going to say some more words, take away a sound, and ask them to say the new word.
  - Have the puppet say /m/ /at/, *mat*. Have children repeat the sounds and the word with the puppet. Then have the puppet say: *Mat without /m/ is at.* Have children do the same.
  - *When we take the /m/ away from mat, we have at. Let's say the new word together: at.*
  - Repeat with *fat* without /f/ and *Nat* without /n/.

- You Do**
- Tell children that they will take away the sound on their own and say the new word. Have the puppet segment and blend *sit*: /s/ /it/, *sit*.
  - Have children repeat the sounds and say the word. Ask: *What's sit without /s/?*
  - Repeat with *pit* without /p/, and *lit* without /l/.

### CORRECTIVE FEEDBACK

Say tin. The word is *tin*, /t/ /in/. What word do we get when we take away the /t/?

#### Quick Check

Can children delete phonemes to make new words? If not, use Additional Instruction, pp. 338–341.

### ► Phonics

#### Objective Blend words with /e/e

**Review** Show these **Large Letter Cards** as children say each sound: *e, k, l, o, t, r, d, a, i*. Mix and repeat.

- I Do**
- Place **Letter Tiles** *m, e, n* in the sound boxes.
  - Point to each letter. *The letter m stands for /m/. The letter e stands for /e/. The letter n stands for /n/. Listen as I blend these sounds: /mmmeennn/, men.*
  - Place **Letter Tiles** *p, e, n* in the sound boxes and follow the same routine. Repeat with *pet, let, ten*.

- We Do**
- Place **Letter Tiles** *h, e, n* in the sound boxes.
  - *Let's say the sound each letter stands for: /h/ /e/ /n/. Say the sounds again with me: /h/ /e/ /n/.*
  - *Let's blend the sounds: /heeennn/, hen.*
  - Repeat with **Letter Tiles** *N, e, d* in the sound boxes.
  - Repeat with *den* and *set*.

- You Do**
- Place **Letter Tiles** *r, e, d* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word.
  - Have children repeat with *pen, men, met, and led*.
- See More Word Work lesson on page 336.

### CORRECTIVE FEEDBACK

Write *bed*. Say the word and have children repeat. Point to each letter and say its sound: /b/ /e/ /d/. Have children repeat. Blend the sounds /beeed/ and have children repeat. *What's the word?*



**Quick Check**

Can children blend phonemes to read words? If not, use **Additional Instruction**, pp. 338–341.

## Words to Know

### ► High-Frequency Words: *and, are, do, what, you*

**Objective** Review high-frequency words

- Display **Word Card** *do* in the pocket chart. *What word is this? I do chores at home.*
- Have children **read, spell, and write** the word *do*.
- Display **Word Cards** *and, are, do, what, and you* in the pocket chart. Read the words with children.
- Have children answer these questions about the words: *Which two words begin with the same letter? Which word has four letters? Which two words rhyme? Which words have three letters?*
- Have them read, spell, write the bonus word *has*.

### ► Oral Vocabulary: *Decide and Observe*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they read last time, *Am I Red?* *In the text, we learned about things that are red and things that are not red. We decided if the hen is red or not. When you decide, you make up your mind. Did you decide that the hen on the last page of the story is red or not red?* Remind children that to answer the question *Am I red?* they have to *observe*, or look closely at, the photograph. *What did you observe about the color of the hen?*

**Connect** Have children observe objects in the classroom and tell the color of the objects.

**ELL** Remind children of expressions they can use to ask for assistance, such as *I don't understand. Can you repeat that?* For more support, see pages T6–T7.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write: *Ed, fed, bed, bet, pet, met, let, net, pen, ten*. Then reread each word and have children blend the sounds after you. Then say the words in random order. Have children point to the word you say.

## Time to Read

### ► Read *Am I Red?*

**Objective** Ask questions: Classify and categorize

**Before Reading** Have children read the title of the story with you.

**During Reading** Have children do a choral reading with you. Ask the following questions as you read:

- After page 3: *Can a banana ever be red? Can an apple ever be yellow?* After page 5: *Is a wagon always red?* After page 7: *How is the bird different from the cat?*

**After Reading** Remind children that this book puts into groups things that are red and things that are not red. *Let's group the things that are red in this book. Let's group the animals in the book together.*

#### **CORRECTIVE FEEDBACK**

We can also group things that you ride on. Which two things are in that group?

**Quick Check**

Do children understand how to classify and categorize information? If not use **Additional Instruction**, pp. 338–341.

### ► Build Fluency: Connected Text

**Objective** Model fluent reading

**Echo-Read** Read *Am I Red?* and ask children to read each page after you. Have them read at the same speed and with the same expression that you use. Model and provide feedback as needed.

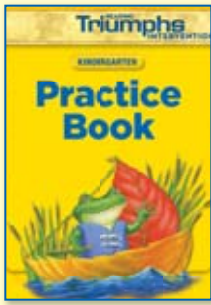
### ► Write

**Objective** Write sentences

Have children draw and color a picture of something they see in the classroom. Have them write *I am red* or *I am not red* under the picture to tell about it.

**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards**: *r, h, e, p, l, m, n, o, a, t*. Now write the word that I say: *hen*. Repeat with the word *net*. Now write this sentence: *The hen is wet*. Provide immediate feedback.

See Grammar and Interactive Writing lessons on pages 336–337.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 155–156
- Intervention Reader 10: *Am I Red?*
- Listening Library
- Sound-Spelling WorkBoards
- Letter Tiles: *A, a, B, b, d, e, f, h, i, l, m, n, P, p, r, s, t*
- Word Cards: *and, do, has, is, this, what, you*
- markers or counters
- index cards
- pocket chart

### Online Resources

- Bibliography

## Working with Words

### ► Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the following rhyme. Then read it again, and ask children to chime in with you.

Every morning Ed goes out  
To get a brown egg or two.  
No eggs in the red hen's nest!  
Now what will Ed do?

- I Do**
- Tell children you will blend sounds using the sound boxes on the **Sound-Spelling WorkBoard**.
  - Listen to the following sounds: /r/ /e/ /d/. I have three markers to stand for the three sounds: /r/ /e/ /d/. Listen as I blend the sounds together: /rrreed/, *red*.
  - When I blend the sounds quickly, I say the word *red*. As you say the sounds, run your fingers across the three boxes.
  - Repeat with *hen, met, and jet*.

- We Do**
- Tell children you will blend more sounds to make words.
  - Listen to the three sounds: /n/ /e/ /t/. Say the sounds with me: /n/ /e/ /t/. I will use three markers to show the three sounds.
  - Let's blend the sounds to make a word: /nnneet/, *net*.
  - Continue with *pet, hot, sit, and cat*.

- You Do**
- Say the sounds /p/ /e/ /n/. How many sounds do you hear? Have children place three markers in the sound boxes.
  - Then ask children to blend the sounds to say the word: /peeennn/, *pen*.

- Then have children use the markers and the sound boxes to blend the following sounds: /b/ /e/ /d/, *bed*; /h/ /o/ /p/, *hop*; /f/ /i/ /n/, *fin*; /m/ /a/ /d/, *mad*.

### ► Phonics

#### Objective Blend words with /e/e

- I Do**
- Place **Letter Tiles** *m, e, t* in the sound boxes on the **Sound-Spelling WorkBoard**.
  - Point to each letter. The letter *m* stands for /m/. The letter *e* stands for /e/. The letter *t* stands for /t/. Listen as I blend these sounds: /mmmeet/, *met*. The word is *met*.
  - Place **Letter Tiles** *p, e, t* in the sound boxes and follow the same procedure. Continue with *pen* and *men*.
- We Do**
- Place **Letter Tiles** *s, e, t* in the sound boxes.
  - Let's say the sound each letter stands for: /s/ /e/ /t/.
  - Now let's blend the sounds: /ssseet/, *set*. What's the word?
  - Place **Letter Tiles** *r, e, d* in the sound boxes and repeat.
  - Continue with the words *net* and *fed*.

- You Do**
- Place **Letter Tiles** *p, e, n* in the sound boxes
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word. What's the word?
  - Have children repeat with **Letter Tiles** *h, e, n*; *B, e, n*; *l, e, t*; *m, e, t*; and *l, e, d*.

## Words to Know

### ► High-Frequency Words: *and, do, is, this, what, you*

#### Objective Review high-frequency words

- Write one high-frequency word on each of the index cards: *and, do, is, this, what, you*.

- Display **Word Cards** *and, do, is, this, what, you*.
- Have children read the words with you.
- Place **Word Cards** and index cards face down.
- Play a matching game. Turn over one card and read it aloud. Have children echo-read the word.
- Tell children you will try to find the match for the card by turning over another card. Read the second card.
- If it is a match, place the **Word Card** in the pocket chart with the index card next to or behind it.
- If it is not a match, turn the cards back over in their spot. Tell children it is time for someone else to have a turn. Repeat until all the matches are found.
- Save the index cards for future lessons.
- Have them read, spell, write the bonus word *has*.

### ► Oral Vocabulary: *Decide and Observe*

**Objective** Develop oral vocabulary

**Confirm** Review the words *decide* and *observe* with children. Remind children that to *decide* means to make up your mind or to choose. *Observe* means to see or look closely.

**Discuss** Ask children to finish the following: *When I get up each morning I must decide \_\_\_\_\_. Each morning I observe \_\_\_\_\_.*

**Connect** Describe a time when you had to decide what birthday gift to give a friend or family member. How did you finally decide what to give? What did you observe when he or she opened the gift?

**ELL** Elaborate on a child's response or state the response in another way in order to more fully develop children's oral language proficiency. For more support, see pages T6–T7.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list: *Ed, red, hen, pet, pen, men, ten, let*. Then reread each word and have children blend the sounds after you.
- **Connected Text** Have children review the **Intervention Reader** *Am I Red?* using the **Listening Library** audio selection. Then have them read the story. Circulate and listen in.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**During Reading** Read the story together.

- **Echo-Read** Guide children to echo-read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story.
- Have children point to the high-frequency word *do* in the text.

See **Practice Book** pages 155–156.

### ► Build Fluency: Connected Text

**Objective** Develop fluency through repeated readings

**Partner Reading** Have pairs of children take turns reading aloud the **Take-Home Book** to each other. Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate.

### ► Write

**Objective** Practice writing words

- Have children use **Letter Tiles** to make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Letter Tiles** as a guide.

**Dictation** Write these letters on your **Sound-Spelling WorkBoards**: *n, e, s, r, h, p, t, b, d, m, i*. Now write this word: *pen*. Repeat with the word *red*. Now write this sentence: *The pen is red*. Provide immediate feedback.

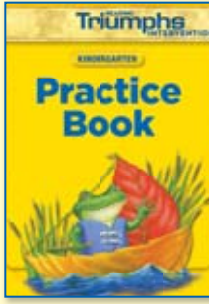
### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

See Independent Writing and Concepts of Print lessons on page 337.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 155–156
- Large Letter Cards: *b, d, e, g, i, k, l, o, r*
- Large Sound-Spelling Card: *Guitar*
- Photo Cards: *gate, girl, goat*
- Word Card: *said, with*
- Sound-Spelling WorkBoards

- hand puppet
- self-stick notes
- pocket chart

## Online Resources

- **IWB** **Interactive White Board** Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Isolate initial phoneme /g/

Read aloud the following rhyme.

“Play tag with me,” said the goose to the pig.  
“Get ready, get set, and go!”  
“I will win this game,” giggled the pig,  
“Goose waddles and she’s too slow.”

- I Do**
- Use the puppet to show children how to isolate the first sound in a word.
  - Listen to the word *get*: /g-g-get/. The word *get* begins with the /g/ sound. The first sound in *get* is /g/. What’s the sound?

- We Do**
- Read line 1 of the rhyme again. The word *goose* begins with the /g/ sound. Let’s say the word: *goose*. Let’s say the first sound in *goose*: /g/.
  - Repeat with *go, game, and giggled*.

- You Do**
- Read line 1 of the rhyme to children. What is the first sound you hear in the word *goose*?
  - Continue with lines 2, 3, and 4 of the rhyme.

**ELL** The sound /g/ is articulated in the throat. Have children touch their throats as they say *give, get,* and *good*. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say the sound /g/ and have children repeat it. The word *go* begins with /g/. Let’s say the sound and the word together: /g/, *go*. Listen to the word I say: *goose*. What is the first sound you hear?

#### Quick Check

Can children isolate the initial phoneme /g/? If not, use Additional Instruction, pp. 338–341.

### ▶ Phonics

**Objective** Identify initial /g/g

**Review** Show each of the following **Large Letter Cards** as children say each sound: *e, k, l, o, b, r, i, d*. Mix the cards and repeat.

- I Do**
- Display the *Guitar* **Sound-Spelling Card**.
  - Point to the letter. This is capital *G*. This is lowercase *g*. The letter *g* stands for the /g/ sound in *guitar*.
  - Listen for the /g/ sound as I say the word: *guitar*.
  - Then display **Photo Card** *goat*. Place a self-stick note with a lowercase *g* written on it on the picture of the goat.
  - This is a *goat*. It begins with the /g/ sound. Listen for the /g/ sound as I say the word again: *goat*.
  - Repeat with **Photo Cards** *girl* and *gate*.

- We Do**
- Write the initial *g*-words from the rhyme on the board.
  - Read line 1 and point to the letter *g* in *goose*. The *g* in *goose* stands for the /g/ sound. Say the sound and word with me: /g/, *goose*.
  - Continue with the words *get, game, and go*.

- You Do**
- Point to the word *goose* and read it aloud with children.
  - Ask a child to circle the letter that stands for the /g/ sound in *goose* and say /g/.
  - Continue until children have circled and identified the letter and sound in each initial *g*-word.

**IWB** **Online Phonics Lessons:** Consonant *Gg*

### CORRECTIVE FEEDBACK

Write *get*. Draw a line under *g*. This is the letter *g*. Say the name of the letter with me: *g*. The letter *g* stands for the /g/ sound at the beginning of the word *get*. Say the sound as I point to the letter.

**Quick Check**

Can children identify /g/ spelled Gg? If not, use Additional Instruction, pp. 338–341.

## Words to Know

### ► High-Frequency Word: *said*

**Objective** Read high-frequency words

- Display **Word Card** *said* in the pocket chart.
- Point to the word *said*. This is the word *said*. It is spelled s-a-i-d. “Let’s play tag,” *said* the goose. What’s the word?
- Have children chorally **read** and **spell** *said* with you as you point to it.
- Have children **write** *said* on their **WorkBoards**.
- Have children take turns finishing this sentence: *Mom said, “It’s time to \_\_\_\_.”* Write the sentences.
- Introduce children to bonus word *with*. Have them read, spell, and write it. Have them finish the sentence: *I take my \_\_\_\_ with me when I go to school.*

**CORRECTIVE FEEDBACK**

Point to and say *said*. The word is *said*. Point to the word and say it with me: *said*. What’s the first sound in the word? What is the first letter in the word? What’s the word?

**Quick Check**

Can children read *said*? If not, use Additional Instruction, pp. 338–341.

### ► Concept Words: Movement Words

**Objective** Develop oral vocabulary

- Reread the rhyme with children. Ask how many children like to play tag. Talk about how the game is played. *What do you do when you play tag?*
- Write the movement word *run* on the board. Read the word with children. Look at the rhyme again and talk about why the pig thinks he will win. *How does the goose move? Why will the pig win?*
- Write the movement word *waddled* on the board. Read the word with children. Ask children to demonstrate running in place and waddling.

- Which movement is faster?
- What other ways can you move?
- Demonstrate the movements *walk, wiggle, jog, and jump*. Encourage children to name each movement and perform it with you. List the words on the board, read them, and have children repeat.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Reread the **Take-Home Book** from the previous week with children.
  - Then have children whisper-read the **Take-Home Book** independently. Listen while children read, offering guidance as necessary.
  - Remind children that classifying, or thinking about how things in the text are alike, can help them to better understand the story.
- Tell children to read the story to their family.

### ► Response

Ask children to respond to the **Take-Home Book** by talking about how things are alike in the text. Have them point out and describe details.

See **Practice Book** pages 155–156.

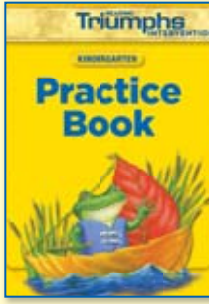
### ► Write

**Objective** Write Gg

- Display the *Guitar Sound-Spelling Card*.
- Model how to write Gg by tracing the letter with your finger.
- Write both forms of the letter Gg on the board.
- Have children take turns tracing Gg with their fingers on the *Guitar Sound-Spelling Card*.
- Have children say the sound /g/ as they write the letter Gg several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: capital g. Now write lowercase g. Repeat with letters k, t, and b. Write the letter for the sound I say: /g/. Repeat with /e/, /l/, and /o/. Provide immediate feedback.

See Handwriting pages T8–T11.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 157–158
- Photo Card: *egg*
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, e, G, g, i, k, l, o, r*
- Large Sound-Spelling Card: *Guitar*
- Word Cards: *do, said, what, with, you*
- markers or counters
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate final phoneme /g/

Display the rhyme and read it aloud.

“Play tag with me,” said the *goose* to the *pig*.  
“Get ready, get set, and go!”  
“I will win this game,” giggled the *pig*,  
“Goose waddles and she’s too slow.”

- I Do**
- Today we are going to listen for the /g/ sound at the end of a word.
  - Reread the rhyme, emphasizing *tag*. You can hear the /g/ sound at the end of *tag*: /t/ /a/ /g/.
  - Repeat the procedure with the word *pig*.

- We Do**
- Say the word *pig* with children. What sound do you hear at the end of *pig*? Let’s say the sound together: /g/.
  - Display **Photo Card** *egg*. Let’s say this word together: *egg*. Listen to the sounds in this word: /e/ /g/. What sound do we hear at the end of *egg*? Say the /g/ sound with me: /g/.

- You Do**
- Display **Photo Card** *egg*.
  - Have children say the word that names the picture. Then have them say the sound they hear at the end of the word.

### CORRECTIVE FEEDBACK

Display the sound boxes on the **Sound-Spelling WorkBoard**. Say the word *pig* and have children repeat. The sound at the end of *pig* is /g/. Place a marker in the last box. Let’s say the word and the sound: *pig*, /g/. What sound is at the end of the word *pig*?

### Quick Check

Can children isolate the final phoneme /g/? If not, use **Additional Instruction**, pp. 338–341.

### ► Phonics

**Objective** Identify final /g/g

**Review** Show each of the following **Large Letter Cards** as children say each sound: *g, e, k, l, o, b, r, i, a*. Mix the cards and repeat.

- I Do**
- Display the *Guitar* **Sound-Spelling Card**.
  - Point to the letter *g*. The name of this letter is *g*. The letter *g* stands for the /g/ sound at the end of *rug*.
  - Listen for the /g/ sound as I say the word again: *rug*. Emphasize the /g/ sound.
  - Then display **Photo Card** *egg*. Place a self-stick note with a lowercase *g* written on it below the egg.
  - This is an *egg*. It has the /g/ sound at the end of the word. Listen for the /g/ sound as I say the word again: *egg*.

- We Do**
- Write the word *tag*. The *g* at the end of *tag* stands for /g/. Say the sound as I point to the letter.
  - Then have children say the word with you again and circle the letter that stands for the final /g/ sound.

- You Do**
- Write the following words: *pig, big, tag, bag*.
  - Point to the word *pig* and read it with children.
  - Ask a child to circle the letter that stands for the /g/ sound in *pig* and say /g/.
  - Continue until children have circled and identified the letter *g* and sound /g/ in each word.
  - Then have children write the letter *g* several times as they say /g/.

**IWB** Online Phonics Lessons: Consonant Gg



## Words to Know

### ► High-Frequency Word: *said*

**Objective** Read high-frequency words

- Display **Word Card** *said* in the pocket chart. *This word is said. Sarah said, "Let's go to the park."*
- Have children repeat with you: *said*.
- Have children take turns using the word *said* in a sentence. Provide this sentence starter: *The teacher said, "\_\_\_\_\_."*
- Display **Word Cards** *said, do, what, and you* in the pocket chart. Ask a child to point to the word *said*. Then have children identify the other three words.
- Have them read, spell, write the bonus word *with*.

### CORRECTIVE FEEDBACK

Point to and say *said*. *The word is said. Point to the word and say it with me: said. What's the word?* Mix **Word Cards** *said, do, what, and you* in the pocket chart. Have children identify and say the word *said*.

### Quick Check

Can children read *said*? If not, use **Additional Instruction**, pp. 338–341.

### ► Concept Words: Movement Words

**Objective** Develop oral vocabulary

- Remind children of some of the movement words they talked about last time, such as *waddle, walk, wiggle, jog, and jump*.
- *What other movements do you do when you exercise?* List words such as *skip, hop, bend, and twist* and say them aloud with children.
- Play "Follow the Leader." Have children take turns being the leader. The leader can call out and demonstrate a movement for the others to follow.

**ELL** Remind children of expressions they can use to request assistance, such as *I don't understand. Can you show me again?* For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Walk across the room. *I am walking. Walk is a movement word. What is another movement word?*

### Quick Check

Can children use movement words? If not, use **Additional Instruction**, pp. 338–341.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**Before Reading** Preview the story by reading the title. *What do you think the story will be about?*

**During Reading** Read the story together.

- Have children track the print as they read.
- Point out the quotation marks. Explain that the words in between the quotation marks are the exact words a character says.
- Focus on the story pattern and changes in punctuation.
- Point out known high-frequency words or words that begin with previously taught letter-sounds.
- **Choral Reading** Guide children to read the story with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story. Listen while children read.

**After Reading** Explain that when we read, it helps to think about how things in the text are alike and how they are different. *Choose two things in the story. Tell how they are alike or different.*

See **Practice Book** pages 157–158.

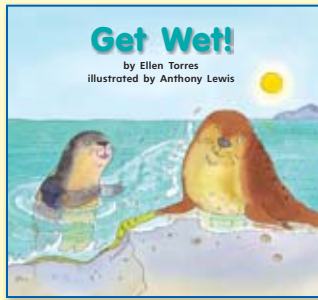
### ► Write

**Objective** Write *Gg*

- Write both forms of the letter *Gg* on the board.
- Model how to write *Gg* by tracing the letter.
- Have children use their finger to trace *Gg* on the **Letter Cards**.
- Have children say the sound /g/ as they write the letter *Gg* several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: *g*. Repeat with letters *e, r,* and *l*. Write the letter for the sound I say: /g/. Repeat with /l/, /o/, and /b/, /a/, /i/, /e/. Provide feedback.

See Handwriting pages T8–T11.



Intervention Reader 11

## Materials

- Intervention Reader 11: *Get Wet!*
- Practice Book pp. 159, 160
- Large Letter Cards: *a, b, e, g, i, k, l, o, r, t, w*
- Large Sound-Spelling Card: *Window*
- Photo Cards: *walrus, watermelon, web, wolf*
- Word Card: *said, with*
- Sound-Spelling WorkBoards

- pocket chart
- self-stick notes

## Online Resources

- **IWB** **Interactive White Board** Phonics and Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /w/

Read aloud the following rhyme.

“Play tag with me,” said the goose to the pig.  
“Get ready, get set, and go!”  
“I will win this game,” giggled the pig,  
“Goose waddles and she’s too slow.”

**I Do** Today we are going to listen for the /w/ sound at the beginning of a word. Listen to the word *win*: /w-w-win/. The word *win* begins with the /w/ sound. The first sound in *win* is /w/. What’s the sound?

**We Do** ■ Reread line 1 of the rhyme. The word *with* begins with the /w/ sound. Let’s say the word together: *with*. Let’s say the first sound in *with*: /w/.  
■ Repeat with the words *will, win, and waddles*.

**You Do** ■ Read line 3 of the rhyme to children. What is the first sound you hear in the word *will*?  
■ Continue in the same manner with *win* in line 3 and *waddles* in line 4.

### CORRECTIVE FEEDBACK

Say the sound /w/ and have children repeat it. The word *win* begins with /w/. Let’s say the sound and the word together: /w/, *win*. Listen to the word I say: *win*. What is the first sound you hear?

### Quick Check

Can children isolate the initial phoneme /w/? If not, use Additional Instruction, pp. 338–341.

### ► Phonics

**Objective** Identify initial /w/w

**Review** Show each of the following **Large Letter Cards** as children say each sound: *w, g, e, k, l, o, b, r, t, a, i*. Mix the cards and repeat.

- I Do**
- Display the *Window* **Sound-Spelling Card**.
  - Point to the letter. This is capital *W*. This is lowercase *w*. The letter *w* stands for the /w/ sound in *window*.
  - Listen for the /w/ sound as I say the word: *window*.
  - Then display **Photo Card** *web*. Place a self-stick note with a lowercase *w* written on it on the picture of the *web*.
  - This is a *web*. It begins with the /w/ sound. Listen for the /w/ sound as I say the word again: *web*.
  - Repeat for **Photo Cards** *wolf, watermelon, walrus*.

- We Do**
- Write the words *will, win, and waddles* on the board.
  - Read line 3 of the rhyme and point to the letter *w* in *will*. The *w* in *will* stands for the /w/ sound. Say the sound and the word with me: /w/, *will*.
  - Continue with *win* and *waddles*.

- You Do**
- Point to the word *win* and read it aloud with children.
  - Ask a child to circle the letter that stands for the /w/ sound in *win* and say /w/.
  - Continue until children have circled and identified the letter *w* and sound /w/ in each word.

See **Practice Book** page 159.

- ELL** To make /w/, push out the lips. They should be very close together but not touching. As you use your voice, open your mouth and lips. The corners of the mouth should move back a little. For more support, see pages T6–T7.

**IWB** **Online Phonics Lessons:** Consonant *Ww*

## Words to Know

### ► High-Frequency Word: *said*

**Objective** Review high-frequency words

- Display **Word Card** *said* in the pocket chart. *What word is this? Dad said, "It looks like rain today."*
- Have children **read, spell, and write** *said*.
- Read aloud the following sentence starter: *My friend said, "\_\_\_\_\_."* Have a child dictate an ending to the sentence. Then have each child dictate his or her own sentence.
- Afterwards have each child circle the word *said* in his or her sentence.
- Have them read, spell, write the bonus word *with*. See **Practice Book** page 160.

### ► Oral Vocabulary: *Refresh and Convince*

**Objective** Develop oral vocabulary

**Define** In the story you will read today, you will meet two seals. It is a hot day, so one seal does something to *refresh* herself. *Refresh* means to make fresh again. When you feel *refreshed*, you feel good again. Say the word with me: *refresh*.

**Example** *When I am very hot, I splash cold water on my face. Cold water will refresh me on a hot day.*

**Ask** Which would *refresh* you on a hot day: a cup of hot cocoa or a glass of ice-cold lemonade? *Why?*

**Define** In the story you will read today, one seal will *convince* the other one to cool off on a hot day. *Convince* means to make someone believe you or do what you say. Say the word with me: *convince*.

**Example** *I will have to convince my friend to come to my house.*

**Ask** What would you say to *convince* a friend to come to the park with you?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *get, wet, pig, wig, win, got, leg, tag*. Blend the sounds as you read the list aloud. Then reread each word and have children echo-read. Have children practice reading the word list throughout the week.

## Time to Read

### ► Read *Get Wet!*

**Objective** Ask questions: Compare and contrast

**Before Reading** Have children describe the cover. Read the title together.

- *To compare is to tell how characters or things are alike. To contrast is to tell how they are different.*
- Help children set a purpose for reading. *Let's find out why the characters get wet.*

**During Reading** Guide children through the story.

- After page 3: *Who are the two seals? How do they both feel?* After page 5: *Which seal decides to go into the water? Do you think the water will refresh Meg? Why or why not?* After page 7: *How does Meg convince Wag?*

**After Reading** Help children to *compare and contrast* characters in the story. *How do both seals feel at the beginning of the story? What does Meg do to feel cooler? Why do you think Wag waits to go into the water? Do both seals feel the same way at the end of the story?*

**IWB Online Comprehension Lessons:** Compare and Contrast Use the story to model the skill.

### ► Comprehension Check: **Text Evidence**

**Retell** Have children use text evidence and what they learn from the illustrations to **retell** the story.

### ► Write

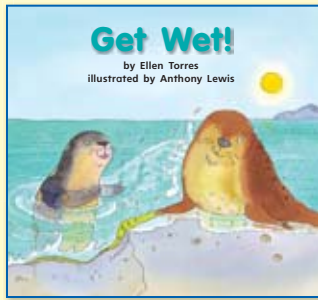
**Objective** Write sentences about characters

Have children fold paper in half and draw a picture of Meg on one side and a picture of Wag on the other. Write a caption for each picture by writing and finishing the sentences: *Meg is \_\_\_\_\_.* *Wag is \_\_\_\_\_.*

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: *w*. Repeat with letters *g, t,* and *b*. Write the letter for the sound I say: */w/*. Repeat with */e/, /l/,* and */g/*. *Now write the word wet. Repeat with the word get.* Provide immediate feedback.

See Shared Writing lesson on page 337.





Intervention Reader 11

## Materials

- Intervention Reader 11: *Get Wet!*
- Large Letter Cards: *a, b, e, g, i, k, l, o, w*
- Letter Tiles: *a, d, e, g, i, k, l, o, p, r, s, t, w*
- Sound-Spelling WorkBoards
- Word Cards: *and, are, do, said, what, with, you*
- Comprehension Cards

- hand puppet
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

#### Objective Phoneme deletion

Read aloud the rhyme. Then read it again, and ask children to chime in with you.

“Play tag with me,” said the goose to the pig.  
“Get ready, get set, and go!”  
“I will win this game,” giggled the pig,  
“Goose waddles and she’s too slow.”

- I Do**
- Tell children that the puppet is going to take away a sound from a word to make a new word.
  - Have the puppet say: /w/ /in/, /w-w-wiiinnn/, *win*.
  - Then have the puppet say: *What happens when I take away the /w/ from win? I have /in/, in.*
  - Repeat with the words *pin* and *bin*, deleting the first sound of each word to make the word *in*.

- We Do**
- Tell children that the puppet will say more words, take away a sound, and they will say the new word.
  - Have the puppet say /w/ /it/, *wit*. Have children repeat the sounds and the word with the puppet. Then have the puppet say: *Wit without /w/ is it.* Have children do the same.
  - Repeat with *fit*, *pit*, and *sit* without /f/, /p/, and /s/.

- You Do**
- Tell children that they will take away a sound and say the new word. Have the puppet segment and blend *ham*: /h/ /am/, /haaamm/, *ham*.
  - Have children repeat the sounds and say the word. Have the puppet ask: *What’s ham without /h/?*
  - Repeat with *Sam* without /s/, and *jam* without /j/.

#### CORRECTIVE FEEDBACK

Say *bit*. The word is *bit*, /b/ /it/. What word do we get when we take away the /b/?

### Quick Check

Can children delete phonemes to make new words? If not, use Additional Instruction, pp. 338–341.

### ► Phonics

#### Objective Blend words with /g/g, /w/w

**Review** Show these **Large Letter Cards** as children say each sound: *g, w, e, k, l, o, b, a, i*. Mix and repeat.

- I Do**
- Place **Letter Tiles** *g, e, t* in the sound boxes on the **Sound-Spelling WorkBoards**.
  - Point to each letter. The letter *g* stands for /g/. The letter *e* stands for /e/. The letter *t* stands for /t/. Listen as I blend these sounds: /g-g-geet/, *get*.
  - Place **Letter Tiles** *g, o, t* in the sound boxes and follow the same routine. Repeat with *dig, rag, sag*.

- We Do**
- Place **Letter Tiles** *w, a, g* in the sound boxes.
  - Let’s say the sound each letter stands for: /w/ /a/ /g/.
  - Say the sounds again with me: /w/ /a/ /g/.
  - Let’s blend the sounds: /w-w-waaag/, *wag*.
  - Repeat with the words *leg, lag* and *wet*.

- You Do**
- Place **Letter Tiles** *g, e, t* in the sound boxes
  - Have children say the sound each letter stands for. Have them blend the sounds and say the word.
  - Have children repeat with *wet, pig, and wig*.
- See the More Word Work lesson on page 336.

#### CORRECTIVE FEEDBACK

Write *wag*. Point to each letter as you say and blend the sounds: /w/ /a/ /g/, /w-w-waaag/. Have children repeat. *What’s the word?*

### Quick Check

Can children blend phonemes to read words? If not, use Additional Instruction, pp. 338–341.

## Words to Know

### ► High-Frequency Words: *and, are, do, said, what, you*

**Objective** Review high-frequency words

- Display **Word Card** *said* in the pocket chart. *What word is this? "Let's play tag," said the goose.*
- Have children **read, spell, and write** *said*.
- Display **Word Cards** *said, do, and, what, you, and are* in the pocket chart. Read words with children.
- Have children answer these questions about the words: *Which two words end with the same letter? Which word has two letters? Which two words rhyme? Which three words have the same number of letters? Which word ends with /t/?*
- Have them read, spell, write the bonus word *with*.

### ► Oral Vocabulary: *Refresh and Convince*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they read last time, *Get Wet!* *In the story, Meg and Wag were hot. Meg did something to refresh herself. Refresh means to make fresh again.*

- *What did Meg do to refresh herself on a hot day?*
- Remind children that *convince* means to make someone believe you or do what you say. *What did Meg do to convince Wag to get into the water?*

**Connect** Have children discuss something else Meg might convince Wag to do with her.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *get, wet, win, wag, got, pig, wig, dig*. Then reread each word and have children blend the sounds after you. Then say the words in random order. Have children point to the word you say.

## Time to Read

### ► Read *Get Wet!*

**Objective** Ask questions: Compare and contrast

**Before Reading** Have children read the title with you. Let's read to see how Meg and Wag are different.

**During Reading** Have children do an echo-read with you. Ask the following questions as you read:

- After page 3: *How do Meg and Wag feel while sitting in the sun?* After page 5: *Meg felt hot sitting in the sun. What does Meg do to change how she feels? How do you think Meg feels now?* After page 7: *Wag was hot in the sun. How do you think he feels now in the water?*

**After Reading** Remind children that characters in a story can be alike and different. *How do both seals feel in the beginning of the story? How does Meg change first? Then how does Wag change?*

**ELL** Elaborate on a child's response or state it in another way in order to more fully develop children's oral language. For more support, see pages T6–T7.

**IWB** **Online Comprehension Lessons:** Compare and Contrast Use the story to model the skill.

### **CORRECTIVE FEEDBACK**

If children cannot compare and contrast, use **Comprehension Cards: Compare and Contrast**.

### **Quick Check**

Can children compare and contrast? If not, use **Additional Instruction**, pp. 338–341.

### ► Build Fluency: Connected Text

**Objective** Model fluent reading

**Echo-Read** Read *Get Wet!* and ask children to read each page after you. Have them read at the same speed and with the same expression that you use.

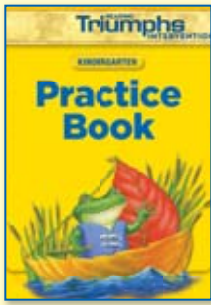
### ► Write

**Objective** Write a rebus sentence

Have children write *Meg and Wag can \_\_\_\_\_*. Then instruct them to end the sentence by drawing a picture of what the two seals can do.

**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards**: *w, e, g, t, a, f, p*. Now write the word that I say: *wet*. Repeat with the word *wag*. Provide immediate feedback.

See Grammar and Interactive Writing lessons on pages 336–337.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 161–162
- Intervention Reader 11: *Get Wet!*
- Listening Library
- Sound-Spelling WorkBoards
- Letter Tiles: *a, b, c, d (2), e, g, i, K, k, M, m, n, p, r, s, t, w*
- Word Cards: *do, go, have, play, said, this, with*
- markers or counters
- index cards
- pocket chart

### Online Resources

- Bibliography

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the following rhyme. Then read it again, and ask children to chime in with you.

“Play tag with me,” said the goose to the pig.  
“Get ready, get set, and go!”  
“I will win this game,” giggled the pig,  
“Goose waddles and she’s too slow.”

- I Do** ■ Tell children you will blend sounds using sound boxes on the **Sound-Spelling WorkBoard**.
- Listen to the following sounds: /g/ /e/ /t/. I have three markers to stand for the three sounds: /g/ /e/ /t/. Listen as I blend the sounds together: /g-g-geeet/, *get*.
- Repeat with: *got, pig, rag, win, will*.
- We Do** ■ Tell children you will blend more sounds to make words.
- Listen to these three sounds: /w/ /i/ /g/. Say the sounds with me: /w/ /i/ /g/. I will use three markers to show the three sounds.
- Let’s blend the sounds to make a word: /w-w-wiiig/, *wig*.
- Continue with *pig, leg, and rag*.
- You Do** ■ Say the sounds /g/ /i/ /v/. How many sounds do you hear? Have children place three markers on the sound boxes.
- Then ask children to blend the sounds to say the word: /g-g-giiivvv/, *give*.
- Then have children use the markers and the sound boxes to blend the following sounds: /f/ /i/ /g/, *fig*; /w/ /e/ /t/, *wet*; /w/ /i/ /g/, *wig*; /g/ /o/ /t/, *got*.

### ▶ Phonics

#### Objective Blend words with /g/g, /w/w

- I Do** ■ Place **Letter Tiles** *g, e, t* in the sound boxes on the **Sound-Spelling Workboard**.
- Point to each letter. The letter *g* stands for /g/. The letter *e* stands for /e/. The letter *t* stands for /t/. Listen as I blend these sounds: /geeet/, *get*.
- Place **Letter Tiles** *w, e, t* in the sound boxes and follow the same routine. Continue with *pig* and *rag*.
- We Do** ■ Place **Letter Tiles** *t, a, g* in the sound boxes.
- Let’s say the sound each letter stands for /t/ /a/ /g/.
- Now let’s blend the sounds: /taaag/, *tag*. What’s the word?
- Repeat routine with **Letter Tiles** *M, e, g*.
- Continue with *sag* and *wick*.
- You Do** ■ Place **Letter Tiles** *w, i, n* in the sound boxes.
- Have children say the sound each letter stands for.
- Have children blend the sounds and say the word. What’s the word?
- Have children repeat with **Letter Tiles** *b, a, g*; *d, i, g*; *t, a, g*; and *b, i, g*.
- ELL** Review the meaning of the words used in Phonics. Explain that to *sag* is to hang down. *My socks sag down to my ankles because they are too big*. For more support, see pages T6–T7.



## Words to Know

### ► High-Frequency Words: *do, go, have, play, said, this*

**Objective** Review high-frequency words

- Write *said* on an index card. Use previously made index cards: *do, go, have, play, this*.
- Display **Word Cards** *said, play, have, do, this, and go* in the pocket chart. Have children read the words with you.
- Place **Word Cards** and index cards face down.
- Play a matching game. Turn over one card and read it aloud. Have children echo-read the word.
- Tell children you will try to find the match for the card by turning over another card. Read the second card.
- If it is a match, place the **Word Card** in the pocket chart with the index card next to or behind it.
- If it is not a match, turn the cards back over in their spot. Tell children it is time for someone else to have a turn. Repeat until all the matches are found.
- Save the index cards for future lessons.
- Have them read, spell, write the bonus word *with*.

### ► Oral Vocabulary: *Refresh and Convince*

**Objective** Develop oral vocabulary

**Confirm** Review *refresh* and *convince* with children. *Refresh means to make fresh again. To feel refreshed is a good feeling. Convince means to make someone believe you or do what you say.*

**Discuss** Have children finish the sentence starters: *If I need a snack to refresh me after school, I like to eat \_\_\_\_\_. I want to convince my parents to let me \_\_\_\_\_.*

**Connect** Pretend your friend seems very tired and crabby. What could you convince him to do to make him feel refreshed?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list: *get, wet, tag, wag, win, got, lot, sag*. Then reread each word and have children blend the sounds after you.
- **Connected Text** Have children review the **Intervention Reader** *Get Wet!* using the

**Listening Library** audio selection. Then have them reread the story. Circulate and listen in.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**During Reading** Read the story together.

- **Echo-Read** Guide children to echo-read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story.

See **Practice Book** pages 161–162.

### ► Build Fluency: Connected Text

**Objective** Develop fluency through repeated readings

**Partner Reading** Have pairs of children take turns reading aloud the **Take-Home Book** to each other. Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate.

### ► Write

**Objective** Practice writing words

- Have children use **Letter Tiles** to make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Letter Tiles** as a guide.

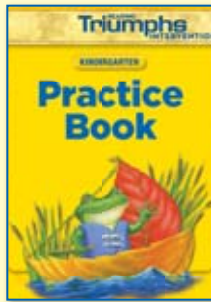
**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards**: *w, e, g, t, h, i, a, c, n, p*. Now write the word that I say: *pig*. Repeat with the word *win*. Now write the sentence that I say: *The pig can win*. Provide immediate feedback.

### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

See Independent Writing lesson on page 337.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 161–162
- Large Letter Cards: *a, b, e, g, i, k, l, o, w*
- Large Sound-Spelling Card: *Box*
- Photo Cards: *apple, banana, carrots, celery, corn, fox, mix, six, strawberry, watermelon, zucchini*
- Word Card: *here, my*
- Sound-Spelling WorkBoards
- hand puppet
- self-stick notes
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Isolate final /ks/

Read aloud the following rhyme.

Fox turned six and wanted a vest.  
A van delivered the box.  
He wanted to look his very best.  
Now he's a well-dressed fox!

- I Do**
  - Use the puppet to show children how to isolate the final sounds in a word.
  - Listen to the word *fox*: /foks/. The word *fox* ends with the /ks/ sounds. The last sounds in *fox* are /ks/. What are the sounds?
- We Do**
  - Read line 1 of the rhyme again. The word *six* also ends with the /ks/ sounds. Let's say the word together: /siks/. Let's say the last sounds in *six*: /ks/.
  - Continue with lines 2 and 4 of the rhyme.
- You Do** Read line 1 of the rhyme. What are the last sounds you hear in the word *fox*? Repeat with *six* and *box*.
- ELL** The sounds /ks/ are a blend of the sounds /k/ and /s/. Teach children how to make the individual sounds and then teach them how to blend them. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say the sounds /ks/ and have children repeat them. The word *fox* ends with /ks/. Let's say the sounds and the word together: /ks/, *fox*. Listen to the word I say: *fox*. What are the last sounds you hear?

#### Quick Check

Can children isolate final /ks/? If not, use Additional Instruction, pp. 338–341.

### ▶ Phonics

**Objective** Identify final /ks/x

**Review** Show each of the following **Large Letter Cards** as children say each sound: *b, e, g, k, l, o, w, a, i*. Mix the cards and repeat.

- I Do**
  - Display the *Box* **Sound-Spelling Card**.
  - Point to the letter. This is capital X. This is lowercase x. The letter x stands for the /ks/ sounds at the end of *box*.
  - Listen for the /ks/ sounds as I say the word again: *box*.
  - Then display **Photo Card** *six*. Place a self-stick note with a lowercase x written on it below the picture of the six.
  - This is a *six*. It ends with the /ks/ sounds. Listen for the /ks/ sounds as I say the word again: *six*.
  - Repeat with **Photo Cards** *fox* and *mix*.
- We Do**
  - Write the words *fox*, *six*, and *box* on the board.
  - Read the first line of the rhyme and point to the letter x in *fox*. The x in *fox* stands for the /ks/ sounds. Say the sounds and word with me: /ks/, *fox*.
  - Continue with *six* and *box*.
- You Do**
  - Point to the word *six* and read it aloud with children.
  - Ask a child to circle the letter that stands for the /ks/ sounds in *six* and say /ks/.
  - Continue until children have circled and identified the letter x and sounds /ks/ in each word.

**IWB** Online Phonics Lessons: Consonant Xx

### CORRECTIVE FEEDBACK

Write the word *fox* on the board. Draw a line under the x. This is the letter x. Say the name of the letter with me: x. The letter x stands for the /ks/ sounds at the end of the word *fox*. Say the sounds as I point to the letter.

**Quick Check**

Can children identify /ks/ spelled x? If not, use Additional Instruction, pp. 338–341.

## Words to Know

### ► High-Frequency Word: *here*

**Objective** Read high-frequency words

- Display **Word Card** *here* in the pocket chart.
- Point to the word *here*. *This is the word here. It is spelled h-e-r-e. Here is a fox. What's the word?*
- Have children chorally **read** and **spell** *here* with you as you point to it.
- Have children **write** *here* on their **Sound-Spelling WorkBoards**.
- Have children take turns finishing the sentence starter: *Here is a \_\_\_\_\_*. Write the sentences.
- Introduce children to bonus word *my*. Have them read, spell, and write the word. Have them finish the sentence: *I like my \_\_\_\_\_*.

### CORRECTIVE FEEDBACK

Point to and say *here*. *The word is here. Point to the word and say it with me: here. What's the first sound in the word? What's the first letter in the word? What's the word?*

**Quick Check**

Can children read *here*? If not, use Additional Instruction, pp. 338–341.

### ► Concept Words: Fruit and Vegetable Words

**Objective** Develop oral vocabulary

- Display **Photo Cards** *apple, banana, carrots, corn, celery, strawberry, watermelon, and zucchini*. Name the cards and have children repeat.
- Explain that these are photos of fruits and vegetables.
- Have children tell if they have eaten any of the fruits and vegetables shown on the **Photo Cards**.
- Work with children to sort the **Photo Cards** into groups of fruits (*apple, banana, strawberry, watermelon*) and vegetables (*carrots, corn, celery, zucchini*).

- Have children tell about other fruits and vegetables they have eaten.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Reread the **Take-Home Book** from the previous week with children.
- Then have children whisper-read the **Take-Home Book** independently. Listen while children read, offering guidance as necessary.
- Remind children to think about how the characters in the story, and things that happen to them, are alike or different.

Tell children to read the story to their family.

### ► Response

Ask children to respond to the **Take-Home Book** by having them point out and describe the illustrations that they liked.

See **Practice Book** pages 161–162.

### ► Write

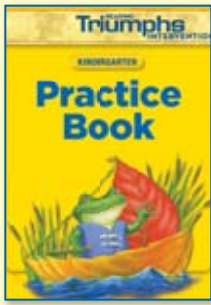
**Objective** Write Xx

- Display the **Box Sound-Spelling Card**.
- Model how to write Xx by tracing the letter with your finger.
- Write both forms of the letter Xx on the board.
- Have children take turns tracing Xx with their fingers on the **Box Sound-Spelling Card**.
- Have children say the sounds /ks/ as they write the letter Xx several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: capital x. Now write lowercase x. Repeat with letters e, g, and w. Write the letter for the sounds I say: /ks/. Repeat with /b/, /l/, /k/, /a/, /e/, /i/, and /o/. Provide immediate feedback.

See Handwriting pages T8–T11.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 163–164, 201
- Large Letter Cards: *a, b, e, g, i, k, l, o, w, x*
- Large Sound-Spelling Card: *Volcano*
- Photo Cards: *berries, carrots, corn, cherry, grapes, pea, peach, pear, strawberry, vegetables, vest, vine, violin, watermelon, zucchini*
- Word Cards: *do, here, my, said, this*
- Sound-Spelling WorkBoards
- puppet • self-stick notes • pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /v/

Display the rhyme and read it aloud.

Fox turned six and wanted a vest.  
A van delivered the box.  
He wanted to look his very best.  
Now he's a well-dressed fox!

- I Do** ■ Use the puppet to show children how to isolate the first sound in a word.
- Listen to this word: *van, /vvan/*. *Van* begins with /v/. The first sound in *van* is /v/. What's the sound?
- We Do** ■ Read line 1 of the poem again. The word *vest* begins with the /v/ sound. Let's say the word together: *vest*. Let's say the first sound in *vest*: /v/.
- Continue in the same way with the word *very*.
- You Do** ■ Read line 1 of the rhyme to children. What is the first sound you hear in the word *vest*?
- Continue in the same manner with lines 2 and 3.

**ELL** To make the /v/ sound, the top teeth should touch the bottom lip. Push a puff of air through the teeth. Ask children to touch their throats as they make the /v/ sound. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say the sound /v/ and have children repeat it. The word *van* begins with /v/. Let's say the sound and the word together: /v/, *van*. Listen to the word I say: *van*. What is the first sound you hear?

### Quick Check

Can children isolate the initial phoneme /v/? If not, use Additional Instruction, pp. 338–341.

### ► Phonics

**Objective** Identify initial /v/

**Review** Show each of the following Large Letter Cards as children say each sound: *b, e, g, k, l, o, w, x, a, i*. Mix the cards and repeat.

- I Do** ■ Display the *Volcano* Sound-Spelling Card.
- Point to the letter. This is capital V. This is lowercase v. The letter v stands for the /v/ sound at the beginning of *volcano*.
- Listen for the /v/ sound as I say the word again: *volcano*.
- Then display Photo Card *vest*. Place a self-stick note with a lowercase v written on it below the vest.
- This is a *vest*. It begins with the /v/ sound. Listen for the /v/ sound as I say the word again: *vest*.
- Repeat with Photo Cards *vine* and *violin*.
- We Do** ■ Write *vest* on the board. The v at the beginning of *vest* stands for the /v/ sound. Say the sound as I point to the letter.
- Repeat for *vat, van, and vine*.
- Then have children say the words with you again and circle the letter that stands for /v/.
- You Do** ■ Write the following words on the board: *vest, vine, vat, van*.
- Point to *vest* and read it aloud with children.
- Ask a child to circle the letter that stands for the /v/ sound in *vest* and say /v/.
- Continue until children have circled the letter v in each word and said the sound for the letter.

**IWB** Online Phonics Lessons: Consonant Vv

## Words to Know

### ► High-Frequency Word: *here*

**Objective** Read high-frequency words

- Display **Word Card** *here* in the pocket chart. *This word is here. Here is the salt.*
- Have children repeat with you: *here*.
- Have each child use the word *here* in a sentence.
- Display **Word Cards** *do, here, said, and this* in the pocket chart. Ask a child to point to the word *here*. Then have children identify the other words.
- Have them read, spell, and write bonus word *my*.

#### CORRECTIVE FEEDBACK

Point to and say *here*. *The word is here. Point to the word and say it with me: here. What's the word?* Then place **Word Cards** *do, here, and said* on the table. Have children individually identify and say *here*.

#### Quick Check

Can children read *here*? If not, use Additional Instruction, pp. 338–341.

### ► Concept Words: Fruit and Vegetable Words

**Objective** Develop oral vocabulary

- Discuss the fruits and vegetables from last time and sort them into fruit and vegetable groups.
- Display **Photo Cards** *berries, carrots, cherry, corn, grapes, pea, peach, pear, strawberry, vegetables, watermelon, and zucchini* in the pocket chart.
- Name each **Photo Card**. Tell children that fruits and vegetables grow on trees or plants.
- Describe a fruit or vegetable **Photo Card** and have children figure out which one it is. *I'm thinking of a vegetable that is long and orange with a green top. We eat the orange part but not the green.* The child that figures out which fruit or vegetable is described will have the next turn.

See *Fruits and Vegetables* at back of **Practice Book**.

#### CORRECTIVE FEEDBACK

*An apple is a fruit. Is a banana a fruit or vegetable?*

#### Quick Check

Can children use fruit and vegetable words? If not, use Additional Instruction, pp. 338–341.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**Before Reading** Preview the story by reading the title. *What do you think this story will be about?*

**During Reading** Read the story together.

- Point out the quotation marks. Explain that in between the quotation marks are the exact words a character says.
- Have children track the print as they read.
- Focus on the pattern of the story and any changes in punctuation.
- Point out any known high-frequency words or words that begin with previously taught letter-sounds.
- **Choral Reading** Guide children to read the story with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story. Listen while children read, offering guidance as necessary.

**After Reading** Explain that some stories could happen in real life, while others are just fantasy, or make-believe. *Is this story real or make-believe? Why?*

See **Practice Book** pages 163–164.

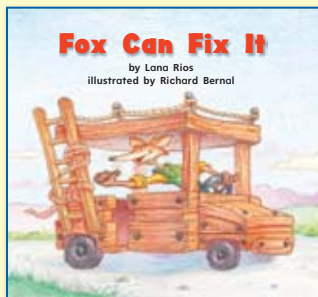
### ► Write

**Objective** Write Vv

- Write both forms of the letter Vv on the board.
- Model how to write Vv by tracing the letter with your finger.
- Have children use their fingers to trace Vv on the **Letter Cards**.
- Have children say the sound /v/ as they write the letter Vv several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: capital v. Now write lowercase v. Repeat with letters e, g, and w. Write the letter for the sound I say: /v/. Repeat with /o/, /e/, /a/, /i/, /b/, and /l/. Provide immediate feedback.

See Handwriting pages T8–T11.



Intervention Reader 12

## Materials

- Intervention Reader 12: *Fox Can Fix It*
- Practice Book: pp. 165, 166
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, e, f, g, i, k, l, m, n, o, s, v, w, x*
- Photo Cards: *fox, mix, six*
- Word Card: *here, my*

- markers or counters
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the following rhyme.

Fox turned six and wanted a vest.  
A van delivered the box.  
He wanted to look his very best.  
Now he's a well-dressed fox!

- I Do**
- Tell children you will use the sound boxes on the **Sound-Spelling WorkBoard** to blend sounds.
  - Listen to the following sounds: /f/ /o/ /k/ /s/. I have four markers to stand for the four sounds. Listen as I blend the sounds together to say the word: /fffoooks/, *fox*.
  - Repeat for *six, mix, fix*, and *box*.

- We Do**
- Listen to these four sounds: /s/ /i/ /k/ /s/. Say the sounds with me: /s/ /i/ /k/ /s/. I will use four markers to show the four sounds.
  - Now blend the sounds with me: /ssiiiks/, *six*.
  - Continue with *box, fix*, and *fox*.

- You Do**
- Say *box*. How many sounds do you hear? Have children place four markers on the sound boxes.
  - Then ask children to blend the sounds to say the word: /b-b-boooks/, *box*.
  - Then have children use the markers and the sound boxes to blend the following sounds: /s/ /i/ /k/ /s/, *six*; /m/ /i/ /k/ /s/, *mix*; /f/ /o/ /k/ /s/, *fox*.

### ▶ Phonics

#### Objective Blend words with /ks/x

**Review** Show these **Large Letter Cards** as children say each sound: *b, f, g, i, k, l, m, n, o, s, v, w, a, e, x*. Mix the cards and repeat.

- I Do**
- Display **Letter Cards** *b, o, x* to make the word *box*.
  - This is the letter *b*. It stands for the /b/ sound. Repeat for letters *o* and *x*. Point to each letter as you say its sound(s) again.
  - Listen as I blend these sounds together to say the word: /boooks/, *box*. What's the word?
  - Repeat with *fox, mix, six*, and *fix*.

- We Do**
- Display **Photo Card** *mix*.
  - Write the word *mix* on the board and point to each letter. There are four sounds in this word. Say the sounds with me: /m/ /i/ /k/ /s/.
  - Let's blend the sounds: /mmiiiks/, *mix*.
  - Repeat with **Photo Cards** *fox* and *six*.

- You Do**
- Write each of the following words on the board: *box, fox, mix, six*.
  - Have children say the four sounds in each word and then blend them.
  - Have children identify the final sounds and letters.

See **Practice Book** page 165.

#### CORRECTIVE FEEDBACK

Write the word *box* on the board. Point to each letter and say its sound: /b/ /o/ /ks/. Have children repeat. Then blend the sounds /boooks/, and have children repeat. What's the word?

#### Quick Check

Can children blend phonemes to read words? If not, use **Additional Instruction**, pp. 338–341.



## Words to Know

### ► High-Frequency Word: *here*

**Objective** Review high-frequency words

- Display **Word Card** *here* in the pocket chart. *What word is this? Put the box here.*
- Have children **read, spell, and write** the word *here*.
- Read aloud the following sentence frame: *Put the \_\_\_\_\_ here.* Have a child dictate a word to complete the sentence. Then have each child dictate his or her own sentence. Write each response on the board.
- Afterward have each child circle the word *here* in his or her sentence.
- Have them read, spell, and write bonus word *my*.

See **Practice Book** page 166.

### ► Oral Vocabulary: *Assist and Journey*

**Objective** Develop oral vocabulary

**Define** In the story you will read today, Fox will assist Pig. To *assist* someone is to help him or her. Say the word with me: *assist*.

**Example** *I asked my friend to assist me this morning. She helped me look for my backpack.*

**Ask** How could you assist your family: by putting away your toys or running in your home? Why?

**Define** In the story you will read today, some characters are going on a journey. A *journey* is a trip. Say the word with me: *journey*.

**Example** *I went on a journey last summer. I went to visit my grandparents.*

**Ask** Which would be a journey: taking a long trip in a car or walking to your friend's house next door?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *box, fox, mix, six, fix, ax, tax*. Blend the sounds as you read the list aloud. Then reread each word and have children echo-read. Have children practice reading the word list throughout the week.

## Time to Read

### ► Read *Fox Can Fix It*

**Objective** Ask questions: Distinguish between fantasy and reality

**Before Reading** Read the title with children. Point out the quotation marks on page 3. Remind children that the exact words a character says are between the quotation marks.

- Explain that the difference between a reality story and a fantasy story is that fantasy is something that could not really happen.
- Help children set a purpose for reading. *What do you think the fox will do? Why? Let's find out.*

**During Reading** Guide children through the story.

- After page 3: *Who do you see here? What are they doing?* After page 5: *Who will get in the van next?* After page 7: *What is Pig's problem? How do you think Fox can solve Pig's problem?*

**After Reading** *Could this story really happen?*

As children give their answers, discuss what each character is doing. Ask children to tell whether or not they think this could really happen.

**ELL** Elicit a more comprehensive response by prompting for more information. For more support, see pages T6–T7.

**IWB** **Online Comprehension Lessons:** Fantasy and Reality Use the story to model the skill.

### ► Comprehension Check: **Text Evidence**

**Retell** Have children use text evidence and what they learn from the illustrations to **retell** the story.

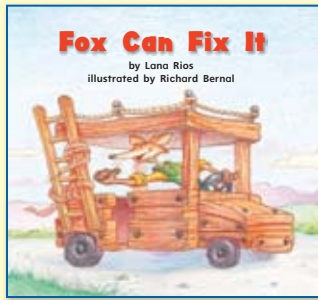
### ► Write

**Objective** Write a label

Have children draw a picture of a fox. Have them label the picture with the word *fox*.

**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards**: *v, a, e, m, n, f, x, o*. Now write the word that I say: *van*. Repeat with *fox*.

See the Shared Writing lesson on page 337.



Intervention Reader 12

## Materials

- Intervention Reader 12: *Fox Can Fix It*
- Large Letter Cards: *a, e, g, i, k, m, n, o, t, v, w, x*
- Letter Tiles: *a, n, t, v*
- Sound-Spelling WorkBoards
- Word Cards: *do, here, my, said, you*
- Comprehension Cards

- hand puppet
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

#### Objective Phoneme addition

Read aloud the following rhyme. Then read it again, and ask children to chime in with you.

*Fox turned six and wanted a vest.  
A van delivered the box.  
He wanted to look his very best.  
Now he's a well-dressed fox!*

- I Do**
- Tell children that the puppet is going to add a sound to a word to make a new word.
  - Have the puppet say the sounds /a/ /ks/, /aaaks/, *ax*.
  - Have the puppet say: *What happens when I add the /m/ sound to the beginning of ax? I have Max.*
  - Have the puppet blend the sounds /mmaaaks/, *Max*.

- We Do**
- Tell children that the puppet is going to add some more sounds to make new words.
  - Have the puppet say these sounds: /a/ /ks/, *ax*. Have children repeat the sounds and the word.
  - Tell children that the puppet is going to add the /t/ sound to the word *ax* to make a new word, *tax*.
  - Then have the puppet say: */t/ plus /aks/ makes tax.* Have children repeat and then blend the sounds: *tax, /taaaks/.*

- You Do**
- Tell children that they will now add a sound on their own and say a new word. Have the puppet say the following sounds: /a/ /ks/.
  - Have children repeat the sounds and blend the sounds to say the word: *ax*.
  - Have the puppet ask: *What's /s/ plus /aks/?*
  - Have children blend the sounds: */ssaaaks/, sax.*

### CORRECTIVE FEEDBACK

When I add /w/ to /aks/ I get the word *wax*. What word do I get when I add /t/ to /aks/ ?

#### Quick Check

Can children add phonemes to make new words? If not, use Additional Instruction, pp. 338–341.

### ► Phonics

#### Objective Blend words with /v/v

**Review** Show each of the following **Large Letter Cards** as children say each sound: *a, e, g, i, k, m, n, o, t, v, w, x*. Mix the cards and repeat.

- I Do**
- Place **Letter Tiles** *v, a, n* in the sound boxes on the **Sound-Spelling WorkBoard**.
  - Point to each letter. *The letter v stands for /v/. The letter a stands for /a/. The letter n stands for /n/. Listen as I blend these sounds: /vvvaaann/, van.*
  - Place **Letter Tiles** *v, a, t* in the sound boxes and follow the same procedure. Repeat with *vet*.
- We Do**
- Place **Letter Tiles** *v, a, t* in the sound boxes.
  - *Let's say the sound each letter stands for: /v/ /a/ /t/. Say the sounds again with me: /v/ /a/ /t/.*
  - *Let's blend the sounds: /vvvaaat/, vat.*
  - Place **Letter Tiles** *v, a, n* in the sound boxes and repeat.

- You Do**
- Place **Letter Tiles** *v, e, t* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word.
  - Have children repeat with the word *van*.

See the More Word Work lesson on page 336.

## Words to Know

### ► High-Frequency Words: *do, here, said, you*

**Objective** Review high-frequency words

- Display **Word Card** *here* in the pocket chart. *What word is this? I found the book right here.*
- Have children **read, spell, and write** the word *here*.
- Display **Word Cards** *do, here, said, and you* in the pocket chart. Read the words with children.
- Have children answer these questions about the four words: *Which two words have four letters? Which word has two letters? Which word rhymes with head? Which word rhymes with do?*
- Have them read, spell, and write bonus word *my*.

### ► Oral Vocabulary: *Assist and Journey*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they read last time, *Fox Can Fix It*. *In the story, Pig had a problem. He needed Fox to assist, or help, him.*

- *What was Pig's problem? How did Fox assist Pig?*
- *The animals were on a journey. They were going on a trip. Have you ever been on a journey? Where did you go? How did you get there?*

**Connect** Have children discuss different ways that Fox could assist Pig.

**ELL** Elaborate on children's responses or state the responses in another way in order to more fully develop children's oral language proficiency. For more support, see pages T6–T7.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list: *van, vest, vat, box, vet*. Read each word and have children blend the sounds after you. Then say the words in random order. Have children point to the word you say.

## Time to Read

### ► Read *Fox Can Fix It*

**Objective** Ask questions: Distinguish between fantasy and reality

**Before Reading** Have children read aloud the title of the story with you. Remind children that the difference between reality and fantasy is that a fantasy could not really happen.

**During Reading** Have children do a choral reading with you. Ask the following questions as you read:

- After page 3: *What is Fox doing?* After page 5: *What is Dog doing?* After page 7: *What is Pig doing?*

**After Reading** *Can animals really carry shopping bags? Can a pig really climb a ladder? Why is this story a fantasy?*

**IWB** **Online Comprehension Lessons:** Fantasy and Reality Use the story to model the skill.

#### **CORRECTIVE FEEDBACK**

If children cannot distinguish between fantasy and reality, use **Comprehension Cards: Fantasy and Reality**.

#### **Quick Check**

Can children distinguish between fantasy and reality? If not, use **Additional Instruction, pp. 338–341**.

### ► Build Fluency: Connected Text

**Objective** Model fluent reading

**Echo-Read** Read *Fox Can Fix It*. Ask children to read each page after you. Have them read at the same speed and with the same expression that you use.

### ► Write

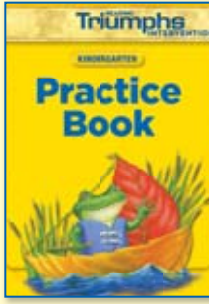
**Objective** Write dialogue

Have children draw a picture of something else that Fox can do to solve Pig's problem. Write *Fox said, "I can fix it."* on the board. Have children write the sentence under their picture.

**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards: v, i, e, m, n, f, x, t**. Now write the word that I say: *vet*. Repeat with *fix*.

See Grammar and Interactive Writing lessons on pages 336–337.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 167–168
  - Intervention Reader 12: *Fox Can Fix It*
  - Listening Library
  - Assessment Book pp. 120–131
  - Sound-Spelling WorkBoards
  - Letter Tiles: *a, b, c, e, f, i, k, n, o, t, V, v, x*
  - Word Cards: *and, are, do, here, my, said, this, what, you*
  - markers or counters
  - pocket chart
  - index cards
- Online Resources**
- Bibliography

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the following rhyme. Then read it again, and ask children to chime in with you.

Fox turned six and wanted a vest.  
A van delivered the box.  
He wanted to look his very best.  
Now he's a well-dressed fox!

- I Do**
- Tell children you will blend sounds using the sound boxes on the **Sound-Spelling WorkBoard**.
  - Listen to the following sounds: /v/ /a/ /n/. I have three markers to stand for the three sounds: /v/ /a/ /n/. Listen as I blend the sounds together: /vvvaaannn/, *van*.
  - When I blend the sounds quickly, I say the word *van*. As you say the sounds, run your fingers across the three boxes.
  - Repeat for *vet*, *vat*, and *vine*.
- We Do**
- Tell children you will blend more sounds.
  - Listen to these three sounds: /v/ /a/ /t/. Say the sounds with me. I will use three markers to show three sounds.
  - Let's blend the sounds: /vvvvaat/, *vat*.
  - Continue with *van* and *Vick*.
- You Do**
- Say the sounds /v/ /a/ /n/. How many sounds do you hear? Have children place three markers on the sound boxes.
  - Ask children to blend the sounds and say the word: /vvvaaannn/, *van*.
  - Then have children use the markers and the sound boxes to blend the following sounds: /v/ /a/ /t/, *vat*; /v/ /e/ /t/, *vet*.

### ▶ Phonics

#### Objective Blend words with /v/v/, /x/x

- I Do**
- Place **Letter Tiles** *v, e, t*, in the sound boxes.
  - Point to each letter. The letter *v* stands for /v/. The letter *e* stands for /e/. The letter *t* stands for /t/. Listen as I blend these sounds: /vvveet/, *vet*. The word is *vet*.
  - Place **Letter Tiles** *v, a, n* in the sound boxes and follow the same procedure. Continue with *tax* and *vex*.
- We Do**
- Place **Letter Tiles** *v, a, t* in the sound boxes.
  - Let's say the sound each letter stands for: /v/ /a/ /t/.
  - Now let's blend the sounds: /v/ /a/ /t/, /vvvvaat/, *vat*. What's the word?
  - Place **Letter Tiles** *f, o, x* in the sound boxes and repeat. Continue with *van* and *box*.
- You Do**
- Place **Letter Tiles** *v, a, n* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word. What's the word?
  - Have children repeat with **Letter Tiles** *v, a, t*; *v, e, t*; and *V, i, c, k*.
- ELL** Because *v* is pronounced as /b/ in Spanish, Spanish speaking children may need additional practice with /v/. Provide word pairs for children to contrast /b/ and /v/: *bat/vat*, *bet/vet*, *ban/van*, *boat/vote*. For more support, see pages T6–T7.

## Words to Know

### ► High-Frequency Words: *and, are, do, here, said, this, what, you*

**Objective** Review high-frequency words

- Write one high-frequency word on each of the index cards: *and, are, do, here, said, this, what, you*.
- Display **Word Cards** *and, are, do, here, said, this, what, and you* in the pocket chart.
- Have children read the words with you.
- Place **Word Cards** and index cards face down.
- Play a matching game. Turn over one card and read it aloud. Have children echo-read the word.
- Tell children you will try to find the match for the card by turning over another card. Read the second card.
- If it is a match, place the **Word Card** in the pocket chart with the index card next to or behind it.
- If it is not a match, turn the cards back over in their spot. Tell children it is time for someone else to have a turn. Repeat until all the matches are found.
- Save index cards for future lessons.
- Have them read, spell, and write bonus word *my*.

### ► Oral Vocabulary: *Assist and Journey*

**Objective** Develop oral vocabulary

**Confirm** Review the words *assist* and *journey* with children. Remind children someone can assist, or help, a family member or friend. *A journey is a trip.*

**Discuss** Have children finish the sentences: *I assist my family by \_\_\_\_\_. I'd like to go on a journey to \_\_\_\_\_.*

**Connect** Describe a time when you asked someone to assist you.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words on the board: *fox, box, mix, fix, van, vet, vat, vest*. Then reread each word and have children blend the sounds after you.
- **Connected Text** Have children review the **Intervention Reader** *Fox Can Fix It* using the **Listening Library** audio selection. Then have them reread the story on their own.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**During Reading** Read the story together.

- **Echo-Read** Guide children to echo-read the story with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story.
- Ask children if this story is a fantasy. Have them explain why or why not.

See **Practice Book** pages 167–168.

### ► Build Fluency: Connected Text

**Objective** Develop fluency through repeated readings

**Partner Reading** Have pairs of children take turns reading aloud the **Take-Home Book** to each other. Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate.

### ► Write

**Objective** Practice writing words

- Have children use **Letter Tiles** to make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using **Letter Tiles** as a guide.

**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards**: *v, i, s, o, n, f, x, t*. Now write the word that I say: *fox*. Repeat with *six*. Now write the sentence that I say: *Fox is six*. Provide immediate feedback.

See the Independent Writing lesson on page 337.

## Unit Assessment

Have children complete the Unit Assessment on **Assessment Book** pages 120–131.

**Materials**

- Intervention Readers: *Am I Red?*, *Get Wet!*, *Fox Can Fix It*
- Photo Cards: *apple, banana, berries, cherry, lemon, pumpkin, strawberry, watermelon*
- Large index cards with *bed, hen, led, pen, red, men; beg, big, dig, leg, peg, wig; box, fix, fox, mix, ox, six*
- pocket chart

**More Word Work: Word Families and Word Sorts****Objective** Blend and sort words in word families using *-en, ed; -ig, -eg; -ox, -ix***WEEK 1**

- Write *hen, pen, men*. Point to the letters, say the sounds, and read the words. Have children repeat. **I notice that each word has *e* in the middle and *n* at the end: /een/.**
- Write *red, bed, led*. Point to the letters, say the sounds, and read the words. Have children repeat. **What do you notice in these words?**
- Place cards for *hen* and *red* in two columns in the pocket chart. Point to the letters, say the sounds, and read the words.
- Hold up the card for *pen*. Point to the letters, say the sounds, and read the word. Model placing *pen* under *hen*. Have children read and sort the other *-en* and *-ed* words.

**WEEK 2**

- Write *wig, big, dig*. Point to the letters, say the sounds, and read the words. Have children repeat. **I notice that each word has an *i* in the middle and *g* at the end: /iiig/.**
- Write *peg, beg, leg*. Point to the letters, say the sounds, and read the words. Have children repeat. **What do you notice in these words?**
- Place cards for *wig* and *peg* in two columns in the pocket chart. Point to the letters, say the sounds, and read the words.
- Hold up the card for *big*. Point to the letters, say the sounds, and read the word. Model placing *big* under *wig*. Have children read and sort the other *-ig* and *-eg* words.

**WEEK 3**

- Write *ox, box, fox*. Point to the letters, say the sounds, and read the words. Have children repeat. **I notice that each word has *-ox* at the end: /ooks/.**
- Write *fix, mix, six*. Point to the letters, say the sounds, and read the words. Have children repeat. **What do you notice in these words?**
- Place cards for *ox* and *fix* in two columns in the pocket chart. Point to the letters, say the sounds, and read the words.
- Hold up the card for *box*. Point to the letters, say the sounds, and read the word. Model placing *box* under *ox*. Have children read and sort the other *-ox* and *-ix* words.

**Grammar: Pronouns****Objective** Identify and use pronouns**WEEK 1**

- Tell children that *I* is a word that takes the place of a person's own name. **When you use *I*, you are saying something about yourself.** Point to the picture on page 6 of *Am I Red?* and read: "**I am red.**" Ask children what is the thing that *I* stands for. Record their responses and read aloud the word. Repeat with other pictures.
- Display **Photo Cards** of fruits. Have children use the pronoun *I* to say if they like or do not like the fruit.

**WEEK 2**

- Explain that the words *you* and *we* take the place of the names of people. **Use *you* to talk about someone else. Use *we* to talk about yourself and someone else.** Have children use *you* and *we* in sentences.
- Write and read *she* and *he*. Explain that *she* takes the place of a girl's name and *he* takes the place of a boy's name. Ask children to use *she* or *he* to take the place of Meg and Wag's names in the story.

**WEEK 3**

- Tell children that *it* is a word that takes the place of the name of something. Display page 7 of *Fox Can Fix It* and read: "**Fox can fix it.**" **What does *it* stand for? (the van)**
- Display page 8. Have children make up riddles, using the pronoun *it*. Model an example: *It is green and grows on the ground. What is it? (grass)* Repeat for other pages.
- Ask children to tell the riddle as a question. Have them listen carefully for the clue.



## Writing: Lists, Sentences, Questions and Answers, Descriptive Sentences, Stories

**Objectives** Write lists, sentences, questions and answers, descriptive sentences, and stories; develop concepts of print

### WEEK 1

#### Shared Writing: List

- Display the cover and read aloud the title, *Am I Red?* Explain that the title asks a question. Tell children that they will use the sentences in the story to write a list of questions.
- Show page 3. Model saying a question about the page: “Am I yellow?” Repeat for other pages and record children’s questions. Track print as you read the list.

#### Interactive Writing: Sentences

- Tell children that they will write the answers to the list of questions. Write: *I am a yellow \_\_\_\_*. Repeat for the other questions. Record responses. Track print as you read.

#### Independent Writing: Questions and Answers

- Display the list of questions and answers. Tell children that they will use the list and sentences to write another question and answer. Write and read: *Am I blue? I am a blue bike*. Have children ask and answer more questions. Record suggestions. Track print as you read. Have children choose a question and an answer to write at the bottom of their paper. Have them draw a picture above the words.

**Concepts of Print** Have children identify which sentences are questions and which are answers. Have them point to and identify the punctuation marks at the end. Ask them to track the words as they read.

### WEEK 2

#### Shared Writing: List

- Remind children that a list can help them tell about the characters in a story. Have children look at the illustrations in the story and describe how Meg and Wag feel on each page. Record responses as a list. Track print as you read the list.

#### Interactive Writing: Sentences

- Tell children that they will use the list from last time to write sentences about how Meg and Wag feel. Write these sentence starters: *Meg is \_\_\_\_*. *Wag is \_\_\_\_*. *Meg and Wag are \_\_\_\_*. Display each page and ask children how the characters feel. Have children choose a word from the list for each sentence. and write their sentences. Track print as you read.

#### Independent Writing: Descriptive Sentences

- Remind children that they can also describe Meg and Wag by telling about their color, size, and shape. Write and read this sentence: *Meg has a gray coat with yellow spots*. Guide children in writing a sentence to describe Wag’s coat. Then have them write another sentence about Meg or Wag. Have children track print as you read.

#### Listening and Speaking

Have children read aloud their sentences. Ask them to listen carefully and decide if the words accurately describe the story characters.

### WEEK 3

#### Shared Writing: List

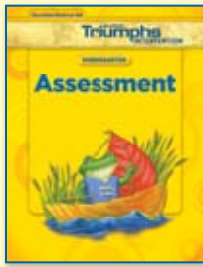
- Remind children that they read about Fox, who fixed a van so everyone could fit inside. Have children recall the order in which the characters entered the van. Record children’s responses as a list. Track the print as you read the list with children.

#### Interactive Writing: Sentences

- Ask children what would happen if the next day another animal had trouble getting into the van. Write these sentences: *[Animal name] can not get in! [Animal name] is too \_\_\_\_*. Have children think of another animal to complete the sentences and tell why it cannot fit. Record their responses on chart paper. Track print as you read the completed sentences with children. Have children copy the sentences with the animal they want to write about in a story.

#### Independent Writing: Story

- Display the sentences used last time. Tell children that they will write their own story, using the sentences they wrote last time. Ask children to think about how Fox might fix the problem. Have children draw a picture to show how Fox fixes the problem in their story. Then have them write a sentence or two to describe the picture. Track print as you read the completed stories with children.



Assessment Book

Choose from the Additional Instruction for children who need more support. Use Unit Assessment to check children's progress.

## Working with Words

### Materials

- Practice Book: Take-Home Books, pp. 151–152, 155–156; 157–158, 161–162; 163–164, 167–168
- Sound-Spelling WorkBoards
- Large Sound-Spelling Cards: *Box, Egg, Guitar, Volcano, Window*
- Letter Tiles
- markers or counters
- hand puppet

### Online Resources

- **IWB** [Interactive White Board Phonics Lessons](#)

## ▶ Phonemic Awareness

### Objective Develop phonemic awareness

**Isolate Phonemes** Remind children that the sound /e/ can appear at the beginning of a word, as in *egg*, and in the middle of a word, as in *bed*. Using the **Sound-Spelling WorkBoards**, say the word *egg*, elongating the first sound in the word: /eeeg/, *egg*. When I say the word *egg*, I hear the /e/ sound at the beginning of the word. I will place a marker in the first box on the **Sound-Spelling WorkBoard**. Now I will say the word *bed* as I stretch the sounds in the word: /beeed/, *bed*. When I say the word *bed*, I hear the /e/ sound in the middle of the word. I will place a marker in the middle box on the **Sound-Spelling WorkBoard**. Repeat this process with the words *Ed, end, pen, web, ten*. Ask children to say if they hear the sound /e/ at the beginning or in the middle of the word. Tell them to place a marker in the first or the middle box on the **Sound-Spelling WorkBoard** as you point out where /e/ appears in each word.

- For lessons 6–10, repeat for initial /g/ and the words *get, game, goose, gate*; final *g* and the words, *big, tag, pig*; initial *w* and the words *wolf, west, win, wall*.

- For lessons 11–15, repeat for final *x* and the words *fix, box, tax, six*; initial *v* and the words *van, vet, vine*.

**Orally Blend Phonemes** Use the puppet to model how to blend the word *egg*. The puppet is going to say the sounds in a word. Listen as the puppet says each sound in the word *egg*: /e/ /g/. The puppet can blend these sounds together: /eeeg/, *egg*. Say the sounds with the puppet. Repeat with *hen*. Tell children to say each sound in the word *hen*: /h/ /e/ /n/, /heennn/, *hen*.

- Continue as you model placing markers in the sound boxes on the **Sound-Spelling WorkBoards**. I will place a marker in a box for each sound I make: /g/ /e/ /t/. Now I will point to a marker as I say each sound and string the sounds together: /geet/, *get*.
- Have children take turns placing the markers in the sound boxes as they blend words: *elf, end, pen, red, men*. Continue with the following words:
  - Lessons 6–10: *go, get, game, tag, pig, egg, will, win*
  - Lessons 11–15: *six, box, mix, fox, van, vet, vine*

**Phoneme Deletion** Use the puppet to model how to delete a sound from a word to make a new word. Listen as the puppet says a word: *led*. How many sounds do you hear in the word *led*? Yes, there are three sounds in the word: /l/ /e/ /d/, *led*. Have children say each sound in the word and then the whole word. Now the puppet is going to take away a sound in the word *led* to form a new word. Listen as the puppet takes the sound /l/ away to form the new word *Ed*. Let's say this new word together. How many sounds do you hear in the new word? Yes, there are now two sounds in the word. Repeat with *mat*, taking away *m*, and *lit*, taking away *l*.

**Phoneme Addition** Use the puppet to model how to add a sound to a word to make a new word. Listen as the puppet says a word: *ax*. How many sounds do you hear in the word *ax*? Yes, there are three sounds in the word: /a/ /ks/, *ax*. Have children say each sound in the word and then the whole word. Now the puppet is going to add a sound to the beginning of the word *ax* to form a new word. Listen as the puppet adds the sound /w/ to the word *ax*: /w/ /aks/, *wax*. Let's say this new word

together. How many sounds do you hear in the new word? Yes, there are now four sounds in the word. Repeat with the word *an* and add each of the following sounds to make new words: /p/, /m/, /t/.

## ► Phonics

**Objectives** Decode words with /e/e, /g/g, /w/w, /ks/x, and /v/v

Display the *Egg Sound-Spelling Card*. The letter *e* can stand for the short *e* sound /e/, as in the beginning of *egg*. This is also the sound at the beginning of *Ed*: /eed/, *Ed*. Write the word *Ed*. Draw a line under the *e* as you say the sound /e/. Explain that the letter *e* also stands for the sound /e/ in the middle of the word *red*: /rreed/, *red*. Write *red*. Draw a line under the *e* as you say the sound /e/. Repeat with the *Guitar Sound-Spelling Card* and *get*; the *Window Sound-Spelling Card* and *web*; the *Box Sound-Spelling Card* and *fox*; and the *Volcano Sound-Spelling Card* and *vet*.

**Blend Words** Place the **Letter Tiles** *E, d*, in the sound boxes on the **Sound-Spelling WorkBoard**.

- The letter *E* stands for the sound /e/. The letter *d* stands for the sound /d/. Listen as I blend the sounds together: /eed/, *Ed*.
- Place the **Letter Tiles** *h, e, n* in the sound boxes on the **Sound-Spelling WorkBoard**. What sound does the letter *h* stand for? Yes, it stands for /h/. What sound does the letter *e* stand for? Yes, it stands for /e/. What sound does the letter *n* stand for? Yes, it stands for /n/. Let's blend all three sounds together: /heennn/, *hen*.
- Repeat the above routine with *net, pet, pen, Ned*.
- Have children take turns placing **Letter Tiles** in the sound boxes and blending the sounds to form words.
- For lessons 6–10, repeat the above routine for initial *g* using the words *get, got*; final *g* using the words *wag, lag, pig*; and initial *w* with *wag, win*.
- For lessons 11–15, repeat the above routine for final *x* using the words *box, mix, six, fix* and initial *v* using the words *van, vat, vet*.

**ELL** Review the meanings of words in the lesson that can be demonstrated in a concrete way. For more support, see pages T6–T7.

**Alphabet Recognition** Display the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” together as children point to each letter. Then have children use **Letter Tiles** to make their first names.

**Write Ee, Gg, Ww, Xx, Vv**

**Take a Step Back: Form the Letter Ee** Have children use pencils or wooden sticks to make the capital letter *E*. Emphasize the four lines used to form the letter. Have children practice saying /e/, as they pretend to be an engine slowly going up a hill.

**Take a Step Back: Form the Letter Gg** Have children form the capital letter *G* in sand or with paint as they say /g/. Tell them to pretend to gulp down a glass of juice as they form the letter *g*.

**Take a Step Back: Form the Letter Ww** Have children use pencils or wooden sticks to make the letter *W*. Emphasize the four lines used to form the letter. Tell them to say /w/ as they pretend to wash a window as a way to help them remember this letter.

**Take a Step Back: Form the Letter Xx** Have children use pencils or wooden sticks to make the letter *X*. Point out the two lines as they form the letter. Tell them to say /ks/ as they pretend to cut paper with scissors.

**Take a Step Back: Form the Letter Vv** Have children use pencils or wooden sticks to make the letter *V*. Tell them to say /v/ as they pretend to play a violin.

**Dictation** Model how to write *Ee* as you say the sound. Have children trace the letters in the air with their fingers. Then ask children to write the letters on their **Sound-Spelling WorkBoards**. Repeat with the letters *Gg, Ww, Xx, and Vv*. Then randomly say *e, g, w, x, and v* and have children write what you say. For more handwriting support, see pages T8–T11.

**Fluency: Connected Text** Have children reread the **Take-Home Books** on the **Practice Book** pages listed below. When children feel comfortable reading the stories, have them read the stories to a partner.

- Lessons 1–5: **Practice Book** pp. 151–152, 155–156
- Lessons 6–10: **Practice Book** pp. 157–158, 161–162
- Lessons 11–15: **Practice Book** pp. 163–164, 167–168

**IWB** For more practice, use **Online Phonics Lessons**: Short *e*; Consonants *Gg, Ww, Xx, Vv*.



## Words to Know

### Materials

- Word Cards: *do, has, here, my, said, with*
- Letter Tiles: *a, d, e, h, i, m, o, r, s, t, w, y*
- Sound-Spelling WorkBoards
- Photo Cards: *apple, banana, berries, carrots, celery, cherry, corn, grapes, lemon, pea, peach, pear, strawberry, vegetables, watermelon, zucchini*
- pocket chart

### ► High-Frequency Words

**Objective** Reteach high-frequency words *do* (Lessons 1–5); *said* (Lessons 6–10); *here* (Lessons 11–15)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word do. It is spelled d-o, do. What do you like to do? This is the word said. It is spelled s-a-i-d, said. My friend said he likes school. This is the word here. It is spelled h-e-r-e. Grandma will be here tomorrow.*
- Review the bonus words *has* (Lessons 1–5), *with* (Lessons 6–10), and *my* (Lessons 11–15) using the read, spell, and write routine.
- Have children chorally say each word aloud as you point to it. Point to each letter as they chorally spell the word aloud.
- Point out letters and their sounds that children have learned. *Here has the sound /h/ at the beginning. We know that the letter h stands for the /h/ sound. The word here has the /h/ sound at the beginning.*
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have them write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters and frames using the words. For example: *Here is the \_\_\_\_\_. Do you want to \_\_\_\_\_ today?* Have children take turns orally completing the sentences. Write the sentences as children complete them and then read each aloud. Have children take turns underlining the high-frequency words in each sentence.
- Have partners work together to spell *do, has, said, with, here,* and *my* using the **Letter Tiles**.

### ► Oral Vocabulary

**Objective** Develop oral vocabulary

**Color Words (Lessons 1–5)** Remind children that they have been using words that tell about colors. *We can use the words brown, white, blue, and green to describe eggs. Other color words are yellow, red, green, and orange. These words can describe fruits. For example, apples are red.*

- Have children draw pictures of fruits they like to eat. Then have them say a sentence about the fruit using a color word.
- Have partners work together to create sentences using the oral vocabulary words.

**Movement Words (Lessons 6–10)** Remind children that they have been talking about movement words such as *waddles, walk, wiggles, jog, dig, run, jump, skip, hop, bend,* and *twist*. *We use words such as jog, skip, and run to tell about moving quickly. Waddles is what a duck does when it walks.*

- Say each word and have children act out the movement. Then ask children to name other ways they can move.
- Have partners think of animals and how they move. Ask them to use the words *waddles, walk, wiggles, dig, run, jump,* and *bend* to describe how animals can move.

**Fruit and Vegetable Words (Lessons 11–15)** Remind children that they have been using words that name fruits and vegetables. Display **Photo Cards** of fruits and vegetables. *We use the words apple, banana, carrots, celery, lemon, berries, carrots, cherry, corn, grapes, pea, peach, pear, strawberry, vegetables, watermelon, and zucchini to name fruits and vegetables.*

- Have children draw a picture of a fruit or vegetable salad using their favorite fruits and vegetables. Then ask them to describe their salad.
- Have each partner choose three fruit or vegetable words and say sentences aloud using them.

**ELL** Encourage children to act out movement words or point to objects in the classroom when they are describing colors.

## Time to Read

### Materials

- Intervention Readers: *Am I Red?; Get Wet!; Fox Can Fix It*

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## ► Comprehension: Text Evidence

### Objectives Review comprehension skills

**Classify and Categorize (Lessons 1–5)** Remind children that noticing how things are alike in a story helps them better understand what they are reading. *As you read, you can look at how to put things that are alike, or the same, into groups.*

- Use the **Intervention Reader** *Am I Red?* *As we read, let’s pay attention to what the pictures and words tell us about how things are alike.*
- Read aloud pages 2 and 3. *As I look at the pictures I see that an apple and a banana are both fruit, but they are not the same color.*
- Read aloud pages 4 and 5. *Look at the pictures and read the words. How are a wagon and a tricycle alike? (They are both things you ride on.)*
- Read aloud pages 6 and 7. *What is alike about these two pictures? (A bird and a cat are both animals.)*
- Read aloud page 8. *Is a hen red? (Part of the hen is red, part of the hen is brown.)*
- Reread *Am I Red?* aloud with children. *How are the apple, wagon, and bird alike? (They are all red.) Are the banana, tricycle, and cat alike? (They are not alike at all.)*

**Compare and Contrast (Lessons 6–10)** Remind children that when we read, it helps to think about how things in a selection are alike and how they are different. *To compare is to tell how characters or things are the same. To contrast is to tell how they are different.*

- Read aloud pages 2 and 3 in the **Intervention Reader** *Get Wet!* *Look at the pictures and read the words. How are Meg and Wag alike? (They are both hot.)*

- Read aloud pages 4 and 5. *As I look at the pictures and read the words on these pages, I see Meg is in the water. She can splash Wag and get him wet. How are Meg and Wag different? (Meg is in the water. Wag is on land.)*
- Read aloud pages 6 and 7. *What does Meg want Wag to do? (Meg wants Wag to get in the water.) What does Wag do? (He dives into the water.)*
- Read aloud page 8. *What are Meg and Wag doing? (They are splashing in the water.) How are Meg and Wag alike? (They are both in the water and they are both wet.)*

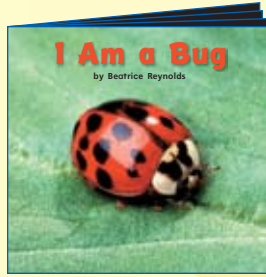
**Fantasy and Reality (Lessons 11–15)** Remind children that the events in some stories could happen in real life, while others are fantasy, or make-believe. *As you read, think about whether or not events in the story could happen in real life.*

- Read aloud pages 2 and 3 in the **Intervention Reader** *Fox Can Fix It.* *What does Fox have? (Fox has a van.) What does he want Cat, Dog, and Pig to do? (Get in.) Can a fox drive a van in real life? (no)*
- Read aloud pages 4 and 5. *Who gets into the van first? (Cat) Who gets in next? (Dog)*
- Read aloud pages 6 and 7. *Why can’t Pig get into the van? (He is too big.) How does Fox fix Pig’s problem? (He gets a ladder and Pig climbs up.)*
- Read aloud page 8. *What happens last in the story? (Pig is sitting on top of the van and they are going somewhere.) Can the events in this story happen in real life? Why or why not? (No. Animals can’t own vans or drive. They don’t wear clothes or carry bags.)*

**IWB Online Comprehension Lessons:** Compare and Contrast; Fantasy and Reality

### Self-Selected Reading

Provide books for children to read during independent reading time or to take home for additional practice. Guide children to look for ways to classify and categorize things in nonfiction books. Help them compare and contrast, and to distinguish between fantasy and reality in fiction books.



Intervention Reader 13



Intervention Reader 14

**Working with Words**

- **Phonemic Awareness**
- **Phonics**

**Words to Know**

- **High-Frequency Words**
- **Concept Words**
- **Build Fluency**

**Time to Read**

- **Intervention Readers**
- **Comprehension**
- **Write**

**Language Arts**

- **Grammar**
- **Writing**

**Assessment**

- **Informal**
- **Formal**

**Week 1, Lessons 1–5**

**Phonemic Awareness**

- Phoneme Isolation
- Phoneme Blending
- Phoneme Addition

**Phonics**

- Initial and Medial /u/u

**High-Frequency Words**

- *look*
- Bonus Word: *me*

**Concept Words**

- Opposites

**Fluency**

- Letter, Sound, and Word Fluency; Connected Text

**Read**

- *I Am a Bug*

**Strategy:** Monitor Comprehension/  
Reread

**Skill:** Use Photographs

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

- Pronouns

**Writing**

- Shared Writing: List
- Interactive Writing: Sentences
- Independent Writing: Questions and Answers



Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension

**Week 2, Lessons 6–10**

**Phonemic Awareness**

- Phoneme Isolation
- Phoneme Blending
- Phoneme Substitution

**Phonics**

- Initial /j/j, /kw/qu, /z/z

**High-Frequency Words**

- *little*
- Bonus Word: *where*

**Concept Words**

- Position Words

**Fluency**

- Letter, Sound, and Word Fluency; Connected Text

**Read**

- *Zip Can Win!*

**Strategy:** Monitor Comprehension/  
Reread

**Skill:** Identify Cause and Effect

**Daily Writing Prompts**

Handwriting, Dictation, Story Response

**Grammar**

- Pronouns

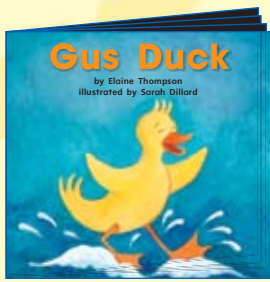
**Writing**

- Shared Writing: Chart
- Interactive Writing: Sentences
- Independent Writing: Sentences



Phonemic Awareness, Phonics, High-Frequency Words, Concept Words, Comprehension





Intervention Reader 15

### Week 3, Lessons 11–15

#### Phonemic Awareness

- Phoneme Isolation
- Phoneme Blending
- Phoneme Substitution and Addition

#### Phonics

- Initial /y/y

#### High-Frequency Words

- Review: *do, here, little, look, said*

#### Concept Words

- Sound Words

#### Fluency

- Letter, Sound, and Word Fluency;  
Connected Text

#### Read

- *Gus Duck*

**Strategy:** Monitor Comprehension/  
Reread

**Skill:** Identify Setting

#### Daily Writing Prompts

Handwriting, Dictation, Story Response

#### Grammar

- Pronouns

#### Writing

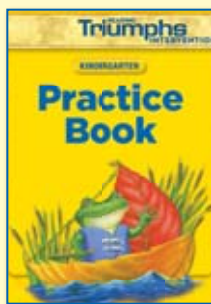
- Shared Writing: List
- Interactive Writing: Sentences
- Independent Writing: Counting Books



Phonemic Awareness, Phonics,  
High-Frequency Words,  
Concept Words, Comprehension

- **Unit Assessment, Assessment  
Book pp. 132–143**





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 167–168
- Large Letter Cards: *b, e, g, k, l, o, r*
- Large Sound-Spelling Card: *Umbrella*
- Photo Cards: *giraffe, grapes, inchworm, mouse, tiger, turtle, umpire, under, undershirt, walrus, watermelon*
- Word Cards: *look, me*
- Sound-Spelling WorkBoards
- hand puppet
- self-stick notes
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ▶ Phonemic Awareness

**Objective** Isolate initial phoneme /u/

Read aloud the following rhyme.

Two little cubs sat under a tree  
When one said, “Let us have some fun!”  
So they jumped up and played the rest of the day,  
Until their mom said, “Come home, run!”

- I Do**
- Use the puppet to show children how to isolate the first sound in a word from the rhyme.
  - Listen to the word *us*: /uuusss/. The word *us* begins with the /u/ sound. The first sound in *us* is /u/. What’s the sound?

- We Do**
- Read the rhyme again. The word *up* also begins with the /u/ sound. Let’s say the word together: *up*. Let’s say the first sound in *up*: /u/. Repeat with *under* and *until*.

- You Do**
- Read the rhyme to children. What is the first sound you hear in the word *under*? Repeat with *up* and *us*.

- ELL** Tell children that people sometimes say /u/ when they are trying to remember something. Tell them to keep their faces and jaws relaxed. The mouth is open slightly. Lift the tongue slightly and say /u/. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say the sound /u/, and have children repeat it. The word *us* begins with /u/. Let’s say the sound and the word together: /u/, *us*. Listen to the word I say: *us*. What is the first sound you hear?

#### Quick Check

Can children isolate the initial phoneme /u/? If not, use Additional Instruction, pp. 376–379.

### ▶ Phonics

**Objective** Identify initial /u/u

**Review** Show these **Large Letter Cards** as children say each sound: *l, k, e, g, o, b, r*. Mix and repeat.

- I Do**
- Display the *Umbrella Sound-Spelling Card*.
  - Point to the letter. This is capital *U*. This is lowercase *u*. The letter *u* stands for the /u/ sound at the beginning of *umbrella*.
  - Listen for /u/ as I say the word: *umbrella*.
  - Then display **Photo Card** *under*. Place a self-stick note with a lowercase *u* written on it on the picture.
  - This shows *under*. *Under* begins with /u/. Listen for the /u/ sound as I say the word again: *under*.
  - Repeat with **Photo Cards** *umpire* and *undershirt*.

- We Do**
- Write the *u* words from the rhyme on the board.
  - Point to the letter *u* in *up*. The *u* in *up* stands for the /u/ sound. Say the sound and word with me: /u/, *up*.
  - Repeat with *us*, *under*, and *until*.

- You Do**
- Point to *under* and read it aloud with children.
  - Ask a child to circle the letter that stands for the /u/ sound in *under* and say /u/.
  - Continue until children have circled and identified the letter *u* and sound /u/ in each word.

**IWB** Online Phonics Lessons: Short *u*

### CORRECTIVE FEEDBACK

Write the word *up* on the board. Draw a line under the *u*. This is the letter *u*. Say the name of the letter with me: *u*. The letter *u* stands for /u/ at the beginning of *up*. Say the sound as I point to the letter.

#### Quick Check

Can children identify /u/ spelled *Uu*? If not, use Additional Instruction, pp. 376–379.

## Words to Know

### ► High-Frequency Word: *look*

**Objective** Read high-frequency words

- Display **Word Card** *look* in the pocket chart.
- Point to the word *look*. *This is the word look. It is spelled l-o-o-k. I look at bugs. What's the word?*
- Have children chorally **read** and **spell** *look* with you as you point to it.
- Have children **write** *look* on their **Sound-Spelling WorkBoards**.
- Have children take turns finishing the sentence: *I look at \_\_\_\_*. Write the completed sentences.
- Introduce children to bonus word *me*. Have them read, spell, and write the word. Have them complete the sentence: *Come to the \_\_\_\_ with me*.

#### CORRECTIVE FEEDBACK

Point to *look*. *The word is look. Point to the word and say it with me: look. What's the first sound in the word? What's the first letter? What's the word?*

#### Quick Check

Can children read *look*? If not, use **Additional Instruction**, pp. 376–379.

### ► Concept Words: Opposites

**Objective** Develop oral vocabulary

- *Opposites* are words that mean something completely different from one another. For example, the opposite of *big* is *small*.
- Use pairs of **Photo Cards** to show examples: *giraffe, mouse (tall, short); walrus, inchworm (fat, thin); watermelon, grapes (big, small); tiger, turtle (fast, slow)*.
- Display the *inchworm* and *walrus* **Photo Cards**. *The inchworm is thin. Is the walrus thin or fat? The words fat and thin are opposites.*
- Continue with the remaining **Photo Cards**.

#### CORRECTIVE FEEDBACK

*A tiger is fast. What word is the opposite of fast?*

#### Quick Check

Can children understand and use opposites? If not, use **Additional Instruction**, pp. 376–379.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Reread the **Take-Home Book** from the previous week with children.
- Then have children whisper-read the **Take-Home Book** independently. Listen while children read, offering guidance as necessary.
- Remind children that the difference between fantasy and reality is that the events in a fantasy could not really happen. Discuss with them whether this story is fantasy or reality, and why.
- Have children find the high-frequency word *here* in the text.

Tell children to read the story to their family.

### ► Response

Ask children to respond to the **Take-Home Book** by having them retell what happened first, next, and last. Have children explain why the story is fantasy.

See **Practice Book** pages 167–168.

### ► Write

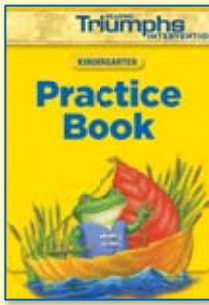
**Objective** Write *Uu*

- Display the *Umbrella* **Sound-Spelling Card**.
- Model how to write *Uu* by tracing the letter with your finger.
- Write the letter *Uu* on the board.
- Have children take turns tracing *Uu* with their fingers on the *Umbrella* **Sound-Spelling Card**.
- Have children say the sound /u/ as they write the letter *Uu* several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: capital *u*. Now write lowercase *u*. Repeat with the letters *v*, *g*, and *e*. Write the letter for the sound I say: /u/. Repeat with /l/, /o/, and /b/. Provide immediate feedback.

See Handwriting pages T8–T11.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 169–170, 202
- Photo Cards: *bus, dog, fan, hat, jet, nut*
- Large Letter Cards: *a, c, d, f, h, n, p, t, U, u*
- Large Sound-Spelling Card: *Umbrella*
- Sound-Spelling WorkBoards
- Letter Tiles: *f, n, u*
- Word Cards: *do, here, look, me, said*

- self-stick notes
- pocket chart

## Online Resources

- **IWB** **Interactive White Board** Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate medial phoneme /u/

Display the rhyme and read it aloud.

Two little cubs sat under a tree  
When one said, "Let us have some fun!"  
So they jumped up and played the rest of the day,  
Until their mom said, "Come home, run!"

- I Do**
- Today we are going to listen for the /u/ sound in the middle of some words.
  - Reread the rhyme, emphasizing the word *fun*. You can hear the /u/ sound in the middle of *fun*: /f/ /u/ /n/, *fun*.
  - Repeat with *cub* and *run*.

- We Do**
- Say *cub* and *fun* with children. What sound do you hear in the middle of *cub* and *fun*? Let's say the sound together: /u/.
  - Display **Photo Card** *bus*. Let's say this word together: *bus*. Listen to the sounds in this word: /b/ /u/ /s/. What sound do we hear in the middle of *bus*? Say the /u/ sound with me: /u/.
  - Repeat with **Photo Card** *nut*.

- You Do**
- Display the following **Photo Cards**, one at a time: *bus, fan, dog, hat, jet, nut*.
  - Have children say the word that names each picture. Then have them say the sound they hear in the middle of each word.

### ► Phonics

**Objective** Identify medial /u/

**Review** Show each of the following **Large Letter Cards** as children say each sound: *d, a, h, p, t, n, f, c*. Mix the cards and repeat.

- I Do**
- Display the *Umbrella* **Sound-Spelling Card**.
  - Point to the letter *u*. The name of this letter is *u*. The letter *u* stands for the /u/ sound at the beginning of *umbrella*.
  - Listen for /u/ as I say the word: *umbrella*.
  - Display **Photo Card** *bus*. Place a self-stick note with a lowercase *u* written on it under the bus.
  - This is a *bus*. *Bus* has the /u/ sound in the middle of the word. Listen for the /u/ sound as I say the word again: /buuus/, *bus*.

- We Do**
- Write *fun*. The *u* in the middle of *fun* stands for the /u/ sound. Say the sound as I point to the letter.
  - Repeat with *rug, cup, and sun*.
  - Then have children say the words with you again and circle the letter that stands for the /u/ sound.

- You Do**
- Write the following words: *rub, hug, tub, run*.
  - Point to *rub* and read it aloud with children.
  - Ask a child to circle the letter that stands for the /u/ sound in *rub* and say /u/.
  - Continue until children have circled and identified the letter *u* and sound /u/ in each word.
  - Then have children write the letter *u* and say /u/.

**IWB** **Online Phonics Lessons:** Short *u*

### CORRECTIVE FEEDBACK

Display the sound boxes on the **Sound-Spelling WorkBoard** and place **Letter Tiles** *f, u, n* in them. The word *fun* has the /u/ sound in the middle. Let's say the word and the sound together: *fun, /u/*. What is the sound in the middle of *fun*?

### Quick Check

Can children identify medial /u/ in a word? If not, use **Additional Instruction**, pp. 376–379.

## Words to Know

### ► High-Frequency Word: *look*

**Objective** Read high-frequency words

- Display **Word Card** *look* in the pocket chart. *This word is look. Look at my picture.*
- Have children repeat with you: *look*.
- Have children take turns using *look* in a sentence.
- Display **Word Cards** *here, said, do,* and *look* in the pocket chart. Ask a child to point to the word *look*. Then have children identify the other words.
- Have them read, spell, and write bonus word *me*.

### CORRECTIVE FEEDBACK

Point to and say *look*. *The word is look. Point to the word and say it with me: look. What's the word?* Then write *do, look, hear,* and *said* on the board. Have children individually say and point to the word *look*.

#### Quick Check

Can children read *look*? If not, use Additional Instruction, pp. 376–379.

### ► Concept Words: Opposites

**Objective** Develop oral vocabulary

- Remind children of the opposite words from last time: *thin, fat, tall, short, fast, slow, big, small*.
- Tell children that you will say some words and that they should name the opposites: *small, slow, short, thin*.
- Brainstorm with children other word pairs that are opposites and write them on the board.
- Use the words in sentences and have children respond with an opposite. For example, you say: *I am happy*. Children say: *I am sad*. You say: *It is hot*. Children: *It is cold*.

**ELL** Use classroom objects to demonstrate opposites. For example: *This block is long. This block is short*. For more support, see pages T6–T7.

See *Opposites* page at the back of **Practice Book**.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**Before Reading** Preview the story by reading aloud the title. *What do you think the story will be about?*

**During Reading** Read the story together.

- Have children track the print as they read.
- Focus on the pattern of the story and any changes in punctuation.
- Point out any known high-frequency words, or words that begin with previously taught letter sounds.
- **Choral Reading** Guide children to read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story. Listen while children read, offering guidance as necessary.

**After Reading** Explain that you can understand the words of a story more when you look closely at the illustrations. *Point to the two ducks in the hut on page 2. Now point to the three ducks in the rug on page 3.*

See **Practice Book** pages 169–170.

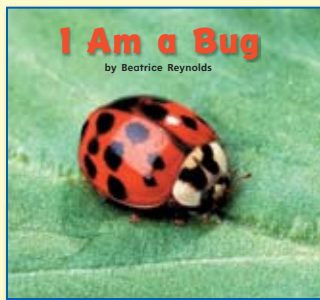
### ► Write

**Objective** Write *Uu*

- Write both forms of the letter *Uu* on the board.
- Model how to write *Uu* by tracing the letter with your finger.
- Have children use their fingers to trace *Uu* on the **Letter Cards**.
- Have children say the sound /u/ as they write the letter *Uu* several times.

**Dictation** *Write the letter that I say on your Sound-Spelling WorkBoards: u*. Repeat with the letters *a, e,* and *i*. *Write the word I say: up*. Repeat with the words *cup* and *fun*. Provide immediate feedback.

See Handwriting pages T8–T11.



Intervention Reader 13

## Materials

- Intervention Reader 13: *I Am a Bug*
- Practice Book: pp. 171, 172
- Sound-Spelling WorkBoards
- Large Letter Cards: *c, f, m, n, p, s, t*
- Letter Tiles: *a, e, f, g, h, n, p, r, s, t, u*
- Photo Cards: *bus, man, net, nut*
- Word Cards: *look, me*
- markers or counters
- pocket chart

## Working with Words

### ► Phonemic Awareness

**Objective** Orally blend sounds

Read aloud the following rhyme.

Two little cubs sat under a tree  
When one said, "Let us have some fun!"  
So they jumped up and played the rest of the day,  
Until their mom said, "Come home, run!"

- I Do**
- Tell children you will use the sound boxes on the **Sound-Spelling WorkBoard** to blend sounds.
  - Listen to the following sounds: /u/ /s/. I have two markers to stand for the two sounds. Listen as I blend the sounds together to say the word: /uuusss/, *us*.
  - Repeat the procedure with *up, run, and fun*.

- We Do**
- Listen to these three sounds: /f/ /u/ /n/. Say the sounds with me: /f/ /u/ /n/. I will use three markers to show the three sounds.
  - Now blend the sounds with me: /ffuuunnn/.
  - Continue with *cup, hug, and bug*.

- You Do**
- Say *cub*. How many sounds do you hear? Have children place three markers in the sound boxes.
  - Ask children to blend the sounds to say the word: /kuub/, *cub*.
  - Then have children use the markers and the sound boxes to blend the following sounds: /m/ /u/ /g/, *mug*; /s/ /u/ /n/, *sun*; /d/ /u/ /k/, *duck*.

### CORRECTIVE FEEDBACK

Say *fun* and have children repeat. Listen to the three sounds in *fun*: /f/ /u/ /n/. Say them with me. Now blend the sounds. What's the word?

### Quick Check

Can children blend phonemes in words? If not, use Additional Instruction, pp. 376–379.

### ► Phonics

**Objective** Blend words with /u/u

**Review** Show each of the following **Large Letter Cards** as children say each sound: *s, m, p, t, n, c, f*. Mix the cards and repeat.

- I Do**
- Place **Letter Tiles** *r, u, n* on the boxes on the **Sound-Spelling WorkBoard**.
  - This is the letter *r*. It stands for the /r/ sound. Repeat for the letters *u* and *n*. Point to each letter as you say its sound again.
  - Listen as I blend these sounds together to say the word: /rrruunnn/, *run*. What's the word?
  - Repeat with *pen, hug, fun, and sat*.

- We Do**
- Display **Photo Card** *bus*.
  - Write *bus* on the board and point to each letter. There are three sounds in this word. Say the sounds with me: /b/ /u/ /s/.
  - Let's blend the sounds: /buusss/, *bus*.
  - Repeat with **Photo Cards** *man, nut, and net*.

- You Do**
- Write each of the following words on the board: *fun, nut, net, fan*.
  - Have children say the three sounds in each word and then blend them.
  - Have children identify each middle sound and letter.

See **Practice Book** page 171.



## Words to Know

### ► High-Frequency Word: *look*

**Objective** Review high-frequency words

- Display **Word Card** *look* in the pocket chart. *What word is this? Look at the rain!*
- Have children **read, spell, and write** the word *look*.
- Read aloud the following sentence starter: *Look at the \_\_\_\_*. Have each child dictate an ending to the sentence. Write the completed sentences on the board.
- Afterward, have each child circle the word *look* in his or her sentence.
- Have children read, spell, and write bonus word *me*.

See **Practice Book** page 172.

### ► Oral Vocabulary: *Tiny and Huge*

**Objective** Develop oral vocabulary

**Define** When you read the story today, you will find out about some tiny bugs. If something is tiny, it is very small. Say the word with me: *tiny*.

**Example** *At the zoo, I saw some tiny bugs.*

**Ask** Which animal is tiny: an ant or an elephant?

**Define** The opposite of *tiny* is *huge*. When something is huge, it is very big. Say the word with me: *huge*.

**Example** *At the zoo, I also saw a huge hippopotamus.*

**Ask** Which is huge: a seed or a mountain?

**ELL** Elaborate on children's responses or state the responses in another way in order to more fully develop oral language proficiency. For more support, see pages T6–T7.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *tug, bun, hug, sun, tub, Gus, up, bus*. Blend the sounds as you read the list aloud. Then reread each word and have children echo-read. Have children practice reading the word list throughout the week.

## Time to Read

### ► Read *I Am a Bug*

**Objective** Monitor comprehension: Use photographs

**Before Reading** Preview the story by reading aloud the title. Have children read the title with you.

- Explain to children that photographs tell the reader that the book is about real people, places and things.
- Help children set a purpose for reading by talking about the picture on the cover. *Look closely at the photograph. What information can you find out about the bug by looking at the photograph?*

**During Reading** Guide children through the story. Ask the following questions as you read:

- After page 2: *Is the fly a big bug? Describe it.* After page 5: *What does a butterfly sip?* After page 7: *Which insect hops?*

**After Reading** Take a picture walk through the book. *What are some details about bugs?*

### ► Comprehension Check: **Text Evidence**

**Retell** Have children use text evidence and what they learn from the photographs to **retell** the book.

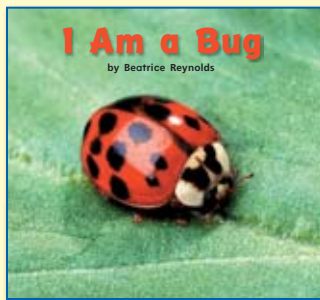
### ► Write

**Objective** Write a label

Have children draw a picture of a bug. Have them label their picture with the word *bug*.

**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards**: *g, u, e, h, m, n, f, c, x, r, a*. Now write the word that I say: *hum*. Repeat with *run*. Now write the sentence I say: *I can hum*. Provide immediate feedback.

See Shared Writing lesson on page 375.



Intervention Reader 13

## Materials

- Intervention Reader 13: *I Am a Bug*
- Large Letter Cards: *b, c, f, n, p, s, t, u*
- Sound-Spelling WorkBoards
- Letter Tiles: *b, c, f, g, h, m, n, p(2), r, s, t, u*
- Word Cards: *do, here, look, me, said*
- hand puppet
- pocket chart

## Working with Words

### ► Phonemic Awareness

#### Objective Phoneme addition

Read aloud the following rhyme. Then read it again, and ask children to chime in with you:

Two little cubs sat under a tree  
When one said, "Let us have some fun!"  
So they jumped up and played the rest of the day,  
Until their mom said, "Come home, run!"

- I Do**
- Tell children that the puppet is going to add a sound to a word to make a new word.
  - Have the puppet say /u/ /s/, /uuusss/, *us*.
  - Have the puppet say: *When I add the /b/ sound to the beginning of us, I have /b/ /us/.*
  - Have the puppet blend the sounds: /buuusss/, *bus*.

- We Do**
- Tell children that the puppet is going to add some more sounds to make new words.
  - Have the puppet say these sounds: /u/ /p/, *up*. Have children repeat the sounds and the word.
  - Then have the puppet say: *Now let's add the /p/ sound to the beginning of up to make a new word: pup. The sounds /p/ plus /up/ makes pup.*
  - Have children repeat and then blend the sounds: /p/ /up/, /puuup/, *pup*.

- You Do**
- Tell children that they will now add a sound on their own and say a new word. Have the puppet say the following sounds: /u/ /p/.
  - Have children repeat the sounds and blend the sounds to say the word: *up*.
  - Have the puppet ask: *What's /k/ plus /up/?*
  - Have children blend the sounds: /k/ /up/, /kuuup/, *cup*.

### CORRECTIVE FEEDBACK

Say *up*. Say /k/. Now add /k/ to the beginning of the word *up*, /k/ /up/. What is the new word?

#### Quick Check

Can children add phonemes to make new words? If not, use **Additional Instruction**, pp. 376–379.

### ► Phonics

#### Objective Blend words with /u/u

**Review** Show these **Large Letter Cards** as children say each sound: *c, u, s, n, t, p, b, f*. Mix and repeat.

- I Do**
- Place **Letter Tiles** *c, u, b* in the sound boxes on the **Sound-Spelling WorkBoards**.
  - Point to each letter. *The letter c stands for /k/. The letter u stands for /u/. The letter b stands for /b/. Listen as I blend these sounds: /kuuub/, cub.*
  - Repeat with *run, sun, but*, and *pup*.
- We Do**
- Place **Letter Tiles** *h, u, m* in the sound boxes.
  - *Let's say the sound each letter stands for: /h/ /u/ /m/.*
  - *Let's blend the sounds: /huuummm/, hum.*
  - Repeat with *cut, bus, rug, sun*, and *fun*.
- You Do**
- Place **Letter Tiles** *b, u, n* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word.
  - Have children repeat with *hug, run, bug*, and *nut*.

See the More Word Work lesson on page 374.

### CORRECTIVE FEEDBACK

Write *bug*. Point to each letter and say its sound: /b/ /u/ /g/. Have children repeat. Then blend the sounds and have children repeat: /buuug/. *What's the word?*

**Quick Check**

Can children blend phonemes to read words? If not, use **Additional Instruction**, pp. 376–379.

## Words to Know

### ► High-Frequency Words: *do, here, look, said*

**Objective** Review high-frequency words

- Display **Word Card** *look* in the pocket chart. *What word is this? I look at the fish.*
- Have children **read, spell, and write** *look*.
- Display **Word Cards** *look, here, said, and do* in the pocket chart. Read the words with children.
- Have children answer these questions: *Which word ends with /d/? Which word begins with /d/? Which word rhymes with book? Which three words have the same number of letters?*
- Have them read, spell, and write bonus word *me*.

### ► Oral Vocabulary: *Tiny and Huge*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they read last time, *I Am a Bug*. *In the book, some of the bugs were tiny. When something is tiny, it is very small.*

- *What are some animals that are tiny?*
- Remind children that the opposite of *tiny* is *huge*. *What are some animals that are huge?*

**Connect** Have children compare tiny and huge animals.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *us, nut, cup, sun, up, tub*. Then read each word and have children blend the sounds after you.

## Time to Read

### ► Read *I Am a Bug*

**Objective** Monitor comprehension: Use photographs

**Before Reading** Have children read the title with you. Remind children that photographs tell a reader that the book is about real people, places, or things.

Photographs can help you learn more information.

**During Reading** Have children do a choral reading with you. Ask the following questions as you read:

- After page 3: *How are flies and ladybugs alike? How are they different?* After page 5: *What do you know about spiders? What do you know about butterflies?* After page 7: *Have you ever seen a grasshopper? Describe it.*

**After Reading** Discuss with children how the photographs help them understand the book.

- **ELL** Elicit a more comprehensive response from children by prompting for further information. For more support, see pages T6–T7.

### **CORRECTIVE FEEDBACK**

Turn to page 2. *This photograph helps me learn that the fly has hairy legs. What other details can you learn about the fly from the photograph?*

**Quick Check**

Can children use photographs? If not, use **Additional Instruction**, pp. 376–379.

### ► Build Fluency: Connected Text

**Objective** Model fluent reading

**Echo-Read** Read *I Am a Bug* one page at a time and ask children to read each page after you. Have them read at the same speed and with the same expression that you use. Provide feedback.

### ► Write

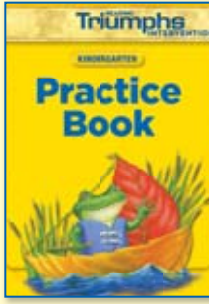
**Objective** Write a sentence

- Have children draw a picture of a bug that they have seen.
- Have them write a sentence under their picture that describes the bug, using this sentence starter: *I am \_\_\_\_\_.*

**Dictation** *Write the letters that I say on your Sound-Spelling WorkBoards: g, u, e, d, w, f, b, r. Now write the word that I say: bug.* Repeat with *web*.

See Grammar and Interactive Writing lessons on pages 374–375.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 173–174
- Intervention Reader 13: *I Am a Bug*
- Listening Library
- Sound-Spelling WorkBoards
- Letter Tiles: *A, b, c, d, F, f, g, h, k, m, n, R, r, s, t, u,*
- Word Cards: *do, here, look, me, said, what*
- markers or counters
- pocket chart
- index cards

### Online Resources

- Bibliography

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the following rhyme. Then read it again, and ask children to chime in with you:

Two little cubs sat under a tree  
When one said, “Let us have some fun!”  
So they jumped up and played the rest of the day,  
Until their mom said, “Come home, run!”

- I Do**
- Tell children you will use the sound boxes on the **Sound-Spelling WorkBoard** to blend sounds.
  - Listen to the following sounds: /r/ /u/ /n/. I have three markers to stand for the three sounds: /r/ /u/ /n/. Listen as I blend the sounds together: /rrruuunnn/, *run*.
  - When I blend the sounds quickly, I say *run*.
  - Repeat with *but, cup, hug, and sun*.

- We Do**
- Tell children you will blend more sounds.
  - Listen to the three sounds: /b/ /u/ /s/. Say the sounds with me: /b/ /u/ /s/.
  - Let’s blend the sounds to make a word: /buuuss/, *bus*.
  - Continue with *pen, mug, bun, and sit*.

- You Do**
- Say the sounds /f/ /u/ /n/. **How many sounds do you hear?** Have children place three markers in the sound boxes.
  - Ask children to blend the sounds to say the word: /ffuuunnn/, *fun*.
  - Then have children use the markers and the sound boxes to blend the following sounds: /k/ /u/ /p/, *cup*; /d/ /u/ /k/, *duck*; /h/ /u/ /g/, *hug*; /t/ /u/ /b/, *tub*.

### ▶ Phonics

#### Objective Blend words with /u/u

- I Do**
- Place **Letter Tiles** *f, u, n* in the sound boxes on the **Sound-Spelling Workboard**.
  - Point to each letter. The letter *f* stands for /f/. The letter *u* stands for /u/. The letter *n* stands for /n/. Listen as I blend these sounds: /ffuuunnn/, *fun*. The word is *fun*.
  - Place **Letter Tiles** *b, u, t* in the sound boxes and follow the same procedure. Continue with *gum* and *tuck*.

- We Do**
- Place **Letter Tiles** *b, u, n* in the sound boxes.
  - Let’s say the sound each letter stands for: /b/ /u/ /n/.
  - Now let’s blend the sounds: /buuunnn/, *bun*. What’s the word?
  - Place **Letter Tiles** *n, u, t* in the sound boxes and repeat.
  - Continue with *bug* and *hum*.

- You Do**
- Place **Letter Tiles** *r, u, g* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word. **What’s the word?**
  - Have children repeat with **Letter Tiles** *s, u, n*; *h, u, m*; *d, u, g*; *m, u, g*; *c, u, t*; and *h, u, t*.

- ELL** Review the meaning of words in the lesson. Model saying each word and ask children to repeat. Have them explain what each word means by pointing to pictures or real objects, acting out, or paraphrasing. For more support, see pages T6–T7.

## Words to Know

### ► High-Frequency Words *do, here, look, said, what*

**Objective** Review high-frequency words

- Write *look* on an index card. Use the previously made high-frequency words: *do, here, said, what*.
- Display **Word Cards** *do, here, look, said, and what* in the pocket chart.
- Have children read the words with you.
- Place **Word Cards** and index cards face down.
- Play a matching game. Then turn over one card and read it. Have children echo-read the word.
- Tell children you will try to find the match for the card by turning over another card. Read the second card.
- If it is a match, place the **Word Card** in the pocket chart with the index card next to or behind it.
- If it is not a match, turn the cards back over in their spot. Tell children it is time for someone else to have a turn. Repeat until all the matches are found.
- Save the index cards for future lessons.
- Have them read, spell, and write bonus word *me*.

### ► Oral Vocabulary: *Tiny and Huge*

**Objective** Develop oral vocabulary

**Confirm** Review the words *tiny* and *huge*. Remind children that *tiny* means “very small.” *Huge* is the opposite of *tiny*. It means “very big.”

**Discuss** Have children finish the following sentence starters: *I’m thinking of something tiny. It is a \_\_\_\_\_.*  
*I’m thinking of something huge. It is a \_\_\_\_\_.*

**Connect** Describe something in your home that is *tiny*. Tell about something that is *huge*.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list on the board: *mug, sun, hum, rug, hug, cup, us*. Then read each word and have children blend the sounds after you.

- **Connected Text** Have children review the **Intervention Reader** *I Am a Bug* using the **Listening Library** audio selection. Then have them reread the story on their own. Circulate and listen in.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**During Reading** Read the story together.

- **Echo-Read** Guide children to echo-read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story.
- Have children point to the high-frequency word *look* in the text.

See **Practice Book** pages 173–174.

### ► Build Fluency: Connected Text

**Objective** Develop fluency through repeated readings

- **Partner Reading** Have pairs of children take turns reading aloud the **Take-Home Book** to each other.
- Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate.

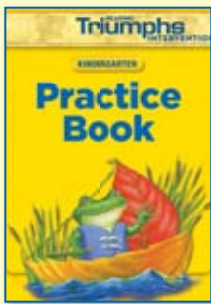
### ► Write

**Objective** Practice writing words

- Have children use **Letter Tiles** to make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Letter Tiles** as a guide.

**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards**: *u, g, b, x, v, a, h, e, m*. Now write the word that I say: *bug*. Repeat with *hug*. Now write the sentence that I say: *I am a bug*. Provide immediate feedback.

See Independent Writing lesson on page 375.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 173–174
- Large Letter Cards: *e, g, k, l, u, v, w, x*
- Large Sound-Spelling Card: *Jump*
- Photo Cards: *jacket, jet, juice*
- Word Cards: *little, where*
- Sound-Spelling WorkBoards

- hand puppet
- self-stick notes
- pocket chart

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /j/

Read aloud the following rhyme.

Zack yelled and jumped for joy  
When he got a new job at the zoo.  
He quickly learned to feed the zebras,  
And to quiet the quacking ducks, too.

- I Do** ■ Use the puppet to show children how to isolate the first sound in a word.
- Listen to the word *job*: /j-j-jooob/. The word *job* begins with the /j/ sound. The first sound in *job* is /j/. What's the first sound?
- We Do** ■ Read line 1 of the rhyme again. The word *jumped* also begins with the /j/ sound. Let's say the word together: *jumped*. Let's say the first sound in *jumped*: /j/.
  - Repeat with *joy*.
- You Do** ■ Read line 1 of the rhyme to children. What is the first sound you hear in the word *jumped*?
  - Repeat with *joy* and *job*.

**ELL** Put the tongue on the top of the mouth, close to the front teeth. Open the mouth and push the lips out a little. Use the voice and move the tongue down. You should feel a puff of air move over the tongue. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say the sound /j/ and have children repeat it. The word *job* begins with /j/. Let's say the sound and the word together: /j/, *job*. Now listen to the word I say: *jump*. What is the first sound you hear?

### Quick Check

Can children isolate the initial phoneme /j/? If not, use Additional Instruction, pp. 376–379.

### ► Phonics

**Objective** Identify initial /j/

**Review** Show these **Large Letter Cards** as children say each sound: *e, g, k, l, u, v, w, x*. Mix and repeat.

- I Do** ■ Display **Sound-Spelling Card** *Jump*.
  - This is capital *J*. This is lowercase *j*. The letter *j* stands for the /j/ sound in *jar*.
  - Listen for the /j/ sound as I say the word again: *jar*.
  - Then display **Photo Card** *jet*. Place a self-stick note with a lowercase *j* on the picture of the *jet*.
  - This is a jet. *Jet* also begins with the /j/ sound.
  - Repeat with **Photo Cards** *jacket* and *juice*.
- We Do** ■ Write the words *jumped*, *joy*, and *job* on the board.
  - Read line 1 of the rhyme and point to the letter *j* in *jumped*. The *j* in *jumped* stands for the /j/ sound. Say the sound and word with me: /j/, *jumped*.
  - Continue with *joy* and *job*.
- You Do** ■ Point to the word *joy* and read it aloud with children.
  - Have a child circle the letter that stands for the /j/ sound in *joy* and say /j/.
  - Continue until children have circled and identified the first letter and sound in each word.

**IWB** Online Phonics Lessons: Consonant *Jj*

### CORRECTIVE FEEDBACK

Write the word *job*. Draw a line under the *j*. This is the letter *j*. Say the name of the letter with me: *j*. The letter *j* stands for the /j/ sound at the beginning of the word *job*. Say the sound as I point to the letter.



**Quick Check**

Can children identify /j/ spelled *Jj*? If not, use **Additional Instruction**, pp. 376–379.

## Words to Know

### ► High-Frequency Word: *little*

**Objective** Read high-frequency words

- Display **Word Card** *little* in the pocket chart.
- Point to the word *little*. *This is the word little. It is spelled l-i-t-t-l-e. I have a little dog. What's the word?*
- Have children chorally **read** and **spell** the word *little* with you as you point to it.
- Have children **write** *little* on their **Sound-Spelling WorkBoards**.
- Have children take turns finishing the sentence: A \_\_\_\_\_ is *little*. Write the sentences on the board.
- Introduce children to bonus word *where*. Have them read, spell, and write the word. Have them finish the sentence: *Where are* \_\_\_\_\_?

### **CORRECTIVE FEEDBACK**

Point to and say *little*. *The word is little. Point to the word and say it with me: little. What's the first sound in the word? What's the first letter in the word? What's the word?*

**Quick Check**

Can children read *little*? If not, use **Additional Instruction**, pp. 376–379.

### ► Concept Words: Position Words

**Objective** Develop oral vocabulary

- *Put your hands up. Put them down.* Show children which way to look right and which way to look left. *Look to the right. Look to the left.*
- Tell children that *up, down, right, and left* are position words. Position words tell where someone or something is or you can use the words to give directions. *To go to the cafeteria, turn right at the end of the hall and then go down the stairs.*
- Have children follow directions using position words. *Jump up. Sit down. Pat your head with your left hand. Wave with your right.*

- Have each child use a position word to give a direction. Have the other children follow the directions.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Reread the **Take-Home Book** from the previous week with children.
- Then have children whisper-read the **Take-Home Book** independently. Listen while children read, offering guidance as necessary.
- Help children briefly describe the pictures as they read. Have them tell how the illustrations help them to understand the story.
- Have children find the high-frequency word *look* in the text.

Tell children to read the story to their family.

### ► Response

Ask children to respond to the **Take-Home Book** by talking about the illustrations.

See **Practice Book** pages 173–174.

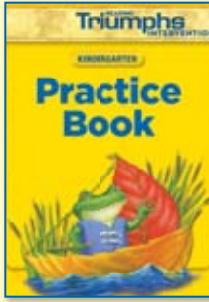
### ► Write

**Objective** Write *Jj*

- Display the **Jump Sound-Spelling Card**.
- Model how to write *Jj* by tracing the letter with your finger on the **Jump Sound-Spelling Card**.
- Write the letter *Jj* on the board.
- Have children use their fingers to trace *Jj* on the **Jump Sound-Spelling Card**.
- Have children say the sound /j/ as they write the letter *Jj* several times.

**Dictation** *Write the letter that I say on your Sound-Spelling WorkBoards: capital j. Now write lowercase j.* Repeat with the letters *w, u,* and *v.* *Write the letter that stands for the sound I say: /j/.* Repeat with /w/, /u/, and /v/. Provide immediate feedback.

See Handwriting pages T8–T11.



Practice Book

## Materials

- Practice Book; Take-Home Book, pp. 175–176
- Large Letter Cards: *e, g, j, k, l, u, v, w, x*
- Large Sound-Spelling Card: *Queen*
- Photo Cards: *quarter, quill, quilt*
- Word Cards: *here, little, look, said, where*
- Sound-Spelling WorkBoards

- self-stick notes
- pocket chart

### Online Resources

- **IWB** **Interactive White Board** Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /kw/

Read aloud the following rhyme.

Zack yelled and jumped for joy  
When he got a new job at the zoo.  
He quickly learned to feed the zebras,  
And to quiet the quacking ducks, too.

- I Do**
- Today we are going to listen for the /kw/ sounds at the beginning of a word.
  - Reread the rhyme, emphasizing the word *quacking*. Listen to the word *quack*: /kwaak/. The word *quack* begins with the /kw/ sounds. The first sounds in *quack* are /kw/. What sounds do you hear at the beginning of *quack*?

- We Do**
- Read line 3 of the rhyme again. The word *quickly* also begins with the /kw/ sounds. Let's say the word together: *quickly*. Let's say the first sounds in *quickly*: /kw/.
  - Repeat with *quiet*.

- You Do**
- Read line 4 of the rhyme to children. What are the first sounds you hear in the word *quacking*?
  - Repeat with *quick* and *quiet*.

**ELL** The /kw/ sounds are a combination of /k/ and /w/. The voice is not used to make these sounds. The sounds begin at the back of the mouth and move forward. For more support, see pages T6–T7.

### ► Phonics

**Objective** Identify initial /kw/qu

**Review** Show these **Large Letter Cards** as children say each sound: *e, g, j, k, l, u, v, w, x*. Mix and repeat.

- I Do**
- Display the *Queen Sound-Spelling Card*.
  - This is capital *Q*. This is lowercase *q*. The letter *q* is usually followed by the letter *u* in words. The letters *qu* stand for the /kw/ sounds in *queen*.
  - Listen for the /kw/ sounds as I say the word: *queen*.
  - Then display **Photo Card** *quilt*. Place a self-stick note with lowercase *qu* written on it below the picture of the *quilt*.
  - This is a quilt. *Quilt* begins with the /kw/ sounds.
  - Repeat with **Photo Cards** *quarter* and *quill*.

- We Do**
- Write *quickly*, *quiet*, and *quacking* on the board.
  - Point to the letters *qu* in *quickly*. The letters *qu* stand for the /kw/ sounds in *quickly*. Say the sounds and word with me: /kw/, *quickly*.
  - Continue with *quiet* and *quacking*.

- You Do**
- Point to *quiet* and read it aloud with children.
  - Ask a child to circle the letters that stand for the /kw/ sounds in *quiet* and say /kw/.
  - Continue until children have circled and identified the letters *qu* and /kw/ sounds in each word.

**IWB** **Online Phonics Lessons:** Consonant *Qq*

### CORRECTIVE FEEDBACK

Write the word *quack* on the board. Draw a line under *qu*. These are the letters *qu*. Say the names of the letters with me: *qu*. The letters *qu* stand for the /kw/ sounds at the beginning of the word *quack*. Say the sounds as I point to the letters.

### Quick Check

Can children identify /kw/ spelled *qu*?  
If not, use Additional Instruction,  
pp. 376–379.

## Words to Know

### ► High-Frequency Word: *little*

**Objective** Read high-frequency words

- Display **Word Card** *little* in the pocket chart. *This word is little. Look at this little book.*
- Have children repeat the word with you: *little*.
- Have children take turns using *little* in a sentence.
- Display **Word Cards** *look, here, said,* and *little* in the pocket chart. Ask a child to point to the word *little*. Then have children identify the other words.
- Have them read and spell the bonus word *where*.

#### CORRECTIVE FEEDBACK

Point to and say *little*. *The word is little. Point to the word and say it with me: little. What's the word?* Display **Word Cards** *look, here,* and *little*. Have each child identify and say the word *little*.



Can children read *little*? If not, use Additional Instruction, pp. 376–379.

### ► Concept Words: Position Words

**Objective** Develop oral vocabulary

- Remind children of the position words from the previous lesson, *up, down, right,* and *left*.
- Tell children that today we will use position words to tell the position of something. For example, *Nancy is sitting to the right of Isabel.*
- Have children tell the position of classroom objects, classroom art, or classmates. Children may use previously learned position words such as *on, in, under, next to,* and *behind* in addition to the words acquired this week.

#### CORRECTIVE FEEDBACK

*The bookshelf is to the left of the door. Where is the bookshelf? Daniel's picture is next to Jason's picture. Where is Daniel's picture?*



Can children understand and use position words? If not, use Additional Instruction, pp. 376–379.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**Before Reading** Preview the story by reading aloud the title. *What do you think the story will be about?*

**During Reading** Read the story together.

- Have children track the print as they read.
- Focus on the pattern of the story and any changes in punctuation.
- Point out any known high-frequency words or words that begin with previously taught letter sounds.
- **Choral Reading** Guide children to read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story. Listen while children read, offering guidance as necessary.

**After Reading** Explain that an *effect* is what happens. A *cause* is why it happens. Thinking about causes and effects can help the reader understand what is happening in the story. *What is one thing that happened in the story? Why did it happen?*

See **Practice Book** pages 175–176.

### ► Write

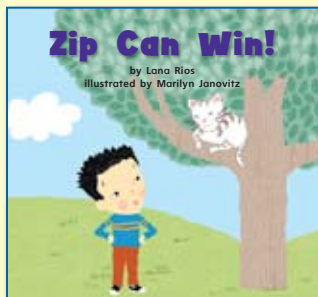
**Objective** Write *Qq*

- Write both forms of the letter *Qq* on the board.
- Model how to write *Qq* by tracing the letter with your finger.
- Have children take turns tracing *Qq* with their fingers on the *Queen Sound-Spelling Card*.
- Have children say the sounds /kw/ as they write the letters *qu* several times.

**Dictation** Write the letter that I say on your **Sound-Spelling Work Boards**: capital *q*. Now write lowercase *q*. Repeat with the letters *u, j,* and *w*. Write the letters that stand for the sounds I say: /kw/. Repeat with /u/, /j/, and /v/. Provide immediate feedback.

See Handwriting pages T8–T11.





Intervention Reader 14

## Materials

- Intervention Reader 14: *Zip Can Win!*
- Practice Book: pp. 177, 178
- Large Letter Cards: *a, c, e, g, i, j, k, m, o, p, q, t, u*
- Large Sound-Spelling Card: *Zipper*
- Photo Cards: *zero, zoo, zucchini*,
- Word Cards: *little, where*
- Sound-Spelling WorkBoards

- hand puppet
- self-stick notes
- pocket chart

## Online Resources

- **IWB** **Interactive White Board** Phonics and Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /z/

Read aloud the following rhyme.

Zack yelled and jumped for joy  
When he got a new job at the zoo.  
He quickly learned to feed the zebras,  
And to quiet the quacking ducks, too.

- I Do**
- Use the puppet to show children how to isolate the initial phoneme /z/ in a word.
  - Listen to the name *Zack*: /zzaaak/. The name *Zack* begins with the /z/ sound. The first sound in *Zack* is /z/. What's the first sound?

- We Do**
- Read line 2 of the rhyme again. The word *zoo* also begins with the /z/ sound. Let's say the word together: *zoo*. Let's say the first sound in *zoo*: /z/.
  - Repeat with *zebra*.

- You Do**
- Read line 1 of the rhyme to children. What is the first sound you hear in the name *Zack*?
  - Repeat with *zoo* and *zebra*.

**ELL** To make /z/, move the teeth close together. The lips should be open just a little. Place the tongue behind your front teeth. Use the voice and push air out between the teeth. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say the sound /z/, and have children repeat it. The word *zoo* begins with /z/. Let's say the sound and the word together: /z/, *zoo*. Listen to the word I say: *zoo*. What is the first sound you hear?

### Quick Check

Can children isolate the initial phoneme /z/? If not, use **Additional Instruction**, pp. 376–379.

### ► Phonics

**Objective** Identify initial /z/z

**Review** Show **Large Letter Cards** as children say each sound: *a, c, e, g, i, j, k, m, o, p, q, t, u*. Mix and repeat.

- I Do**
- Display the *Zipper* **Sound-Spelling Card**.
  - Point to the letter. This is capital Z. This is lowercase z. The letter z stands for the /z/ sound in *zipper*.
  - Listen for the /z/ sound as I say the word again: *zipper*.
  - Display **Photo Card** *zoo*. Place a self-stick note with a lowercase z written on it on the *zoo* **Photo Card**.
  - This is a *zoo*. *Zoo* begins with the /z/ sound. Listen for the /z/ sound as I say the word again: *zoo*.
  - Repeat with **Photo Cards** *zucchini* and *zero*.

- We Do**
- Write the words *Zack*, *zoo*, and *zebra* on the board.
  - Read line 1 of the rhyme and point to the letter Z in *Zack*. The Z in *Zack* stands for the /z/ sound. Say the sound and name with me: /z/, *Zack*.
  - Continue with *zoo* and *zebra*.

- You Do**
- Point to *zoo* and read it aloud with children.
  - Have a child circle the letter that stands for the /z/ sound in *zoo* and say /z/.
  - Continue until children have circled and identified the letter z and sound /z/ in each word.

See **Practice Book** page 177.

**IWB** **Online Phonics Lessons**: Consonant Zz

### CORRECTIVE FEEDBACK

Write *zoo*. Underline z. Say the name of the letter with

me: z. The letter z stands for /z/ at the beginning of zoo. Point to the letter that stands for /z/.

**Quick Check**

Can children identify /z/ spelled Zz?  
If not, use Additional Instruction,  
pp. 376–379.

## Words to Know

### ► High-Frequency Word: *little*

**Objective** Review high-frequency words

- Display **Word Card** *little* in the pocket chart. *What word is this? My jacket is too little.*
- Have children **read, spell, and write** *little*.
- Read aloud the following sentence starter: *I have a little \_\_\_\_\_.* Have a child dictate an ending to the sentence. Then have each child dictate his or her own sentence. Write their responses on the board.
- Have each child circle *little* in his or her sentence.
- Have them read, spell, and write bonus word *where*. See **Practice Book** page 178.

### ► Oral Vocabulary: *Sprint and Victory*

**Objective** Develop oral vocabulary

**Define** In the story you will read today, the characters play a game of tag. In this game, the players sprint. When you sprint, you run very fast for a short time. Say the word with me: *sprint*.

**Example** *I can sprint around the gym.*

**Ask** When would you sprint: running in a race or carrying your cafeteria tray to the table? Why?

**Define** In the story, one character will win the game of tag. This is called a *victory*. A *victory* is a win or a success. Say the word with me: *victory*.

**Example** *I hope our team will have a victory in the game.*

**Ask** What might help a soccer team have a victory: practicing every day or eating pizza? Why?

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write these words in a list: *Jon, Jen, quick, quit, Zip, Zack*. Blend the sounds as you read the list. Then reread each word and have children echo-read.

Have them practice reading the list each day.

## Time to Read

### ► Read *Zip Can Win!*

**Objective** Monitor comprehension: Identify cause and effect

**Before Reading** Preview the story by reading aloud the title. Have children read the title with you.

- Explain that a *cause* is *why* something happens in a story. An *effect* is what happens. Paying attention to causes and effects can help us understand story characters and events.
- Help children set a purpose for reading by talking about what happens during a game of tag. *Who do you think will win? How do you win a game of tag?*

**During Reading** Guide children through the story. Ask the following questions as you read:

- After page 3: *Who is “It” in the game of tag?* After page 5: *Who did Jon tag?* After page 7: *Did Jon tag Zip?*

**After Reading** Remind children that a *cause* is why something happens. An *effect* is what happens. *An effect in this story, or what happens, is that Zip wins. The cause is that Zip ran up the tree. Jon cannot run up the tree, so Zip wins the game of tag.*

**IWB** **Online Comprehension Lessons:** Cause and Effect Use the story to model the skill.

### ► Comprehension Check: **Text Evidence**

**Retell** Ask children to **retell** the story using evidence from the words and pictures.

### ► Write

**Objective** Write a label

- Ask children to draw a picture that shows a cause and effect from the story.
- Have children label their pictures with the names of the characters.

**Dictation** Write this letter on your **WorkBoards:** capital z. Now write lowercase z. Repeat with *u, j, w, q, p,* and *i*. Write the letter that stands for this sound: /z/. Repeat with /kw/, /j/, and /v/. Now write this word: *zip*. Provide feedback.

See Shared Writing lesson on page 375.



Intervention Reader 14

## Materials

- Intervention Reader 14: *Zip Can Win!*
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, e, i, j, k, m, p, q, t, u, z*
- Letter Tiles: *a, c, e, g, i, J, j, k, m, n, o, p, t, Z, z*
- Word Cards: *do, here, little, look, said, what, where*

- Comprehension Cards
- markers or counters
- pocket chart

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ▶ Phonemic Awareness

#### Objective Orally blend sounds

Read aloud the following rhyme. Then read it again, and invite children to chime in with you:

Zack yelled and jumped for joy  
When he got a new job at the zoo.  
He quickly learned to feed the zebras,  
And to quiet the quacking ducks, too.

- I Do** ■ Tell children you will blend sounds using the sound boxes on the **Sound-Spelling WorkBoards**.
- Listen to the following sounds: /j/ /o/ /b/. I have three markers to stand for the three sounds. Listen as I blend the sounds together to say the word: /jooob/, *job*.
- When I blend the sounds quickly, I say the word *job*.
- Repeat with *Zack, jam, and jet*.

- We Do** ■ Tell children you will blend more sounds.
- Listen to the three sounds: /j/ /o/ /g/. Say the sounds with me: /j/ /o/ /g/.
- Let's blend the sounds to make a word: /jooog/, *jog*.
- Continue with *Jon, Jen, zip, and Zack*.

- You Do** ■ Say the sounds /j/ /a/ /m/. How many sounds do you hear? Have children place three markers on the sound boxes.
- Ask children to blend the sounds to say the word: /jaaamm/, *jam*.
- Then have children use the markers and the sound boxes to blend the following sounds: /z/ /a/ /p/, *zap*; /z/ /a/ /k/, *Zack*; /z/ /i/ /p/, *zip*; /j/ /e/ /n/, *Jen*.

### ▶ Phonics

#### Objective Blend words with /j/j/, /z/z

**Review** Show these **Large Letter Cards** as children say each sound: *a, c, e, i, j, k, m, p, q, t, u, z*. Mix and repeat.

- I Do** ■ Place **Letter Tiles** *z, i, p* in the sound boxes on the **Sound-Spelling WorkBoard**.
- Point to each letter. The letter *z* stands for /z/. The letter *i* stands for /i/. The letter *p* stands for /p/. Listen as I blend these sounds: /zzziip/, *zip*.
- Place **Letter Tiles** *z, a, p* in the sound boxes and follow the same procedure. Repeat with *jam, jet, and Zack*.

- We Do** ■ Place **Letter Tiles** *j, e, t* in the sound boxes.
- Let's say the sound each letter stands for: /j/ /e/ /t/. Say the sounds again with me: /j/ /e/ /t/.
- Let's blend the sounds: /jeeet/, *jet*.
- Place **Letter Tiles** *J, e, n* in the sound boxes and repeat the procedure.
- Repeat for the names *Jon* and *Jack*.

- You Do** ■ Place **Letter Tiles** *z, i, p* in the sound boxes.
- Have children say the sound each letter stands for.
- Have children blend the sounds and say the word.
- Have children repeat with *Jon, jam, zig, and zag*.

See the More Word Work lesson on page 374.

### CORRECTIVE FEEDBACK

Say the word *zip* and have children repeat. Point to each letter and say its sound: /z/ /i/ /p/. Have children repeat. Then blend the sounds and have children repeat: /zzziip/. **What's the word?**

#### Quick Check

Can children blend phonemes to read words? If not, use Additional Instruction, pp. 376–379.



## Words to Know

### ► High-Frequency Words: *do, here, little, look, said, what*

**Objective** Review high-frequency words

- Display **Word Card** *little* in the pocket chart.  
*What word is this? My pencil is little.*
- Have children **read, spell, and write** the word *little*.
- Display **Word Cards** *what, do, said, here, look, and little*. Read the words with children.
- Have children answer these questions: *Which two words begin with the same letter? Which word has two letters? Which word has the most letters?*
- Have them read, spell, and write bonus word *where*.

### ► Oral Vocabulary: *Sprint and Victory*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they read last time, *Zip Can Win!* *In the story, Jon sprints to catch the other players. To sprint is to run quickly for a short distance.*

- *Whom did Jon tag when he sprinted?*
- Remind children that a *victory* is a win or a success. *Who had a victory in the game of tag?*

**Connect** Have children discuss personal *victories* they have had. These may or may not be related to sports.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write the following words in a list on the board: *Jon, Jen, quick, quit, Zip, Zack*. Then read each word and have children blend the sounds after you. Then say the words in random order. Have children point to the word you say.

## Time to Read

### ► Read *Zip Can Win!*

**Objective** Monitor comprehension: Identify cause and effect

**Before Reading** Have children read aloud the title of the story with you. *What game do the characters play?*

**During Reading** Have children echo-read with you. Ask the following questions as you read:

- After page 3: *Who is the first person Jon tags?*  
After page 5: *Does Jon tag Jen? Why is he able to tag her?*  
After page 7: *What does Zip do to get away from Jon?*

**After Reading** Remind children that a *cause* is what makes something happen. An *effect* is what happens. *Why doesn't Jon tag Zip?*

**ELL** Tell children to seek clarification when they do not understand a word or phrase. For example, *What does "quick" mean?* For more support, see pages T6–T7.

**IWB** **Online Comprehension Lessons:** Cause and Effect Use the story to model the skill.

### **CORRECTIVE FEEDBACK**

If children cannot identify cause and effect, use **Comprehension Cards: Cause and Effect**.

**Quick Check**

Can children identify cause and effect? If not, use **Additional Instruction**, pp. 376–379.

### ► Build Fluency: Connected Text

**Objective** Model fluent reading

**Echo-Read** Read *Zip Can Win!* one page at a time and ask children to read each page after you. Have them read at the same speed and with the same expression that you use. Provide feedback.

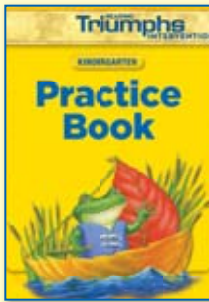
### ► Write

**Objective** Write a sentence

- Ask children to draw a picture of Jon tagging another character.
- Have them use this sentence starter to write a sentence below their picture: *Jon can tag \_\_\_\_\_.*

**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards: z, k, j, a, q, c, i**. Now write the name that I say: *Zack*. Repeat with *Jack*. Provide immediate feedback.

See Grammar and Interactive Writing lessons on pages 374–375.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 179–180
- Intervention Reader 14: *Zip Can Win!*
- Listening Library
- Sound-Spelling WorkBoards
- Letter Tiles: *a, b, c, e, g, i, J, j, k, m, n, o, p, t, Z, z*
- Word Cards: *do, here, little, look, said, what, where*
- Letter Cards: *a, C, i(2), n, p, W, Z*
- hand puppet
- index cards
- pocket chart
- Online Resources
- Bibliography

## Working with Words

### ▶ Phonemic Awareness

**Objective** Orally substitute initial phonemes

Read aloud the following rhyme. Then read it again, and ask children to chime in with you:

Zack yelled and jumped for joy  
When he got a new job at the zoo.  
He quickly learned to feed the zebras,  
And to quiet the quacking ducks, too.

- I Do**
- Tell children that the puppet is going to change the first sound in a word to make a new word.
  - Have the puppet say the word *lick*. The first sound in *lick* is /l/. What happens when I change the /l/ sound in *lick* to /kw/? I have *quick*.
  - Repeat by changing the /kw/ in *quick* to /w/, *wick*.

- We Do**
- Tell children that the puppet is going to change the first sound in some more words.
  - Have the puppet say *fit*. Have children repeat the word with the puppet. Let's change the /f/ in *fit* to /kw/. Say the new word with the puppet: *quit*.
  - Repeat the procedure, changing the /kw/ in *quit* to /m/, *mitt*.

- You Do**
- Tell children that they will now change the first sound in a word on their own and say a new word. Have the puppet say *quick*.
  - Have children repeat the word. Change the /kw/ in *quick* to /k/. What's the word?
  - Repeat the procedure, changing the /k/ in *kick* to /t/, *tick*.

For more support, use Additional Instruction on pages 376–379.

### ▶ Phonics

**Objective** Blend words with /j/j/, /z/z

- I Do**
- Place **Letter Tiles** *z, a, p* in the sound boxes on the **Sound-Spelling Workboard**.
  - Point to each letter. The letter *z* stands for /z/. The letter *a* stands for /a/. The letter *p* stands for /p/. Listen as I blend these sounds: /zzzaap/, *zap*. The word is *zap*.
  - Place **Letter Tiles** *j, o, b* in the sound boxes and follow the same procedure. Continue with *Jen, jet*, and *zip*.
- We Do**
- Place **Letter Tiles** *j, a, m* in the sound boxes.
  - Let's say the sound each letter stands for: /j/ /a/ /m/.
  - Now let's blend the sounds: /jaaamm/, *jam*. What's the word?
  - Place **Letter Tiles** *z, i, g* in the sound boxes and repeat.
  - Continue with *zag*.
- You Do**
- Place **Letter Tiles** *j, o, b* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word. What's the word?
  - Have children repeat with **Letter Tiles** *j, a, m; z, i, p;* and *Z, a, c, k*.

## Words to Know

### ▶ High-Frequency Words: *do, here, little, look, said, what*

**Objective** Review high-frequency words

- Write *little* on an index card. Use previously made index cards: *do, here, look, said, what*.
- Display **Word Cards** *little, what, do, said, here,* and *look* in the pocket chart.

- Have children read the words with you.
- Play a matching game. Place **Word Cards** and index cards face down. Turn over one card and read it aloud. Have children echo-read the word.
- Tell children you will try to find the match for the card by turning over another card. Read the second card.
- If it is a match, place the cards side-by-side at the bottom of the pocket chart.
- If it is not a match, turn the cards back over in their spots. Tell children it is time for someone else to have a turn. Repeat until all the matches are found.
- Save the index cards for future lessons.
- Have them read, spell, and write bonus word *where*.

### ► Oral Vocabulary: *Sprint and Victory*

**Objective** Develop oral vocabulary

**Confirm** Review *sprint* and *victory* with children. Remind children that when you *sprint* you run very fast. *Victory is another word for win.*

**Discuss** Have children finish the following sentence starter: *Jon sprints to tag \_\_\_\_\_.*

**Connect** Have children recall other books in which there was a *victory*.

- ELL** Elaborate on children's responses or state the responses in another way to more fully develop oral language proficiency. For more support, see pages T6–T7.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list on the board: *Jon, Jen, quick, quit, Zip, Zack*. Then read each word and have children blend the sounds after you.
- **Connected Text** Have children review the **Intervention Reader** *Zip Can Win!* using the **Listening Library** audio selection. Then have them reread the story on their own. Circulate and listen in.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**During Reading** Read the story together.

- **Echo-Read** Guide children to echo-read the story with you, one spread at a time.
- **Independent Reading** Have children whisper-read the story.
- Have children point to the high-frequency word *little* in the text.

See **Practice Book** pages 179–180.

### ► Build Fluency: Connected Text

**Objective** Develop fluency through repeated readings

- **Partner Reading** Have pairs of children take turns reading aloud this week's **Intervention Reader** to each other.
- Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate.

### ► Write

**Objective** Practice writing words

- Display **Word Cards** and **Letter Cards**. Have children refer to them as they make the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Word Cards** and **Letter Cards** as a guide.

**Dictation** Write the letters that I say on your **Sound-Spelling WorkBoards**: *s, q, i, c, k, j, v, z, a, j*. Now write the name that I say: *Zack*. Repeat with *quick*. Now write the sentence that I say: *Zack is quick*. Provide immediate feedback.

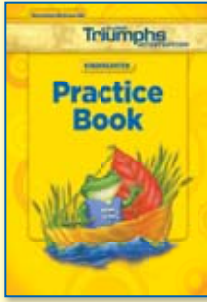
### ► Self-Selected Reading

**Objective** Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

See Independent Writing lesson on page 375.





Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 179–180
- Large Letter Cards: *g, j, q, u, v, w, x, z*
- Large Sound-Spelling Card: *Yo-yo*
- Photo Cards: *cow, kitten, sheep, yak, yellow, yogurt, yolk*
- Word Cards: *do, here, little, look, said*

- Sound-Spelling WorkBoards
- hand puppet

### Online Resources

- **IWB** **Interactive White Board** Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Isolate initial phoneme /y/

Read aloud the following rhyme.

When can you yell and run in the yard  
And eat yummy treats like ice pops?  
Summer is my favorite time of the year.  
Yes, I never want it to stop.

- I Do** ■ Use the puppet to show children how to isolate the first sound in a word.
- Listen to the word *yell*: /y-y-yeelll/. The word *yell* begins with the /y/ sound. The first sound in *yell* is /y/. What's the first sound?
- We Do** ■ Read line 1 again. The word *you* also begins with the /y/ sound. Let's say the word together: *you*. Let's say the first sound in *you*: /y/.
- Repeat with *yard*.
- You Do** ■ Read line 2. What is the first sound you hear in the word *yummy*?
- Repeat with *year* and *yes*.

**ELL** To make /y/, open the mouth a little. Press the tongue to the top of the mouth. The sides of the tongue should touch the upper teeth. The tip of the tongue should point down. As you use your voice move your tongue down. For more support, see pages T6–T7.

### CORRECTIVE FEEDBACK

Say the sound /y/, and have children repeat it. The word *yes* begins with /y/. Let's say the sound and the word together: /y/, *yes*. Listen to the word I say: *yes*. What is the first sound you hear?

### Quick Check

Can children isolate the initial phoneme /y/? If not, use **Additional Instruction**, pp. 376–379.

### ► Phonics

**Objective** Identify initial /y/y

**Review** Show these **Large Letter Cards** as children say each sound: *g, j, q, u, v, w, x, z*. Mix and repeat.

- I Do** ■ Display the *Yo-yo* **Sound-Spelling Card**.
- Point to the letter. This is capital Y. This is lowercase y. The letter y stands for the /y/ sound in *yo-yo*.
- Listen for the /y/ sound as I say the word again: *yo-yo*.
- Then display **Photo Card** *yak*.
- This is a yak. *Yak* begins with the /y/ sound. Listen for the /y/ sound as I say the word again: *yak*.
- Repeat with **Photo Cards** *yellow, yolk, and yogurt*.
- We Do** ■ Write the y words from the rhyme on the board.
- Read line 1 of the rhyme again. Point to the y in *you*. The y in *you* stands for the /y/ sound. Say the sound and word with me: /y/, *you*.
- Continue with *yell, yard, yummy, yes, and year*.
- You Do** ■ Point to *yes* and read it aloud with children.
- Have a child circle the letter that stands for the /y/ sound in *yes* and say /y/.
- Continue until children have circled and identified the letter y and sound /y/ in each word.

**IWB** **Online Phonics Lessons**: Consonant Yy

### CORRECTIVE FEEDBACK

Write *yell* on the board. Draw a line under the y. This is the letter y. Say the name of the letter with me: y. The letter y stands for the /y/ sound at the beginning of the word *yell*. Say the sound as I point to the letter.

**Quick Check**

Can children identify /y/ spelled Yy? If not, use **Additional Instruction**, pp. 376–379.

## Words to Know

### ► High-Frequency Words: *do, here, little, look, said*

**Objective** Review high-frequency words

- Display **Word Cards** *do, here, little, look, and said*.
- Point to the word *do*. *This is the word do. It is spelled d-o. What can I do to help? What's the word?*
- Have children chorally **read** and **spell** *do* with you as you point to it.
- Have children **write** *do* on their **WorkBoards**.
- Have children take turns finishing the sentence starter: *I do not like to eat \_\_\_\_\_*. Write the sentences on the board.
- Repeat with the words *here, little, look, and said*.

### CORRECTIVE FEEDBACK

Point to and say *do*. *The word is do. Point to the word and say it with me: do. What's the first sound in the word? What's the first letter in the word? What's the word?* Repeat with *here, little, look, and said*.

**Quick Check**

Can children read the high-frequency words *do, here, little, look, and said*? If not, use **Additional Instruction**, pp. 376–379.

### ► Concept Words: Sound Words

**Objective** Develop oral vocabulary

- Reread the rhyme with children. Tell children that children yelling or birds singing are some of the sounds we hear in summertime. *Some words actually make a sound when we say them. Say The bees buzz with me. The word buzz really sounds like the noise that a bee makes. The word splash really sounds like someone diving into the water.*
- Continue with the *honk* of a horn, the *bam* of thunder, and the *woof* of a dog. Have children say the words with you.
- Display **Photo Cards** for *cow, kitten, and sheep*. Have children come up with words that make the same sound as the animals in the photos.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

- Reread the **Take-Home Book** from the previous week with children.
- Have children whisper-read the **Take-Home Book** independently. Listen while children read, offering guidance as necessary.
- Have children find any previously taught high-frequency words in the text.

Tell children to read the story to their family.

### ► Response

Invite children to respond to the **Take-Home Book** by talking about what happens in the story.

See **Practice Book** pages 179–180.

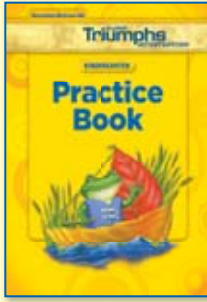
### ► Write

**Objective** Write Yy

- Display the *Yo-yo* **Sound-Spelling Card**.
- Model how to write Yy by tracing the letter with your finger.
- Write the letter Yy on the board.
- Have children use their fingers to trace Yy on the **Sound-Spelling Card**.
- Have children say the sound /y/ as they write the letter Yy several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: capital y. Now write lowercase y. Repeat with the letters *g, q, u, z, and j*. Write the letter that stands for the sound I say: /y/. Repeat with /z/, /u/, and /j/. Provide immediate feedback.

See Handwriting pages T8–T11.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 181–182
- Sound-Spelling WorkBoards
- Large Letter Cards: *g, j, q, u, v, w, x, z*
- Letter Tiles: *a, e, k, m, s, t, u, y*
- Large Sound-Spelling Card: *Yo-yo*
- Photo Card: *yak*
- Word Cards: *do, here, little, look, me, said, where*
- markers or counters

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Orally blend with /y/

Display the rhyme and read it aloud.

When can you yell and run in the yard  
And eat yummy treats like ice pops?  
Summer is my favorite time of the year.  
Yes, I never want it to stop.

- I Do** ■ Tell children you will blend sounds using the sound boxes on the **Sound-Spelling WorkBoards**.
- Listen to the following sounds: /y/ /e/ /s/. I have three markers to stand for the three sounds. Listen as I blend the sounds together to say the word: /yeeess/, *yes*.
- Repeat the procedure with *yum*, *yell*, and *yet*.
- We Do** ■ Listen to these three sounds: /y/ /e/ /l/. Say the sounds with me: /y/ /e/ /l/. I will use three markers to stand for the three sounds.
- Now blend the sounds with me: /yeeell/, *yell*.
- Continue with *yes*, *yum*, and *yak*.
- You Do** ■ Say the word *yum*. Have children place three markers in the sound boxes.
- Ask children to blend the sounds to say the word: /yuuuumm/, *yum*.
- Then have children use the markers and the sound boxes to blend the following sounds: /y/ /e/ /s/, *yes*; /y/ /e/ /t/, *yet*; /y/ /u/ /k/, *yuck*.

### CORRECTIVE FEEDBACK

Say *yes* and have children repeat. Listen to the three sounds in *yes*: /y/ /e/ /s/. Say them with me. Now blend the sounds. What's the word?

### Quick Check

Can children blend phonemes in words? If not, use Additional Instruction, pp. 376–379.

### ► Phonics

**Objective** Blend words with /y/

**Review** Show these **Large Letter Cards** as children say each sound: *g, j, q, u, v, w, x, z*. Mix and repeat.

- I Do** ■ Display **Letter Tiles** *y, e, s* in the sound boxes on the **Sound-Spelling WorkBoard** to make *yes*.
- This is the letter *y*. It stands for the /y/ sound. Repeat for the letters *e* and *s*. Point to each letter as you say its sound again.
- Listen as I blend these sounds together to say the word: /yeeess/, *yes*. What's the word?
- Repeat with *yak*, *yet*, and *yam*.
- We Do** ■ Display **Photo Card** *yak*.
- Write *yak* on the board and point to each letter. There are three sounds in this word. Say the sounds with me: /y/ /a/ /k/.
- Let's blend them to say the word: /yaaak/, *yak*.
- Repeat with *yet*.
- You Do** ■ Write these words on the board: *yam*, *yes*, *yum*.
- Have children say the three sounds in each word and then blend them.
- Have children identify the first sound and letter in each word.

**IWB** Online Phonics Lessons: Consonant Yy

- ELL** Encourage children to seek clarification when they hear a word that does not make sense to them. For example, *What is a yam? What is a yak?* For more support, see pages T6–T7.



## Words to Know

### ► High-Frequency Words: *do, here, little, look, said*

**Objective** Review high-frequency words

- Display **Word Cards** *do, here, little, look, and said*.
- Point to and read *here*. Have children repeat.
- Have children take turns using *here* in a sentence.
- Repeat for *do, little, look, and said*.
- Have a child point to the word *here*. Then have children identify the other four words.
- Have a child read, spell, and write the bonus words *me* and *where*.

#### **CORRECTIVE FEEDBACK**

Point to and say *here*. *The word is here. Point to the word and say it: here. What's the word?* Repeat for *do, little, look, and said*. Display the five **Word Cards**. Have children individually say each word.

#### **Quick Check**

Can children read *do, here, little, look, and said*? If not, use **Additional Instruction**, pp. 376–379.

### ► Concept Words: Sound Words

**Objective** Develop oral vocabulary

- Remind children that some words, when they say them, seem to make the sound of an animal or thing. When you say *A cat meows* the word *meows* actually sounds like the noise a cat makes. Discuss other examples they talked about last time, such as *Bees buzz* or *Car horns honk*.
- Explain that some sound words tell about the weather, such as *The wind howls* or *The thunder crashes*, or *The rain goes plip-plop*.
- Tell children that you will name things that make different sounds. Have them say a sound word for each: *phone, fireworks, truck, bell, dog, bird, duck*.

#### **CORRECTIVE FEEDBACK**

Say *quack*. *The word quack sounds like the noise a duck makes. What sound does a bee make? A horn on a car?*

#### **Quick Check**

Can children identify and use sound words? If not, use **Additional Instruction**, pp. 376–379.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**Before Reading** Preview the story by reading the title. *What do you think the story will be about?*

**During Reading** Read the story together.

- Have children track the print as they read.
- Focus on the pattern of the story and any changes in punctuation.
- Point out any known high-frequency words or words that begin with previously taught letter-sounds.
- **Choral Reading** Guide children to read the book with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story. Listen while children read, offering guidance as necessary.

**After Reading** Explain that you can get more information about the story and the setting when you look at the illustrations. *What shape is the present that the girl is holding? How does the illustration help you understand the words? What is the setting on the last page?*

See **Practice Book** pages 181–182.

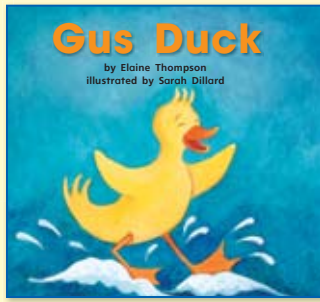
### ► Write

**Objective** Write Yy

- Write the letter Yy on the board.
- Model how to write Yy by tracing the letter with your finger.
- Have children use their fingers to trace Yy on the **Yo-yo Sound-Spelling Card**.
- Have children say the sound /y/ as they write the letter Yy several times.

**Dictation** Write the letter that I say on your **Sound-Spelling WorkBoards**: y. Repeat with the letters q, j, and x. Write the letter that stands for the sound I say: /y/. Repeat with /kw/, /j/, and /ks/. Provide immediate feedback.

See Handwriting pages T8–T11.



Intervention Reader 15

## Materials

- Intervention Reader 15: *Gus Duck*
- Practice Book: pp. 183, 184
- Large Letter Cards: *a, e, k, m, p, s, y*
- Letter Tiles: *a, c, e, k, m, s, t, u, y*
- Sound-Spelling WorkBoards
- Word Cards: *do, here, little, look, said*

- hand puppet
- pocket chart

### Online Resources

- **IWB** [Interactive White Board](#) Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

**Objective** Orally substitute initial phonemes

Read aloud the following rhyme.

When can you yell and run in the yard  
And eat yummy treats like ice pops?  
Summer is my favorite time of the year.  
Yes, I never want it to stop.

- I Do**
- Tell children that the puppet is going to change the first sound in a word to make a new word.
  - Have the puppet say the sounds /y/ /am/, /yaaamm/, *yam*.
  - Then have the puppet say: *What happens when I change the /y/ in **yam** to /h/? I have **ham**.*
  - Repeat by changing the /h/ in *ham* to /s/, *Sam*.

- We Do**
- Tell children that the puppet is going to change the first sound in some more words.
  - Have the puppet say *cap*. Have children repeat the word with the puppet. *Let's change the /k/ in **cap** to /m/. Say the new word: **map**.*
  - Repeat, changing the /m/ in *map* to /n/, *nap*.

- You Do**
- Tell children that they will change the first sound and say the new word. Have the puppet say *man*.
  - Have children repeat the word. *Change the /m/ in **man** to /p/. What's the word?*
  - Repeat, changing the /p/ in *pan* to /t/, *tan*.

### CORRECTIVE FEEDBACK

Say *cap* with me. Let's change the first sound /k/ to /m/: /mmaaap/, *map*. Say the new word: *map*. Now change the first sound to /n/. What's the word?

### Quick Check

Can children substitute the initial phoneme in a word and read the new word? If not, use Additional Instruction, pp. 376–379.

### ► Phonics

**Objective** Blend words with /y/y

**Review** Show these **Large Letter Cards** as children say each sound: *a, e, k, m, p, s, y*. Mix and repeat.

- I Do**
- Place **Letter Tiles** *y, e, t* in the sound boxes on the **Sound-Spelling WorkBoards**.
  - Point to each letter. *The letter **y** stands for /y/. The letter **e** stands for /e/. The letter **t** stands for /t/. Listen as I blend these sounds: /yeeet/, **yet**.*
  - Change the last **Letter Tile** from *t* to *s*. *I changed the last letter **t** to **s** to make the new word **yes**. What's the word?*

- We Do**
- Place **Letter Tiles** *y, a, k* in the sound boxes.
  - *Let's say the sound each letter stands for: /y/ /a/ /k/. Say the sounds again with me: /y/ /a/ /k/. Let's blend the sounds: /yaaak/, **yak**.*
  - Change the last **Letter Tile** from *k* to *m*. *I changed the last letter **k** to **m** to make the new word **yam**. What's the word?*
  - Repeat for the words *yum* and *yuck*.

- You Do**
- Place **Letter Tiles** *y, a, m* in the sound boxes.
  - Have children say the sound each letter stands for and blend the sounds to say the word.
  - Change the last letter *m* to *k*. What's the word?
  - Have children repeat with *yet, yes; yum, yuck*.
- See **Practice Book** page 183.

**ELL** Use photos or gestures to explain word meanings. For more support, see pages T6–T7.

**CORRECTIVE FEEDBACK**

Write *yam* on the board. Point to each letter and say its sound: /y/ /a/ /m/. Have children repeat. Then blend the sounds and have children repeat: /yaaamm/. I will change the last letter *m* to *k*. The new word is /yaaak/, *yak*. What's the word?

**Quick Check**

Can children substitute letters and make and read the new words? If not, use Additional Instruction, pp. 376–379.

**Words to Know**

► **High-Frequency Words: *do, here, little, look, said***

**Objective** Review high-frequency words

- Display the **Word Cards** *do, here, little, look,* and *said* in the pocket chart. Point to the word *little*. *What word is this? I am little.*
- Have children **read, spell, and write** the word *little*.
- Read aloud the following sentence starter: *This is a little \_\_\_\_\_*. Have each child dictate an ending to the sentence. Write the sentences on the board.
- Have each child circle *little* in his or her sentence.
- Repeat for *here, do, look,* and *said*.

See **Practice Book** page 184.

► **Oral Vocabulary: *Unique and Similar***

**Objective** Develop oral vocabulary

**Define** In the story you will read today, one character is unique. *Unique* means "different." A unique person or animal is not like anyone else. Say the word with me: *unique*.

**Example** *All the girls are wearing pink except Sarah. Sarah is unique. She is wearing green.*

**Ask** How are you unique?

**Define** In the story, some characters are similar. Things that are similar are just like each other. Say the word with me: *similar*.

**Example** *The three sisters all look similar. They all have short black hair and green eyes.*

**Ask** Who is wearing clothes today that are similar to yours? What is similar about how you are dressed?

► **Build Fluency: Word Automaticity**

**Objective** Improve word accuracy

Write *yak, yam, yap, yes, yet, yum*. Blend the sounds as you read them. Then reread and have children echo-read. Have them practice reading the list.

**Time to Read**

► **Read *Gus Duck***

**Objective** Monitor comprehension: Identify setting

**Before Reading** Explain that the setting is when and where a story takes place. Noticing what happens in different settings will help you understand the story better.

- Help children set a purpose for reading by talking about the characters. *Which duck do you think is Gus? What do you think Gus will do? Let's find out.*

**During Reading** Guide children through the story.

- After page 3: *Who is Gus Duck? What is he doing? Who are the other ducks? What are they doing?*  
After page 5: *How is Gus different from other ducks?* After page 7: *What does Gus Duck want? How do you think he will get what he wants?*

**After Reading** *Where does this story take place? What happens in each setting?* As children describe the setting, point out the land around the pond. Ask them to describe what they see around the pond.

**IWB** **Online Comprehension Lesson:** Character, Setting, Plot Use the story to model skill.

► **Comprehension Check: *Text Evidence***

**Retell** Have children use text evidence and what they learn from the illustrations to **retell** the story.

► **Write**

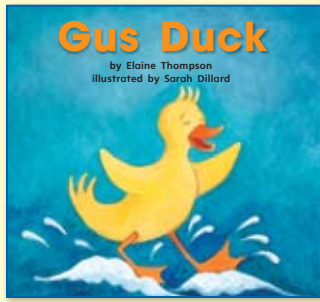
**Objective** Write a word

Have children draw themselves eating their favorite food. Have them write *Yum!* below their picture.

**Dictation** Write this letter: *y*. Repeat with *u, m, k, e, s, a, p,* and *i*. Write this word: *yak*. Now write this sentence: *Look at the yak*. Provide feedback.

See Shared Writing lesson on page 375.





Intervention Reader 15

## Materials

- Intervention Reader 15: *Gus Duck*
- Letter Cards: *a, e, k, o, p, t, u, y*
- Letter Tiles: *a, b, e, k, i, n, o, p, u, r, s, t, x, y*
- Word Cards: *do, here, little, look, said, me, where*
- Comprehension Cards
- Sound-Spelling WorkBoards

- hand puppet
- pocket chart

## Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## Working with Words

### ► Phonemic Awareness

#### Objective Phoneme addition

Read aloud the following rhyme. Then read it again, and ask children to chime in with you:

When can you yell and run in the yard  
And eat yummy treats like ice pops?  
Summer is my favorite time of the year.  
Yes, I never want it to stop.

- I Do**
- Tell children that the puppet is going to add a sound to a word and blend the sounds to make a new word.
  - Have the puppet say the word *am*.
  - What word do I make when I add the /y/ sound to the beginning of *am*? *Yam: /y/ /am/, yam.*
  - Have the puppet blend the sounds: /yaaamm/, *yam*.
  - Repeat with /s/ plus /am/, *Sam* and /h/ plus /am/, *ham*.

- We Do**
- Have the puppet say the word *it*.
  - Now let's add the /f/ sound to the word *it* to make a new word: *fit*. /f/ plus /it/ makes *fit*.
  - Have children repeat and then blend the sounds: *fit*, /fff/ /it/, /fffiit/.
  - Repeat with /s/ plus /it/, *sit* and /m/ plus /it/, *mitt*.

- You Do**
- Tell children that they will now add a sound on their own and say a new word. Have the puppet say the following sounds: /a/ /n/.
  - Have children repeat the sounds and blend the sounds to say the word *an*.
  - What's /k/ plus /an/?
  - Have children blend the sounds: /k/ /an/, /kaaann/, *can*.
  - Repeat with /p/ plus /an/, *pan* and /m/ plus /an/, *man*.

## CORRECTIVE FEEDBACK

Say *am* and have children repeat. Now say the sound /y/. What's /y/ plus /am/?

### Quick Check

Can children add a phoneme to a word and blend the sounds to make a new word? If not, use Additional Instruction, pp. 376–379.

### ► Phonics

#### Objective Blend words

**Review** Show each of the following **Large Letter Cards** as children say each sound: *a, e, k, o, p, t, u, y*. Mix the cards and repeat.

- I Do**
- Place **Letter Tiles** *y, e, t* in the sound boxes.
  - Point to each letter. The letter *y* stands for /y/. The letter *e* stands for /e/. The letter *t* stands for /t/. Listen as I blend these sounds: /yeeet/, *yet*.
  - Place **Letter Tiles** *y, e, s* in the sound boxes and follow the same procedure. Repeat with *yak* and *yap*.

- We Do**
- Place **Letter Tiles** *r, u, n* in the sound boxes.
  - Let's say the sound each letter stands for: /r/ /u/ /n/. Say the sounds again with me: /r/ /u/ /n/.
  - Let's blend the sounds: /rrruunnn/, *run*.
  - Place **Letter Tiles** *b, o, x* in the sound boxes and repeat the procedure.
  - Repeat with *yap* and *yet*.

- You Do**
- Place **Letter Tiles** *p, i, n* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have them blend the sounds and say the word.
  - Have children repeat with *run* and *box*.

See the More Word Work lesson on page 374.

## Words to Know

### ► High-Frequency Words: *do, here, little, look, said*

**Objective** Review high-frequency words

- Display **Word Card** *look* in the pocket chart. *What word is this? Look at me run.*
- Have children **read, spell, and write** the word *look* and use it in a sentence.
- Display **Word Cards** *do, here, little, look, and said* in the pocket chart. Read the words with children.
- Ask children these questions: *Which two words begin with the same letter? Which words have four letters? Which word rhymes with you?*
- Have children **read, spell, and write** the bonus words *me* and *where*.

### ► Oral Vocabulary: *Unique and Similar*

**Objective** Develop oral vocabulary

**Discuss** Remind children of the story they read last time, *Gus Duck*. *In the story, Gus Duck was unique. Unique means "different from others."*

- *How is Gus unique? What does Gus do that is different from what the other ducks are doing?*
- Remind children that *similar* things are like each other. *How are the ducks similar to each other?*

**Connect** Have children discuss how Gus wants to be similar to the other ducks at the end of the story.

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

Write these words in a list: *yak, yam, yap, yes, yet, yum*. Then read each word and have children blend the sounds after you. Say the words in random order. Have children point to the word you say.

## Time to Read

### ► Read *Gus Duck*

**Objective** Monitor comprehension: Identify setting

**Before Reading** Have children read aloud the title of the story with you. *What is the name of the animal character in this story?*

**During Reading** Have children echo-read with you. Ask the following questions as you read:

- After page 3: *How is Gus different from the other ducks?* After page 5: *How does Gus get into the water?* After page 7: *How is Gus feeling now?*

**After Reading** Remind children that the setting of the story is where and when it takes place. *In what season does the story take place? Why do you think so? Where do ducks like to live? Where else might ducks like to live?*

**ELL** Encourage children to seek clarification when they encounter a word or phrase that does not make sense. For example, *What does "Gus Duck is in the mud. Yuck!" mean?*

**IWB** **Online Comprehension Lessons:** Character, Setting, Plot Use the story to model the skill.

### **CORRECTIVE FEEDBACK**

If children cannot identify the setting, use

**Comprehension Cards: Character and Setting.**

#### **Quick Check**

Can children identify the setting of a story? If not, use **Additional Instruction**, pp. 376–379.

### ► Build Fluency: Connected Text

**Objective** Model fluent reading

**Echo-Read** Read *Gus Duck* one page at a time and ask children to read each page after you. Have them read at the same speed and with the same expression that you use. Model and provide feedback as needed.

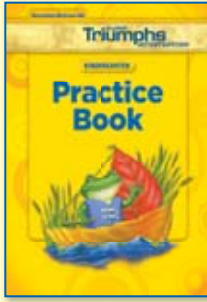
### ► Write

**Objective** Write a label

Have children draw a picture of Gus Duck doing something unique. Have them write the label *Gus Duck* under their picture.

**Dictation** *Write this letter on your WorkBoards: y.* Repeat with *u, m, e, s, t,* and *o.* *Now write this word: mom.* Repeat with *yet* and *yes.* Provide feedback.

See Grammar and Interactive Writing lessons on pages 374–375.



Practice Book

## Materials

- Practice Book: Take-Home Book, pp. 185–186
- Intervention Reader 15: *Gus Duck*
- Listening Library
- Assessment Book: pp. 132–143
- Letter Tiles: *a, b, c, d, e, h, j, k, l, m, n, o, p, S, s, t, u, y*
- Sound-Spelling WorkBoards
- Word Cards: *do, here, little, look, said*
- hand puppet
- pocket chart
- index cards

### Online Resources

- Bibliography

## Working with Words

### ▶ Phonemic Awareness

**Objective** Orally substitute initial phonemes

Read aloud the following rhyme. Then read it again, and have children chime in with you:

When can you yell and run in the yard  
And eat yummy treats like ice pops?  
Summer is my favorite time of the year.  
Yes, I never want it to stop.

- I Do**
- Tell children that the puppet is going to change the first sound in a word to make a new word.
  - Have the puppet say the word *yell*. The first sound in *yell* is /y/. What happens when I change the /y/ sound in *yell* to /b/? I get *bell*.
  - Repeat by changing the /b/ in *bell* to /s/, *sell*.

- We Do**
- Tell children that the puppet is going to change the first sound in some more words.
  - Have the puppet say *yet*. Have children repeat the word with the puppet. Let's change the /y/ in *yet* to /b/. Say the new word with the puppet: *bet*.
  - Repeat the procedure, changing the /b/ in *bet* to /m/, *met*.

- You Do**
- Tell children that they will now change the first sound in a word on their own and say a new word. Have the puppet say *yes*.
  - Have children repeat the word. Change the /y/ in *yes* to /m/. What's the word?
  - Have children change the first letter in *mess* to *l*. What's the word?

### ▶ Phonics

**Objective** Blend words with /a/a, /e/e, /u/u, /y/y

- I Do**
- Place **Letter Tiles** *y, e, t* in the sound boxes on the **Sound-Spelling WorkBoard**.
  - Point to each letter. The letter *y* stands for /y/. The letter *e* stands for /e/. The letter *t* stands for /t/. Listen as I blend these sounds: /yeeet/, *yet*. The word is *yet*.
  - Change the first letter to *b*. Now listen as I blend the sounds to make a new word: /beet/, *bet*. Change the *b* to *n*. Now I'll blend the sounds to make another new word: /nneet/, *net*. Continue with *m*, *met*.

- We Do**
- Place **Letter Tiles** *y, a, m* in the sound boxes.
  - Let's say the sound each letter stands for: /y/ /a/ /m/.
  - Now let's blend the sounds: /yaaamm/, *yam*. What's the word?
  - Change the first letter to *h*. Now listen as I blend the sounds to make a new word: /hhhaamm/, *ham*.
  - Change the first letter to *j*. Now listen as I blend the sounds to make a new word: /jaaamm/, *jam*.
  - Continue with *S* and *Sam*.

- You Do**
- Place **Letter Tiles** *y, u, c, k* in the sound boxes.
  - Have children say the sound each letter stands for.
  - Have children blend the sounds and say the word. What's the word?
  - Have children change the first letter to *d*. What's the word?
  - Have children change the first letter to *l*. What's the word?



## Words to Know

### ► High-Frequency Words: *do, here, little, look, said*

**Objective** Review high-frequency words

- Use previously made index cards *do, here, little, look, and said*.
- Display **Word Cards** *do, here, little, look, and said* in the pocket chart. Read the words with children.
- Place **Word Cards** and index cards face down.
- Play a matching game. Turn over one card and read it aloud. Have children echo-read the word.
- Tell children you will try to find the match for the card by turning over another card. Read the second card.
- If it is a match, place the **Word Card** in the pocket chart with the index card next to or behind it.
- If it is not a match, turn the cards back over. Tell children it is time for someone else to have a turn. Repeat until all the matches are found.

### ► Oral Vocabulary: *Unique and Similar*

**Objective** Develop oral vocabulary

**Confirm** Review the words *unique* and *similar* with children. Remind children that something or someone unique is different from others. Similar things are like each other.

**Discuss** Have children finish the following sentence starters: *I am unique because \_\_\_\_\_. The children in our class are similar because \_\_\_\_\_.*

**Connect** *How is your home similar to your friends' homes? How is it unique?*

### ► Build Fluency: Word Automaticity

**Objective** Improve word accuracy

- Write the following words in a list on the board: *yak, yam, yap, yes, yet, yum*. Then read each word and have children blend the sounds after you.
- **Connected Text** Have children review the **Intervention Reader** *Gus Duck* using the Listening Library audio selection. Then have them reread the selection on their own.

## Time to Read

### ► Read Take-Home Book

**Objective** Read connected text

**During Reading** Read the story together.

- **Echo-Read** Guide children to echo-read the story with you, one spread at a time.
- **Independent Reading** Then have children whisper-read the story.
- Have children point to any high-frequency words. See **Practice Book** pages 185–186.

**ELL** Point to the rectangular-shaped box. *This is a rectangle.* Have children repeat. Have them name something that is that shape. Have them complete the sentence: *A \_\_\_\_\_ has a rectangle shape.*

### ► Build Fluency: Connected Text

**Objective** Develop fluency through repeated readings

- **Partner Reading** Have pairs of children take turns reading aloud the **Take-Home Book** to each other.
- Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate.

### ► Write

**Objective** Practice writing words

- Display the **Word Cards** for children to refer to in making the title of the **Take-Home Book**.
- Have children draw a picture to go with the title.
- Then have them write the title of the story under their picture, using the **Word Cards** as a guide. Point out that a book title begins with a capital.

**Dictation** *Write these letters on your WorkBoards: s, y, i, u, c, v, n, e, a. Write this word: yes.* Repeat with *can*. *Write this sentence: Yes, I can!* Provide feedback.

See Independent Writing and Concepts of Print lessons on page 375.

## Unit Assessment

Have children complete the Unit Assessment on **Assessment Book** pages 132–143.

**Materials**

- Intervention Readers: *I Am a Bug, Zip Can Win!, Gus Duck*
- Photo Cards: *alligator, bear, bird, camel, dolphin, fox, giraffe, kangaroo, mouse, mule, octopus, penguin, rabbit, seal*
- Large index cards with *but, cub, hut, nut, rub, tub; bun, hug, jug, mug, run, sun; jet, kit, lit, quit, wet, yet*
- pocket chart

**More Word Work: Word Families and Word Sorts**

**Objective** Blend and sort words in word families with *-ut, -ub; -ug, -un; -et, -it*

**WEEK 1**

- Write *but, nut, hut*. Point to the letters, say the sounds, and read the words. Have children repeat. **I notice that each word has *u* in the middle and *t* at the end: /uuut/.**
- Write *cub, rub, tub*. Point to the letters, say the sounds, and read the words. Have children repeat. **What do you notice in these words?**
- Place cards for *but* and *cub* in two columns in the pocket chart. Point to the letters, say the sounds, and read the words.
- Hold up the card for *nut*. Point to the letters, say the sounds, and read the word. Model placing *nut* under *but*. Have children read and sort the other *-ut* and *-ub* words.

**WEEK 2**

- Write *jug, mug, hug*. Point to the letters, say the sounds, and read the words. Have children repeat. **I notice that each word has *u* in the middle and *g* at the end: /uuug/.**
- Write *bun, run, sun*. Point to the letters, say the sounds, and read the words. Have children repeat. **What do you notice in these words?**
- Place cards for *jug* and *bun* in two columns in the pocket chart. Point to the letters, say the sounds, and read the words.
- Display the card for *mug*. Point to the letters, say the sounds, and read the word. Model placing *mug* under *jug*. Have children read and sort the other *-ug* and *-un* words.

**WEEK 3**

- Write *wet, yet, jet*. Point to the letters, say the sounds, and read the words. Have children repeat. **I notice that each word has *e* in the middle and *t* at the end: /eeet/.**
- Write *quit, lit, kit*. Point to the letters, say the sounds, and read the words. Have children repeat. **What do you notice in these words?**
- Place cards for *wet* and *quit* in two columns in the pocket chart. Point to the letters, say the sounds, and read the words.
- Display the card for *yet*. Point to the letters, say the sounds, and read the word. Model placing *yet* under *wet*. Have children read and sort the other *-et* and *-it* words.

**Grammar: Pronouns**

**Objective** Identify and use pronouns

**WEEK 1**

- Remind children that *I, you, she, he, we, and it* take the place of naming words. Explain that *they* is used to take the place of two or more people or things. Write and read the sentence: *The butterfly and bee are bugs*. Ask children to replace the naming words in the sentence with *they*.
- Display **Photo Cards** of animals. Have children make up a sentence about an animal, using a pronoun.

**WEEK 2**

- Display page 2 of *Zip Can Win!* Name the children in the picture. Remind children that *he, she,* and *they* can be used to take the place of names. Point out that the word *it* can be used to take the place of things. Have children name things they see on page 2. (**tree, cat, grass, cloud, house, clothes, sky**)
- Have children make up a sentence about the picture, using one of these pronouns: *she, he, it, they*.

**WEEK 3**

- Display page 5 of *Gus Duck* and read: **"Gus Duck can hop in."** Point out that the word *He* can take the place of Gus Duck in the sentence, as in "He can hop in." **Who does he stand for?** Explain that *he* is used to take the place of a boy's name and *she* is used to take the place of a girl's name.
- Write and read aloud: "Mom sees Gus Duck." Ask what word children can use to take the place of *Mom*.

## Writing: Lists, Sentences, Questions and Answers, ABC Page, Charts, Counting Books

**Objectives** Write lists, sentences, questions and answers, an ABC page, charts, and counting books; develop concepts of print

### WEEK 1

#### Shared Writing: List

- Display and read aloud the cover of *I Am a Bug*. Point to the letter *B* in *Bug*. Ask children to identify it. Tell children that they will be making an ABC page. Ask children to name a type of bug and the initial letter of the bug's name. Model: *Ant starts with A*. Record responses as a list. Track the print as you read the list with children.

#### Interactive Writing: Sentences

- Display the list from last time. Tell children they will use the list to write questions and answers. Write: *What starts with letter \_\_\_\_\_? \_\_\_\_\_ starts with A*. Elicit responses from children and record their suggestions. Encourage children to write any letters or punctuation marks they know. Track print as you read aloud the sentences.

#### Independent Writing: ABC Page

- Display the list. Ask children to choose a bug from the list. Have them draw a picture of their bug. Write the sentence starter: *Look at the \_\_\_\_\_*. Read the sentence frame as you track the print. Complete the sentence by writing the word *ant*. Share your sentence. Have children write the sentence starter under their picture and complete it by writing the name of their bug. Have children write the first letter (capital and lowercase) of their bug's name above the picture.

### WEEK 2

#### Shared Writing: Chart

- Remind children that the characters in the story *Zip Can Win!* were playing a game of tag. Have children vote on the top three favorite games in the class. Make a three-column chart with the games as headings. Then tally the number of children for each game. Track the print as you read the chart.

#### Interactive Writing: Sentences

- Display the tally chart. Have children count aloud the number of children who like to play each game. Write: *\_\_\_\_\_ like to play \_\_\_\_\_*. Guide children in completing the sentence frames and writing the sentences. Track the print as you read the sentences with children.

#### Independent Writing: Sentences

- Display the tally chart from last time. Have children tell why they like the game they voted for. Write and read aloud this sentence: *I like to play \_\_\_\_\_ because \_\_\_\_\_*. Record children's responses. Track the print as you read the sentences. Have children write a sentence, using the chart as a guide.

#### Listening and Speaking

Have children tell how one of the games is played. Ask them to describe the steps in order. Have them give details, such as the kinds of equipment and movements used in the game. Tell children to listen closely to the details to make sure they are correct.

### WEEK 3

#### Shared Writing: List

- Display page 2 of *Gus Duck*. Count with children the number of ducks in the picture. Tell children that they will be making a list of the things they own, such as toys, book, hats, and shoes. Record their responses as a list on chart paper. Track the print as you read the list.

#### Interactive Writing: Sentences

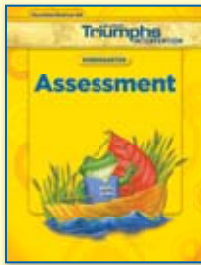
- Display the list of things children own. Tell children that they will be writing sentences for a counting book about things they own. Write the sentence starters: *I have 4 \_\_\_\_\_*. *I have 3 \_\_\_\_\_*. *I have 2 \_\_\_\_\_*. *I have 1 \_\_\_\_\_*. Have children use the list to suggest words to complete the sentences. Track print as you read the completed sentences with children.

#### Independent Writing: Counting Books

- Have children write a sentence for a counting book on a separate sheet of paper. Then ask them to draw pictures of the items in the sentence. If they own four balls, then they should draw four balls. Help children read aloud their work as they track the print. Bind the pages together. Read each page of the counting book and have children echo your reading.

**Concepts of Print** Have children track print as they read aloud the book. Ask them if they hear more than one word part in any of the sentences.





Assessment Book

Choose from the Additional Instruction for children who need more support. Use Unit Assessment to check children's progress.

## Working with Words

### Materials

- Practice Book: Take-Home Books, pp. 169–170, 173–174; 175–176, 179–180; 181–182, 185–186
- Sound-Spelling WorkBoards
- Large Sound-Spelling Cards: *Umbrella, Jump, Queen, Yo-yo, Zipper*
- Photo Cards: *box*
- Letter Tiles
- markers or counters
- hand puppet

### Online Resources

- **IWB** Interactive White Board Phonics Lessons

### ► Phonemic Awareness

#### Objective Develop phonemic awareness

**Isolate Phonemes** Remind children that the sound /u/ can appear at the beginning of a word, as in *under*, and in the middle of a word, as in *run*. Using the **Sound-Spelling WorkBoards**, say the word *under*, elongating the first sound in the word: /uuu/, *under*. When I say the word *under*, I hear the /u/ sound at the beginning of the word. I will place a marker in the first box on the **Sound-Spelling WorkBoard**. Now I will say the word *run* as I stretch the sounds in the word: /rrruuunnn/, *run*. When I say the word *run*, I hear the /u/ sound in the middle of the word. I will place a marker in the middle box on the **Sound-Spelling WorkBoard**. Repeat this process with the words *jump, until, us, and sun* as you elongate the /u/ sound in each word. Ask children to say if they hear the sound /u/ at the beginning or in the middle of each word. Tell them to place a marker in the first or the middle box on the **Sound-Spelling WorkBoard** as you point out

where the sound /u/ appears in each word. Do you hear the sound /u/ at the beginning of the word? Do you hear the sound /u/ in the middle of the word?

- For lessons 6–10, repeat the routine for initial /j/ with the words *joy, job, jet, Jack*; for initial /kw/ with the words *quack, quilt, quiet, quick*; for initial /z/ with the words *zoo, Zack, zipper, zero, zebra*.
- For lessons 11–15, repeat the routine for initial /y/ with the words *yell, yard, yummy, yes, year*.

**Orally Blend Phonemes** Use the puppet to model how to blend the word *up*. The puppet is going to say the sounds in a word. Listen as the puppet says each sound in the word *up*: /u/ /p/. The puppet can blend these sounds together: /uuup/, *up*. Say the sounds with the puppet. Repeat with *run*. Tell children to say each sound in the word *run*: /r/ /u/ /n/, /rrruuunnn/, *run*.

- Continue as you model placing markers in the sound boxes on the **Sound-Spelling WorkBoards**. I will place a marker in a box for each sound I make: /s/ /u/ /n/. Now I will point to a marker as I say each sound and string the sounds together: /sssuunnn/, *sun*.
- Have children take turns placing the markers in the sound boxes as they blend words: *bug, rub, up, cub, sun, luck*. Continue blending with the following words:
- Lessons 6–10: *jet, Jack, jump, job, quick, quack, quill, zip, zag, Zip, Zack*
- Lessons 11–15: *yes, yum, yell, yak, yet*

**Phoneme Addition** Use the puppet to model how to add a sound to a word to make a new word. Listen as the puppet says a word: *up*. How many sounds do you hear in the word *up*? Yes, there are two sounds in the word: /u/ /p/, *up*. Have children say each sound in the word and then the whole word. Now the puppet is going to add a sound to the beginning of the word *up* to form a new word. Listen as the puppet adds the sound /p/ to the word *up*: /p/ /up/, *pup*. Let's say this new word together: *pup*. How many sounds do you hear in the new word? Yes, there are now three sounds in the word. Repeat with *up* and the sound /k/.

**Phoneme Substitution** Use the puppet to model how to substitute one sound for another sound to make a new word. Listen as the puppet says a word: *yam*. Listen as I change the first sound /y/ to /h/: /h/ /am/, *ham*. Listen as the puppet changes the /h/ in *ham* to /p/. What word did the puppet make? Yes, the puppet made *Pam*. Continue substituting the first sound with these sounds to make new words: /j/, /l/, /r/, /s/.

## ► Phonics

**Objectives** Decode words with /u/u, /j/j, /kw/qu, /z/z, and /y/y

Display the *Umbrella Sound-Spelling Card*. The letter *u* can stand for the short *u* sound /u/, as in the beginning of *umbrella*. Write the word *us* and read the word: /uuuss/, *us*. Draw a line under the letter *u* as you say /u/. Explain that the letter *u* also stands for the sound /u/ in the middle of the word *bus*. Write the word *bus* and read the word: /buuss/, *bus*. Draw a line under the letter *u* as you say the sound /u/. Repeat with the *Jump Sound-Spelling Card* and *jet*; the *Queen Sound-Spelling Card* and *quack*; the *Zipper Sound-Spelling Card* and *zag*; the *Yo-yo Sound-Spelling Card* and *yellow*.

**Blend Words** Place the **Letter Tiles** *u*, *p* in the sound boxes on the **Sound-Spelling WorkBoard**. The letter *u* stands for the sound /u/. The letter *p* stands for the sound /p/. Listen as I blend the sounds together: /uuup/, *up*. Have children repeat.

- Place the **Letter Tiles** *r*, *u*, *n* in the sound boxes. What sound does the letter *r* stand for? (/r/) What sound does the letter *u* stand for? (/u/) What sound does the letter *n* stand for? (/n/) Let's blend all three sounds: /rruuunnn/, *run*. Have children repeat. Continue with *fun*, *tub*.
- For lessons 6–10, repeat the above routine for initial *j* with the words *jet*, *job*, *jet*, *jug*; initial *qu* with *quick*, *quack*, *quit*; initial *z* with *Zack*, *zip*.
- For lessons 11–15, repeat the above routine for initial *y* using the words *yap*, *yet*, *yum*, *yell*, *yes*.

**ELL** Review the meanings of words in the lesson that can be demonstrated in a concrete way. For more support, see pages T6–T7.

**Alphabet Recognition** Display the **Sound-Spelling WorkBoard**. Sing “The Alphabet Song” with children as a child points to each letter.

**Write Uu, Jj, Qq, Zz, Yy**

**Take a Step Back: Form the Letter Uu** Have children form the capital *U* in sand or with clay. Tell them to pretend to open an umbrella as they say /u/.

**Take a Step Back: Form the Letter Jj** Have children form the capital *J* in sand or with clay. Tell them to pretend to jump with a jump rope as they say /j/.

**Take a Step Back: Form the Letter Qq** Have children form the capital *Q* in sand or with clay. Tell children to put their index finger to their mouth as if they are saying “quiet” as they say /kw/.

**Take a Step Back: Form the Letter Zz** Have children use pencils or wooden sticks to form the capital *Z*. Emphasize the three lines used to form the letter. Tell children to pretend to zip up their coat as they say /z/.

**Take a Step Back: Form the Letter Yy** Have children use pencils to form the capital *Y*. Emphasize the three lines used to form the letter. Have children pretend to use a yo-yo as they say /y/.

**Dictation** Model how to write *Uu* as you say the sound. Have children trace the letter in the air with their fingers. Then ask children to write the letter on their **Sound-Spelling WorkBoards**. Repeat with the letters *Jj*, *Qq*, *Zz*, and *Yy*. Then randomly say *u*, *j*, *q*, *z*, and *y* and have children write the letters. For more handwriting support, see pages T8–T11.

**Fluency: Connected Text** Have children reread the **Take-Home Books** on the **Practice Book** pages listed below. When children feel comfortable reading the stories, have them read the stories to a partner.

- Lessons 1–5: **Practice Book** pp. 169–170; 173–174
- Lessons 6–10: **Practice Book** pp. 175–176; 179–180
- Lessons 11–15: **Practice Book** pp. 181–182; 185–186

**IWB** For additional work with sound-symbol relationships, use **Online Phonics Lessons**: Short *u*; Consonants *Jj*, *Qq*, *Zz*, *Yy*.

## Words to Know

### Materials

- Word Cards: *do, here, little, look, me, said, where*
- Letter Tiles: *a, d, e, i, k, l, s, t*
- Sound-Spelling WorkBoards
- Photo Cards: *giraffe, grapes, mouse, turtle, walrus, watermelon*
- pocket chart

### ► High-Frequency Words

**Objective** Reteach high-frequency words: *look* (Lessons 1–5); *little* (Lessons 6–10); *do, here, little, look, said* (Lessons 11–15)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence. *This is the word look. It is spelled l-o-o-k, look. Look at what Jen's dog can do. This is the word little. It is spelled l-i-t-t-l-e, little. Susan has a little dog. Repeat procedure for do, here, and said.*
- Review the bonus words *me* (Lessons 1–5) and *where* (Lessons 6–10) using the read, spell, and write routine.
- Then have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Call attention to the letters and their sounds that children have learned. *The words little and look have the sound /l/ at the beginning. We know that the letter l stands for the /l/ sound.*
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters and frames using the words. For example: *Look at the \_\_\_\_\_. Here comes \_\_\_\_\_. Joy said we will go to the \_\_\_\_\_ today.* Have children take turns orally completing the sentences. Write the sentences as children complete them and then read each sentence aloud. Have children take turns underlining the high-frequency words in each sentence.
- Have partners work together to spell *do, here, little, look,* and *said* using **Letter Tiles**.

### ► Oral Vocabulary

**Objective** Develop oral vocabulary

**Opposites (Lessons 1–5)** Remind children that *opposites* are words that mean something completely different from one another. Show children **Photo Cards** *watermelon* and *grapes*. *The watermelon is big. The grapes are small. Big and small are opposites. Here are some other words that are opposites: fast, slow; fat, thin; tall, short; light, dark.*

- Show children the *turtle* **Photo Card**. *This is a turtle. A turtle is slow.* Ask children to draw a picture of an animal that is the opposite of *slow*, or *fast*. Repeat using **Photo Cards** *giraffe* (tall), *mouse* (quiet), and *grapes* (small). For each card, have children draw a picture of the opposite.
- Then have partners use opposites to complete and say these sentences: *A shout is loud. A whisper is \_\_\_\_\_. Winter is cold. Summer is \_\_\_\_\_.*

**Position Words (Lessons 6–10)** Remind children that position words tell where something is. *The word up is a position word. For example: The clock is up on the wall. Other position words are down, under, on, over.*

- Point to something in the classroom. Say the name of the item. Ask children to then use a position word to tell where it is. For example: *The pencil is on the desk.* Have partners take turns creating sentences with position words.

**Sound Words (Lessons 11–15)** Remind children that they have been using words to describe some of the sounds they hear. *We hear sounds all around us. Words make sounds, too. Bees buzz. Water plip-plops and splashes. Cars honk. Dogs woof. Cats meow.*

- Say the following words and have children say a word that describes the sound that it makes: *lion, cow, thunder, duck, bird, telephone.*

**ELL** Help children use nonverbal cues to understand opposites. Say a word and act it out. Then say the word's opposite and have children act it out. Use *happy/sad, big/small, quiet/loud, fast/slow, up/down*. For more support, see pages T6–T7.



## Time to Read

### Materials

- Intervention Readers: *I Am a Bug; Zip Can Win!; Gus Duck*

### Online Resources

- **IWB** Interactive White Board Comprehension Lessons

## ► Comprehension: Text Evidence

### Objectives Review comprehension skills

#### Use Photographs (Lessons 1–5)

Remind children that photographs are a very important part of many books. Photographs help us know that a book is about real people, places, and things. Photographs can help us find answers to questions and understand what we read.

- Read aloud pages 2 and 3 in the **Intervention Reader** *I Am a Bug*. As you read, pay attention to the photographs. What type of bug does page 2 describe? (A fly.) What kind of bug does page 3 tell about? (A ladybug.)
- Read aloud pages 4 and 5. As I look at the photograph and read the words, I see that a spider is a bug that makes a web. A butterfly can sip. These photographs help me understand the words.
- Read aloud pages 6 and 7. What bug can hum? (A bumblebee) Describe the bug on page 7.
- Read aloud page 8. What is the bug doing? (carrying a big leaf) What kind of bug is this? (A leafcutter ant) What can a leafcutter ant do? (It can carry a leaf on its back.)
- What bugs did you read about in the selection? (fly, ladybug, spider, butterfly, bumblebee, grasshopper) How did the photographs help you know what bug the words were describing? (They showed bugs and what each one does.)

**Cause and Effect (Lessons 6–10)** Remind children that an effect is what happens. A cause is why it happens. When you read, thinking about causes and effects can help you understand what is happening in the story.

- Have children turn to pages 2 and 3 in the

**Intervention Reader** *Zip Can Win!* As you read, think about what is happening in the story. I see Jon running after Zack. Jon can tag Zack because he is fast.

- Read aloud pages 4 and 5. Jon is a fast runner. That is the cause. What does Jon do? (He tags Jen.)
- Read aloud pages 6 and 7. Why can't Jon tag Zip? (Zip is quicker than Jon and runs up a tree.)
- Read aloud page 8. Who wins? (Zip) Why does Zip win? (Zip wins because he is quicker than Jon and runs up a tree.)

**Setting (Lessons 11–15)** Remind children that the setting is where and when a story takes place. When you read, notice what happens in different settings in the story. This will help you understand it better.

- Read aloud pages 2 and 3 in the **Intervention Reader** *Gus Duck*. As you read, think about where the events in the story happen. I see that the story begins in a pond. The pond is the setting at the beginning of the story. What happens at the pond that causes Mom not to see Gus Duck? (Gus Duck is splashing around behind the other ducks, having fun.)
- Read aloud pages 4 and 5. Where is Gus? (Gus is waiting in line on a big rock.) Look at the picture on page 4. How do you think Gus feels? (Gus looks annoyed, impatient.) Why are the other ducks annoyed with Gus? (He is splashing too much.)
- Read aloud pages 6 and 7. Where is Gus Duck? (in the mud) Why is he not with the other ducks? (Gus likes to be different. He might have wandered off and got lost.)
- Read aloud page 8. Where does the ending of the story take place? (near a lake) Why does Gus Duck run? (He sees the other ducks and is hungry.)

**IWB** Online Comprehension Lessons: Cause and Effect; Character, Setting, Plot

#### Self-Selected Reading

Provide books for additional practice. Guide children to use photographs, identify causes and effects, and identify the setting in the stories.

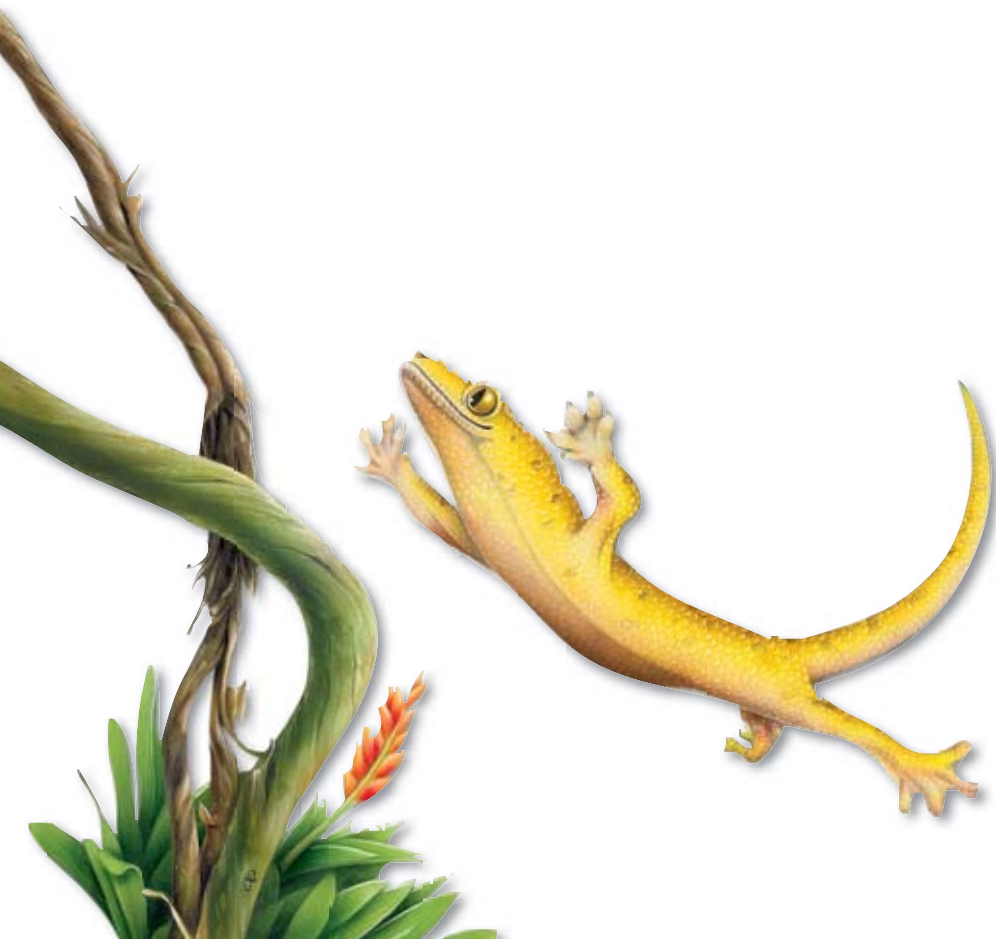




# Contents

<b>Program Scope and Sequence</b> .....	T2-T5
<b>English Language Learners: Fostering Classroom Discussions</b> .....	T6-T7
<b>Handwriting</b> .....	T8-T9
<b>Alphabet Worksheet (Letters A-N)</b> .....	T10
<b>Alphabet Worksheet (Letters O-Z)</b> .....	T11
<b>Index</b> .....	T12-T16

**Additional Resources**





# Scope and Sequence

	K	1	2	3	4	5	6
<b>READING: FOUNDATIONS FOR LITERACY</b>							
<b>Concepts of Print</b>							
Recognize own name	✓	✓	✓				
Understand directionality (tracking print from left to right, return sweep)	✓	✓	✓				
Understand that print provides information	✓	✓	✓				
Develop print awareness (concepts of letters, words, and sentences)	✓	✓	✓				
Understand that spoken words consist of phonemes	✓	✓	✓				
Understand that written words are represented in written language by a specific sequence of letters	✓	✓	✓				
Distinguish between letters, words, and sentences	✓	✓	✓				
Identify and distinguish paragraphs			✓				
Match oral and written words	✓	✓	✓				
Distinguish between capital and lowercase letters	✓	✓	✓				
Understand correct book handling	✓	✓	✓				
Recognize parts of a book; recognize that parts of a book contain information	✓	✓	✓				
<b>READING: ALPHABETICS</b>							
<b>Phonemic Awareness</b>							
Identify spoken sounds, words, and sentences	✓	✓	✓				
Recognize and produce rhyming words; distinguish between rhyming and nonrhyming words	✓	✓	✓				
Segment words into phonemes, sentences into words	✓	✓	✓				
Blend and segment onsets and rimes	✓	✓	✓				
Add, delete, and substitute phonemes	✓	✓	✓				
Identify and isolate initial, medial, and final consonants	✓	✓	✓				
Blend phonemes to make a spoken word	✓	✓	✓				
Categorize phonemes	✓	✓	✓				
Understand alliteration		✓	✓				
Count and track sounds in syllables, syllables in words	✓	✓	✓				
<b>Decoding: Phonics Analysis</b>							
Understand the Alphabetic Principle	✓	✓	✓				
Sound/letter association	✓	✓	✓	✓	✓	✓	✓
Blend sounds to make syllables and words; blend word families	✓	✓	✓	✓	✓	✓	✓
Initial consonant blends		✓	✓	✓	✓		
Final consonant blends		✓	✓	✓	✓		
Short vowels	✓	✓	✓	✓	✓	✓	✓
Long vowels		✓	✓	✓	✓	✓	✓

**KEY** ✓ = Assessed Skill  
Tinted cells show skills, strategies, and other teaching opportunities

	K	1	2	3	4	5	6
<b>Decoding: Phonics Analysis</b>							
Variant vowels		✓	✓	✓	✓	✓	✓
r-Controlled vowels		✓	✓	✓	✓	✓	✓
Hard/soft consonants			✓	✓	✓	✓	✓
Digraphs		✓	✓	✓	✓	✓	✓
Diphthongs		✓	✓	✓	✓	✓	✓
Silent letters			✓	✓	✓	✓	✓
Schwas in multisyllable words (approximation)					✓	✓	✓
Inflected endings		✓	✓	✓	✓	✓	✓
Triple-consonant clusters		✓	✓	✓	✓	✓	✓
<b>Decoding: Structural Analysis</b>							
Common spelling patterns (word families)	✓	✓	✓				
Common syllable patterns		✓	✓	✓	✓	✓	✓
Inflectional endings: -s, -es, -ed, -ing		✓	✓	✓	✓	✓	✓
Contractions		✓	✓	✓	✓	✓	✓
Compound words		✓	✓	✓	✓	✓	✓
Prefixes and suffixes		✓	✓	✓	✓	✓	✓
Root or base words		✓	✓	✓	✓	✓	✓
Comparatives, superlatives		✓	✓	✓	✓	✓	✓
Greek and Latin roots					✓	✓	✓
<b>READING: FLUENCY</b>							
<b>Fluency</b>							
Read regularly on independent and instructional levels		✓	✓	✓	✓	✓	✓
Read orally from familiar texts (choral, echo, partner, Readers Theater)		✓	✓	✓	✓	✓	✓
Use appropriate rate, expression, intonation, and phrasing		✓	✓	✓	✓	✓	✓
Read with automaticity (accurately and effortlessly)		✓	✓	✓	✓	✓	✓
Use punctuation cues in reading		✓	✓	✓	✓	✓	✓
Adjust reading rate to purpose		✓	✓	✓	✓	✓	✓
Repeated readings		✓	✓	✓	✓	✓	✓
Timed readings		✓	✓	✓	✓	✓	✓
<b>READING: VOCABULARY/WORD IDENTIFICATION</b>							
<b>Word Meaning Skills and Strategies</b>							
Classify and categorize words		✓	✓				
Synonyms, antonyms			✓	✓	✓	✓	✓
High-frequency words	✓	✓	✓				
Use context clues: word, sentence, paragraph; definition, example, restatement			✓	✓	✓	✓	✓
Use word identification strategies			✓	✓	✓	✓	✓
Unfamiliar words			✓	✓	✓	✓	✓
Multiple-meaning words			✓	✓	✓	✓	✓
Use dictionary to locate meanings, pronunciation, and derivatives			✓	✓	✓	✓	✓

<b>KEY</b>	✓ = Assessed Skill
	Tinted cells show skills, strategies, and other teaching opportunities

	K	1	2	3	4	5	6
<b>Word Meaning Skills and Strategies</b>							
Denotation and connotation					✓	✓	✓
Word families		✓	✓				
Use thesaurus			✓	✓	✓	✓	✓
Homographs				✓	✓	✓	✓
Homophones			✓	✓	✓	✓	✓
Idioms			✓	✓	✓	✓	✓
Analogies					✓	✓	✓
Word origins					✓	✓	✓
<b>READING: COMPREHENSION</b>							
<b>Prereading Strategies</b>							
Building background; use prior knowledge							
Preview and predict; set and adjust purpose for reading							
<b>Comprehension Strategies</b>							
Analyze							
Evaluate							
Generate questions							
Make inferences							
Monitor comprehension: reread, adjust reading rate, paraphrase, self-correct, read ahead, seek help							
Summarize							
Story structure, analyze							
Text structure, analyze							
Visualize/Mental imagery							
<b>Comprehension Skills</b>							
Author's perspective					✓	✓	✓
Author's purpose				✓	✓	✓	✓
Cause and effect	✓	✓	✓	✓	✓	✓	✓
Character, setting, plot	✓	✓	✓	✓	✓	✓	✓
Compare and contrast	✓	✓	✓	✓	✓	✓	✓
Classify and categorize	✓	✓					
Conclusions, draw	✓	✓	✓	✓	✓	✓	✓
Description as text structure			✓	✓	✓	✓	✓
Fact and opinion					✓	✓	✓
Fantasy and reality; fact and fiction	✓	✓	✓				
Generalizations, make							✓
Use Illustrations/Photographs	✓	✓	✓				
Inferences, make	✓	✓	✓	✓	✓	✓	✓
Judgments, make							✓
Main idea and supporting details	✓	✓	✓	✓	✓	✓	✓
Persuasion/persuasive techniques						✓	✓

**KEY**

✓ = Assessed Skill

Tinted cells show skills, strategies, and other teaching opportunities



	K	1	2	3	4	5	6
<b>Comprehension Skills</b>							
Predictions, make and confirm	✓	✓	✓	✓			
Problem and solution		✓	✓	✓	✓	✓	✓
Sequence	✓	✓	✓	✓	✓	✓	✓
Summarize, retell	✓	✓	✓	✓	✓	✓	✓
Theme				✓	✓	✓	✓
<b>Literary Response</b>							
Reflect and respond to text orally and in writing							
Connect and compare text characters, events, ideas to self, across texts, and to world							
<b>Text Features</b>							
Recognize and identify text and organizational features of nonfiction texts							
Captions and labels, headings, subheadings, key words, bold print							
Graphics, including photographs, illustrations, charts, diagrams, graphs							
Interpret graphic aids							
Use graphic organizers to analyze text							
Reflect on and respond to text							
<b>WRITING</b>							
<b>Writing Process</b>							
Plan/Prewrite, Draft, Revise, Edit/Proofread, Publish and Share							
<b>Writing Traits</b>							
Conventions, Sentence structure/fluency, voice			✓	✓	✓	✓	✓
Ideas and content, Organization and focus, Word choice			✓	✓	✓	✓	✓
<b>Writing Forms</b>							
Narrative; Descriptive; Report/Expository; Story (Fictional Narrative); Persuasive; How-to		✓	✓	✓	✓	✓	✓
<b>CONVENTIONS</b>							
<b>Grammar, Mechanics, and Usage</b>							
Sentence concepts: statements, questions, exclamations, commands							
Complete and incomplete sentences; sentence fragments; word order							
Combining sentences							
Nouns: common, proper, singular, plural, irregular plurals, possessives							
Verbs: action, helping, linking, irregular							
Verb tenses: past, present, future, perfect, and progressive							
Pronouns: possessive, subject and object, pronoun-verb agreement, indefinite							
Adjectives: articles, demonstrative, adjectives that compare							
Contractions							
Adverbs							
Prepositions							

<b>KEY</b>	✓ = Assessed Skill
	Tinted cells show skills, strategies, and other teaching opportunities

# English Language Learners

## Fostering Classroom Discussions

### Strategies for English Language Learners

One of the most effective ways in which to increase the oral language proficiency of your English Language Learners is to give students many opportunities to do a lot of talking in the classroom. Providing the opportunities and welcoming all levels of participation will motivate students to take part in the class discussions. You can employ a few basic teaching strategies that will encourage the participation of all language proficiency levels of English Language Learners in whole class and small group discussions.

#### ✔ **WAIT/DIFFERENT RESPONSES**

- Be sure to give students enough time to answer the question.
- Let students know that they can respond in different ways depending on their levels of proficiency. Students can
  - answer in their native language;
  - ask a more proficient ELL speaker to repeat the answer in English;
  - answer with nonverbal cues (pointing to related objects, drawing, or acting out).

**Teacher:** Where is Jen?

**ELL Response:** (Student points to the tree in the park.)

**Teacher:** Yes. Jen is standing by the tree. Let's all point to Jen.

#### ✔ **REPEAT**

- Give positive confirmation to the answers that each English Language Learner offers. If the response is correct, repeat what the student has said in a clear, loud voice and at a slower pace. This validation will motivate other ELLs to participate.

**Teacher:** How would you describe the faces of the cats?

**ELL Response:** They look scared.

**Teacher:** That's right, Silvia. They are scared. Everyone show me your scared face.

#### ✔ **REVISE FOR FORM**

- Repeating an answer allows you to model the proper form for a response. You can model how to answer in full sentences and use academic language.
- When you repeat the answer, correct any grammar or pronunciation errors.

**Teacher:** Who are the main characters in the story?

**ELL Response:** Danny and Walt.

**Teacher:** Yes. Danny and Walt are the main characters. Remember to use the verb are when you are telling about more than one person. Let's repeat the sentence.

**All:** Danny and Walt are the main characters.

## ✓ REVISE FOR MEANING

- Repeating an answer offers an opportunity to clarify the meaning of a response.

**Teacher:** Where did the feather come from?

**ELL Response:** The bird.

**Teacher:** That's right. The feather came from the bird.

## ✓ ELABORATE

- If students give a one-word answer or a nonverbal cue, elaborate on the answer to model fluent speaking and grammatical patterns.
- Provide more examples or repeat the answer using proper academic language.

**Teacher:** Why is the girls' mother standing with her hands on her hips?

**ELL Response:** She is mad.

**Teacher:** Can you tell me more? Why is she mad?

**ELL Response:** Because the girls are late.

**Teacher:** Okay. What do you think the girls will do?

**ELL Response:** They will promise not to be late again.

**Teacher:** Anyone else have an idea?

## ✓ ELICIT

- Prompt students to give a more comprehensive response by asking additional questions or guiding them to get to an answer.

**Teacher:** Listen as I read the caption under the photograph. What information does the caption tell us?

**ELL Response:** It tells about the butterfly.

**Teacher:** What did you find out about the butterfly?

**ELL Response:** It drinks nectar.

**Teacher:** Yes. The butterfly drinks nectar from the flower.

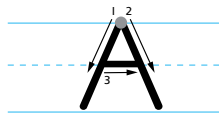
### Making the Most of Classroom Conversations

Use all the speaking and listening opportunities in your classroom to observe students' oral language proficiency.

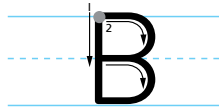
- Response to oral presentations
- Responding to text aloud
- Following directions
- Group projects
- Small Group work
- Informal, social peer discussions
- One-on-one conferences



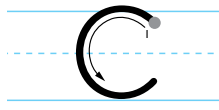
## Handwriting



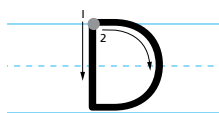
Slant down. Go back to the top. Slant down. Straight across the dotted line.



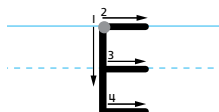
Straight down. Go back to the top. Around and in, around and in.



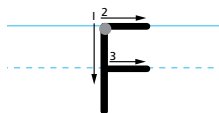
Circle back and around, then stop.



Straight down. Go back to the top. Around and in at the bottom.



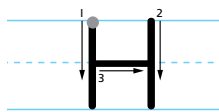
Straight down. Straight across. Straight across. Straight across.



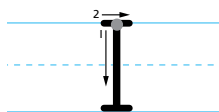
Straight down. Straight across. Straight across.



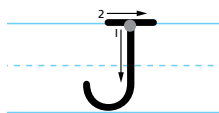
Circle back and around. Push up to the dotted line, and straight in.



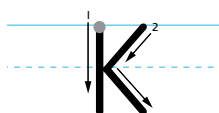
Straight down. Go back to the top. Straight down. Straight across the dotted line.



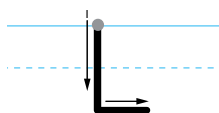
Straight down. Go back to the top. Straight across. Go to the bottom line. Straight across.



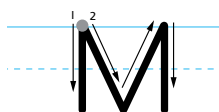
Straight down, curl back, then stop. Straight across the top line.



Straight down. Go back to the top. Slant in, slant out.



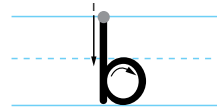
Straight down. Straight across the bottom line.



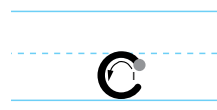
Straight down. Go back to the top. Slant down, slant up. Straight down.



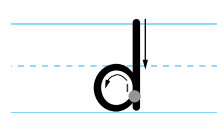
Circle back, then around. Straight down.



Straight down. Go to the dotted line. Around all the way.



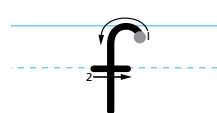
Circle back and around, then stop.



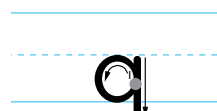
Circle back and around. Go to the top line. Straight down.



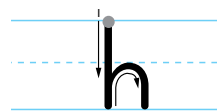
Straight across. Circle back and around, then stop.



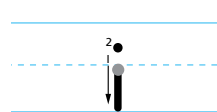
Circle back a little, then straight down. Go to the dotted line. Straight across.



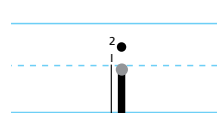
Circle back, then around all the way. Straight down past the bottom line, and curl back.



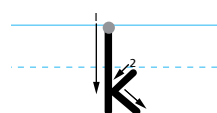
Straight down. Go to the dotted line. Around and down.



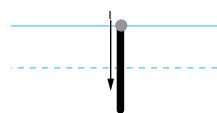
Straight down, dot above.



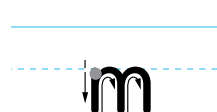
Straight down past the bottom line. Curl back, then stop, dot above.



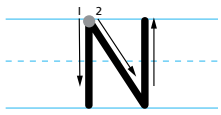
Straight down. Slant in, slant out.



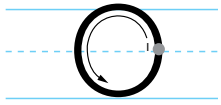
Straight down.



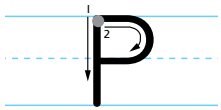
Straight down. Around and straight down. Around and straight down.



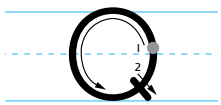
Straight down. Go back to the top.  
Slant down. Straight up.



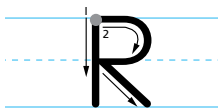
Circle back, then around all the way.



Straight down. Go back to the top.  
Around and in at the dotted line.



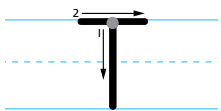
Circle back, then around all the way.  
Slant down.



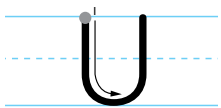
Straight down. Go back to the top.  
Around and in at the dotted line.  
Slant down.



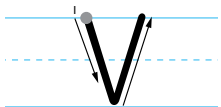
Circle back, sweep around, and back  
again.



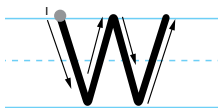
Straight down. Go back to the top.  
Straight across.



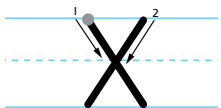
Straight down, curve around,  
straight up.



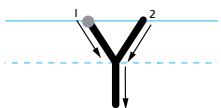
Slant down, slant up.



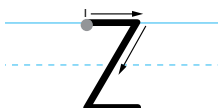
Slant down, slant up. Slant down,  
slant up.



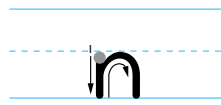
Slant down. Go back to the top. Slant  
down to cross.



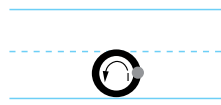
Slant down to the dotted line. Go  
back to the top. Slant in to touch,  
then straight down.



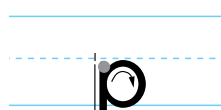
Straight across. Slant down to the  
bottom, straight across.



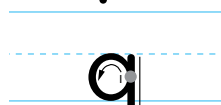
Straight down. Around and straight  
down.



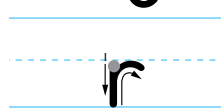
Circle back, then around all the way.



Straight down, past the bottom line.  
Circle around all the way.



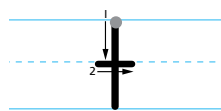
Circle back and around. Straight  
down. Curl forward.



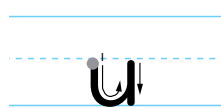
Straight down. Curl forward.



Circle back, sweep around, and back  
again.



Start at the top line. Straight down.  
Go to the dotted line. Straight across.



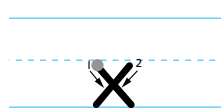
Straight down, curve around, and up.  
Straight down.



Slant down, slant up.



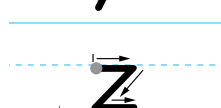
Slant down, slant up. Slant down,  
slant up.



Slant down. Slant in to cross.



Slant down. Slant in to cross, then  
down past the bottom line.



Straight across. Slant down to the  
bottom, straight across.

Aa Bb Cc

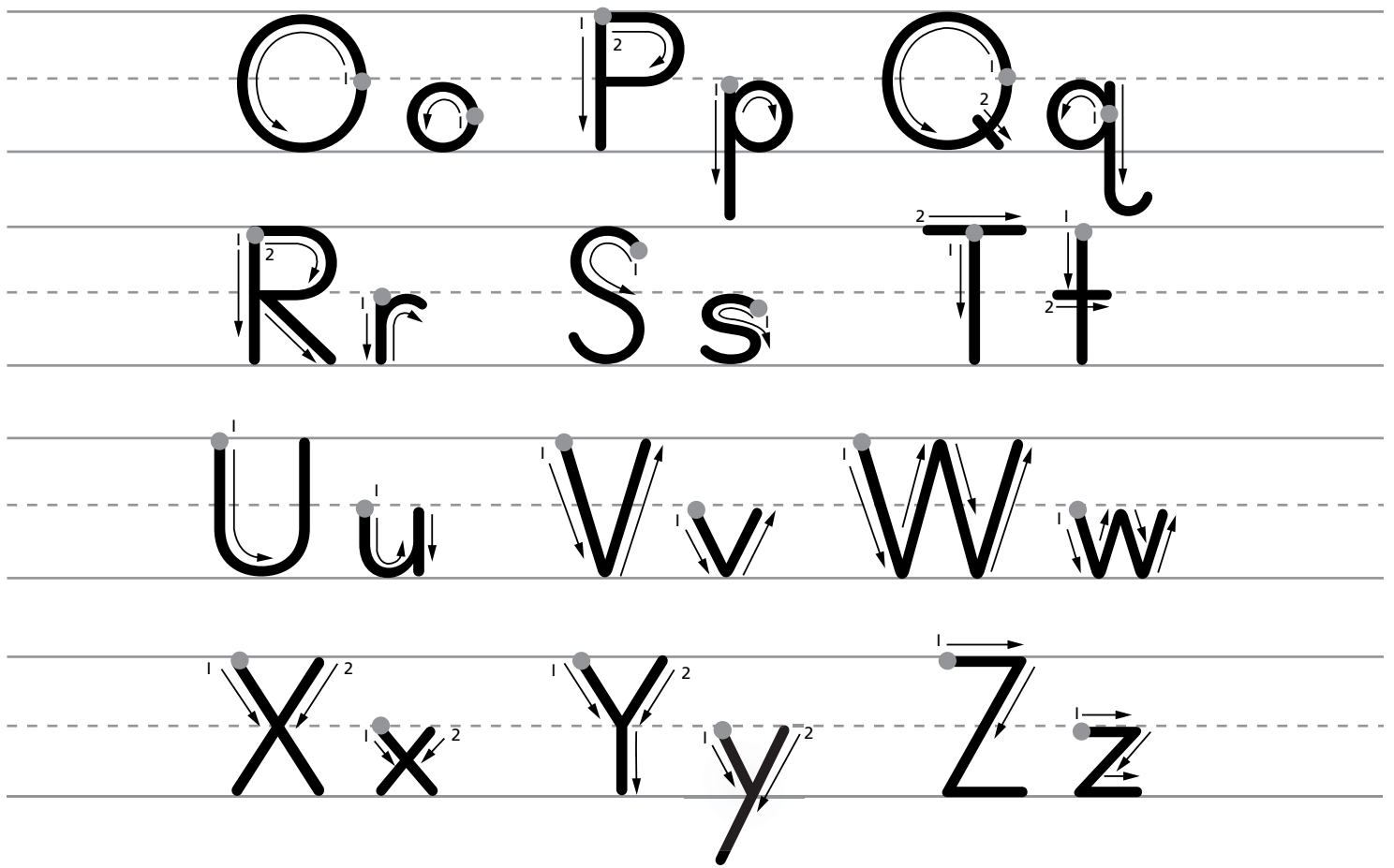
Dd Ee Ff

Gg Hh Ii

Jj Kk Ll

Mm Nn





# Aa

**Additional instruction**, 34, 35, 36, 37, 72, 73, 74, 75, 110, 111, 112, 113, 148, 149, 150, 151, 186, 187, 188, 189, 224, 225, 226, 227, 262, 263, 264, 265, 300, 301, 302, 303, 338, 339, 340, 341, 376, 377, 378, 379

**Alphabet recognition**, 3, 5, 7, 9, 11, 11, 15, 16, 19, 20, 22, 25, 26, 28, 30, 43, 44, 47, 48, 51, 53, 54, 56, 58, 67, 69, 73, 79, 81, 83, 85, 86, 87, 89, 91, 95, 97, 99, 101, 105, 107, 111, 117, 123, 125, 127, 129, 133, 134, 139, 143, 144, 149, 157, 159, 161, 163, 167, 169, 173, 175, 177, 180, 183, 187, 225, 263, 301, 339, 377

**Assessment.** *See also Components for additional assessment materials*

## Quick Checks

**comprehension**, 7, 17, 27, 47, 57, 67, 85, 95, 105, 123, 133, 143, 161, 171, 181, 199, 209, 219, 237, 247, 257, 275, 285, 295, 313, 323, 333, 351, 361, 371

**concept words**, 5, 13, 23, 43, 51, 63, 81, 91, 101, 117, 129, 139, 157, 167, 175, 195, 203, 213, 233, 243, 251, 271, 281, 289, 307, 319, 329, 345, 357, 367

**high-frequency words**, 41, 43, 51, 53, 61, 63, 79, 81, 89, 91, 99, 101, 117, 119, 127, 129, 137, 139, 155, 157, 165, 167, 175, 177, 193, 195, 203, 205, 213, 215, 231, 233, 241, 243, 251, 253, 269, 271, 279, 281, 289, 291, 307, 309, 317, 319, 327, 329, 345, 347, 355, 357, 365, 367

**phonemic awareness**, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 40, 42, 46, 50, 52, 56, 60, 62, 66, 78, 82, 84, 88, 90, 94, 98, 100, 104, 116, 118, 122, 126, 128, 132, 136, 138, 140, 142, 154, 156, 158, 160, 164, 166, 168, 170, 174, 178, 180, 192, 194, 196, 202, 204, 206, 212, 214, 230, 232, 236, 240, 242, 246, 250, 252, 254, 268, 270, 274, 278, 280, 282, 288, 290, 292, 306, 308, 310, 312, 316, 318, 320, 326, 328, 332, 344, 348, 350, 354, 358, 364, 366, 368, 370

**phonics**, 40, 44, 50, 54, 60, 64, 78, 80, 84, 88, 92, 94, 98, 102, 104, 116, 120, 126, 130, 136, 140, 154, 164, 174, 176, 192, 196, 198, 202, 204, 208, 212, 214, 216, 218, 230, 232, 234, 236, 240, 244, 250, 252, 256, 268, 270, 272, 278, 280, 284, 288, 290, 294, 306, 308, 312, 316, 318, 322, 326, 330, 344, 346, 350, 354, 356, 360, 364, 368

**Unit Assessments**, 31, 69, 107, 145, 183, 221, 259, 297, 335, 373

# Cc

**Cause and effect.** *See* Comprehension skills

**Character.** *See* Comprehension skills

**Classify and categorize.** *See* Comprehension skills

**Compare and contrast.** *See* Comprehension skills

**Components,** ix

**Comprehension, monitoring.** *See* Comprehension strategies

## Comprehension skills

**cause and effect**, 359, 361, 379

**character, identify**, 45, 47, 65, 67, 75, 103, 105, 113, 179, 181, 189

**classify and categorize**, 93, 95, 113, 169, 171, 189, 311, 313, 341

**compare and contrast**, 55, 57, 75, 321, 323, 341

**conclusions, draw**, 293, 295, 303

**fantasy and reality**, 255, 257, 265, 331, 333, 341

**main idea and supporting details**, 197, 199, 207, 209, 227, 235, 237, 265

**make inferences**, 131, 133, 141, 143, 151, 227, 265

**plot**, 103, 105, 113, 179, 181, 189

**predictions, make**, 3, 5, 7, 23, 25, 27, 37, 83, 85, 113, 159, 161, 189

**retell**, 217, 219, 227, 283, 285, 303

**sequence of events**, 121, 123, 151, 273, 275, 303

**setting, identify**, 13, 15, 17, 37, 245, 247, 265, 369, 371, 379

**summarize.** *See* Comprehension strategies

**use photographs**, 349, 351, 379

## Comprehension strategies

**ask questions**, 45, 47, 55, 57, 65, 67, 311, 313, 321, 323, 331, 333

**monitor comprehension: reread**, 349, 351, 359, 361, 369, 371

**recognize story structure**, 3, 5, 7, 13, 15, 17, 23, 25, 27, 83, 85, 103, 105, 159, 161, 179, 181, 273, 275, 283, 285, 293, 295

**recognize text structure**, 93, 95, 169, 171

**summarize**, 121, 123, 131, 133, 141, 143, 197, 199, 207, 209, 217, 219

**visualize**, 235, 237, 245, 247, 255, 257

**Concept words.** *See* Vocabulary

## Concepts of Print

**alphabetic principle.** *See* Alphabet recognition

**book title**, 109

**capitalization**, 147, 185, 299

**charts**, 71

**concept of words**, 147, 185

**directionality, top to bottom, left to right**, 33, 71, 109, 147, 185, 223

**end punctuation**, 71, 147, 185, 299, 337

**identify capital and lowercase letters**, 299

**lists**, 33, 109, 147, 185, 223

**sentences**, 261, 299, 337

**track print**, 33, 43, 53, 63, 71, 81, 91, 101, 109, 119, 129, 139, 147, 157, 167, 177, 185, 195, 205, 215, 223, 253, 271, 281, 291, 319, 329, 347, 357, 367, 375

**Conclusions, draw.** *See* Comprehension skills

**Connected text**, 41, 43, 49, 51, 53, 59, 61, 63, 69, 79, 81, 87, 89, 91, 97, 99, 101, 107, 117, 119, 125, 127, 129, 135, 137, 139, 145, 155, 157, 163, 165, 167, 173, 175, 177, 183, 193, 195, 201, 203, 205, 211, 213, 215, 221, 231, 233, 239, 241, 243, 249, 251, 253, 259, 269, 271, 277, 279, 281, 287, 289, 291, 297, 307, 309, 315, 317, 319, 325, 327, 329, 335, 345, 347, 353, 355, 357, 363, 365, 367, 373

**Consonants.** See **Phonics**, consonants: final, initial

**Corrective feedback.** See **Assessment: Quick Checks**

## Dd

**Decoding.** See **Phonics**

**Details.** See **Comprehension skills: main idea and details**

**Dramatization: Act It Out**, 3, 13, 23, 45, 55, 65, 83, 93, 103, 121, 131, 141, 159, 169, 179

### Dictation

**letters**, 41, 43, 51, 53, 61, 63, 79, 81, 89, 91, 99, 101, 117, 119, 127, 129, 137, 139, 155, 157, 165, 167, 175, 177, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 259, 269, 271, 273, 275, 279, 281, 283, 285, 287, 289, 291, 293, 295, 297, 307, 309, 311, 313, 315, 317, 319, 321, 323, 325, 327, 329, 331, 333, 335, 345, 347, 349, 351, 353, 355, 357, 359, 361, 363, 365, 367, 369, 371, 373

**sentences**, 273, 275, 277, 283, 285, 287, 293, 295, 297, 311, 313, 315, 325, 335, 349, 353, 363, 369, 373

**words**, 197, 199, 201, 207, 209, 211, 217, 219, 221, 235, 237, 239, 245, 247, 249, 255, 257, 259, 273, 275, 277, 283, 285, 287, 293, 295, 297, 311, 313, 315, 321, 323, 325, 331, 333, 335, 349, 351, 353, 359, 361, 363, 369, 371, 373

## Ee

**End punctuation.** See **Concepts of Print and Fluency: reading with expression and intonation**

**English Language Learners (ELL), support for**, 3, 4, 5, 7, 9, 11, 12, 15, 17, 19, 21, 23, 25, 27, 29, 31, 35, 36, 41, 42, 45, 46, 49, 50, 53, 55, 57, 59, 61, 63, 65, 67, 68, 79, 81, 82, 85, 87, 88, 91, 93, 95, 96, 99, 100, 102, 105, 106, 111, 112, 116, 119, 121, 122, 125, 126, 128, 130, 133, 135, 136, 139, 140, 149, 150, 154, 157, 159, 160, 163, 165, 166, 168, 171, 173, 174, 176, 179, 181, 183, 187, 188, 192, 194, 197, 199, 201, 202, 205, 206, 209, 211, 213, 215, 217, 219, 220, 225, 226, 230, 233, 235, 237, 238, 240, 243, 245, 247, 248, 250, 253, 255, 257, 259, 263, 264, 268, 271, 272, 274, 276, 278, 280, 282, 285, 286, 288, 291, 293, 295, 296, 301, 302, 306, 308, 311, 313, 315, 316, 319, 320, 323, 324, 326, 328, 331, 333, 334, 339, 340, 344, 347, 349, 351, 354, 356, 358, 361, 363, 364, 366, 368, 371, 373, T6, T7

**Echo-reading.** See **Fluency**

**Expression.** See **Fluency: reading with expression and intonation**

## Ff

**Fantasy and reality.** See **Comprehension skills: fantasy and reality**

**Feedback.** See **Assessment: Quick Checks**

### Fluency

**choral reading**, 43, 49, 51, 53, 59, 61, 63, 69, 79, 81, 87, 89, 91, 97, 99, 101, 107, 117, 119, 125, 127, 129, 135, 137, 139, 145, 155, 157, 163, 165, 167, 173, 175, 177, 183, 195, 205, 215, 233, 243, 253, 271, 281, 291, 309, 319, 329, 347, 357, 367

**connected text**, 57, 59, 67, 69, 85, 87, 95, 97, 105, 107, 123, 125, 133, 135, 143, 145, 161, 163, 171, 173, 181, 183, 199, 201, 209, 211, 219,

221, 237, 239, 247, 249, 257, 259, 275, 277, 285, 287, 295, 297, 313, 315, 323, 325, 333, 335, 351, 353, 361, 363, 371, 373

**echo-reading**, 199, 201, 211, 219, 221, 237, 239, 247, 249, 257, 259, 275, 277, 285, 287, 295, 297, 313, 315, 323, 325, 333, 335, 351, 353, 361, 363, 371, 373

**letter/sound**, 50, 52, 54, 56, 60, 64, 66, 68, 78, 80, 82, 84, 88, 90, 94, 98, 100, 102, 104, 118, 120, 122, 126, 128, 130, 132, 136, 140, 142, 144, 156, 158, 160, 166, 168, 170, 192, 194, 196, 198, 202, 204, 206, 208, 212, 214, 216, 218, 232, 234, 236, 242, 244, 246, 252, 256, 270, 272, 274, 280, 282, 284, 290, 292, 294, 306, 308, 310, 312, 318, 320, 322, 346, 348, 350, 356, 358, 360, 366, 368, 370

**partner-reading**, 41, 43, 49, 51, 53, 59, 61, 63, 69, 79, 87, 89, 91, 97, 99, 101, 107, 117, 119, 125, 127, 129, 135, 137, 139, 145, 155, 157, 163, 165, 167, 173, 175, 177, 183, 201, 211, 221, 239, 249, 259, 277, 287, 297, 315, 325, 335, 353, 363, 373

**reading with expression and intonation**, 199, 201, 211, 219, 221, 237, 239, 247, 249, 257, 259, 275, 277, 285, 287, 295, 297, 313, 315, 323, 325, 333, 335, 351, 353, 361, 363, 371, 373

**word automaticity**, 45, 47, 49, 55, 57, 59, 65, 67, 69, 83, 85, 87, 93, 95, 97, 103, 105, 107, 121, 123, 125, 131, 133, 135, 141, 143, 145, 159, 161, 163, 169, 171, 173, 179, 181, 183, 197, 199, 201, 207, 209, 211, 217, 219, 221, 235, 237, 239, 245, 247, 249, 255, 257, 259, 273, 275, 277, 283, 285, 287, 293, 295, 297, 311, 313, 315, 321, 323, 325, 331, 333, 335, 349, 351, 353, 359, 361, 363, 369, 371, 373, 379, 381

## Gg

**Generate questions.** See **Comprehension strategies: ask questions**



## Grammar

- action words (verbs), 108, 146
- describing words, 260, 298
- nouns, 32, 70
- pronouns, 336, 374
- sentences, 184, 222

## Hh

- Handwriting**, 41, 43, 51, 53, 61, 63, 79, 81, 89, 91, 99, 101, 117, 119, 127, 129, 137, 139, 155, 157, 165, 167, 175, 177, 193, 195, 203, 205, 213, 215, 231, 233, 241, 243, 251, 253, 269, 271, 279, 281, 289, 291, 307, 309, 317, 319, 327, 329, 345, 347, 355, 357, 365, 367, T8, T9, T10, T11

- High-frequency words**, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 74, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 112, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 150, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 188, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 226, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 259, 264, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 289, 291, 293, 295, 297, 302, 307, 309, 311, 313, 315, 317, 319, 321, 323, 325, 327, 329, 331, 333, 335, 340, 345, 347, 349, 351, 353, 355, 357, 359, 361, 363, 365, 367, 369, 371, 373, 378

## Ii

**Inferences, make.** *See* Comprehension skills

**Interactive White Board (IWB) activities.** *See* Components and Online Lessons

## Ll

- Language Arts**, 32, 33, 70, 71, 108, 109, 146, 147, 184, 185, 222, 223, 260, 261, 298, 299, 336, 337, 374, 375

**Letter recognition.** *See* Alphabet recognition

- Listening Library**, 201, 211, 221, 239, 249, 259, 277, 287, 297, 315, 325, 335, 353, 363, 373

- Listening and speaking**, 32, 33, 70, 71, 108, 109, 146, 147, 184, 185, 222, 223, 260, 261, 299, 337, 375

## Mm

**Main idea and details.** *See* Comprehension skills

**Monitor comprehension.** *See* Comprehension strategies

## Oo

### Online Lessons (Interactive White Board)

- comprehension**, 3, 7, 23, 27, 55, 57, 65, 67, 83, 85, 103, 105, 121, 123, 131, 133, 141, 143, 159, 161, 169, 171, 179, 181, 197, 199, 207, 209, 217, 219, 235, 237, 245, 247, 255, 257, 273, 275, 283, 285, 293, 295, 321, 323, 331, 333, 359, 361, 369, 371

- phonics**, 40, 42, 50, 52, 60, 62, 78, 80, 88, 90, 98, 100, 116, 118, 126, 128, 136, 138, 154, 156, 164, 166, 174, 176, 192, 194, 202, 204, 212, 214, 230, 232, 240, 242, 250, 252, 268, 270, 278, 280, 288, 290, 306, 308, 316, 318, 326, 328, 344, 346, 354, 356, 364, 366

**Oral language.** *See* Vocabulary: oral vocabulary

**Oral vocabulary.** *See* Vocabulary: oral vocabulary

- Oral Vocabulary Development Cards**, 3, 5, 7, 13, 15, 17, 23, 25, 27, 37, 45, 47, 55, 57, 65, 67, 75, 83, 85, 93, 95, 103, 105, 113, 121, 123, 131, 133, 141, 143, 151, 159, 161, 169, 171, 179, 181, 189

## Pp

### Phonemic Awareness

- onset and rime**, 16, 20, 26, 30, 35, 84, 86, 94, 96, 104, 106, 110

- phoneme addition**, 338, 350, 376

- phoneme blending**, 170, 172, 178, 180, 182, 186, 196, 198, 200, 206, 208, 210, 216, 218, 220, 224, 234, 236, 238, 244, 246, 248, 254, 256, 258, 262, 272, 276, 284, 288, 290, 300, 310, 314, 322, 330, 332, 334, 338, 348, 350, 352, 360, 366, 370

- phoneme categorization**, 64, 66, 68, 72, 130, 132, 134, 140, 142, 144, 148

- phoneme deletion**, 312, 324, 338

- phoneme identity**, 60, 62, 72, 120, 122, 124, 136, 138, 148, 156, 160, 162, 186, 224, 262

- phoneme isolation**, 44, 46, 48, 54, 56, 58, 78, 80, 82, 88, 90, 92, 98, 100, 110, 116, 118, 126, 128, 148, 154, 158, 164, 166, 168, 174, 176, 186, 190, 194, 202, 204, 212, 214, 224, 230, 232, 240, 242, 250, 252, 262, 268, 270, 278, 280, 282, 300, 306, 308, 316, 318, 320, 326, 328, 338, 344, 346, 354, 356, 358, 364, 376

- phoneme segmentation**, 274, 286, 292, 294, 296, 300

- phoneme substitution**, 362, 368, 372, 376

- rhyiming words**, 6, 10, 24, 28, 35, 40, 42, 50, 52, 72

- sentence segmentation**, 2, 12, 22, 34

- syllables**, 4, 8, 14, 18, 34

**Phonics****consonants****initial,****b**, 250, 252, 254, 256, 258, 263**c/k**, 116, 118, 120, 122, 124, 136, 138, 140, 142, 144, 149**d**, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 225**f**, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 149**g**, 316, 318, 320, 322, 324, 339**h**, 174, 176, 178, 180, 182, 187**j**, 354, 356, 358, 360, 362, 377**k**, 278, 280, 284, 288, 290, 292, 294, 296, 301**l**, 278, 280, 282, 284, 286, 288, 290, 292, 294, 296, 301**m**, 40, 42, 44, 46, 48, 60, 62, 64, 68, 73**n**, 98, 100, 102, 104, 106, 109**p**, 78, 80, 82, 84, 86, 109**qu**, 354, 356, 358, 360, 362, 377**r**, 240, 242, 244, 246, 248, 263**s**, 50, 52, 54, 56, 58, 73**t**, 88, 90, 92, 94, 96, 109**v**, 326, 328, 330, 332, 334, 339**w**, 316, 318, 320, 322, 324**y**, 364, 366, 368, 370, 372, 377**z**, 354, 356, 358, 360, 362, 377**final,****b**, 250, 252, 254, 256, 258, 263**ck**, 282, 286**g**, 316, 318, 320, 322, 324, 339**m**, 154, 156, 158, 160, 162**n**, 164, 166, 168, 170, 172, 187**p**, 164, 166, 168, 170, 172, 187**s**, 154, 156, 158, 160, 162, 187**t**, 164, 166, 168, 170, 172, 187**x**, 326, 328, 330, 332, 334, 339**letter identification.** *See* **Alphabet recognition****letter-sound association.** *See* **Phonics: consonants, vowels****vowels, short,****a**, 192, 194, 196, 198, 200, 212, 214, 216, 218, 220, 225**e**, 306, 308, 310, 312, 314, 339**i**, 230, 232, 234, 236, 238, 263**o**, 268, 270, 272, 274, 276, 288, 290, 292, 294, 296, 301**u**, 344, 346, 348, 350, 352, 377**word families**, 222, 260, 298, 336, 374**word sorts**, 222, 260, 298, 336, 374**Plot.** *See* **Comprehension skills****Predictions, make.** *See* **Comprehension skills****Prereading strategies.** *See* **Comprehension skills: make predictions****Program Scope and Sequence**, T2, T3, T4, T5

## Qq

**Questions, asking.** *See* **Comprehension strategies: ask questions****Quick Check.** *See* **Assessment**

## Rr

**Readers, Intervention Reader Library**, 197, 199, 201, 207, 209, 211, 217, 219, 221, 227, 235, 237, 239, 245, 247, 249, 255, 257, 259, 265, 273, 275, 277, 283, 285, 287, 293, 295, 297, 303, 311, 313, 315, 321, 323, 325, 331, 333, 335, 341, 349, 351, 353, 359, 361, 363, 369, 371, 373, 379**Retell.** *See* **Comprehension skills****Rhyme.** *See* **Phonemic Awareness: rhyming words**

## Ss

**Self-monitoring strategies.** *See* **Comprehension strategies:****monitor comprehension****Sequence of events.** *See* **Comprehension skills****Setting.** *See* **Comprehension skills****Story structure.** *See* **Comprehension strategies: recognize story structure****Summarizing.** *See* **Comprehension strategies**

## Tt

**Take-Home Books**, 9, 11, 19, 21, 29, 31, 41, 43, 49, 51, 53, 59, 61, 63, 69, 79, 81, 87, 89, 91, 97, 99, 101, 107, 117, 119, 125, 127, 129, 135, 137, 139, 145, 155, 157, 163, 165, 167, 173, 175, 177, 183, 193, 195, 201, 203, 205, 211, 213, 215, 221, 231, 233, 239, 241, 243, 249, 251, 253, 259, 269, 271, 277, 279, 281, 287, 289, 291, 297, 307, 309, 315, 317, 319, 325, 327, 329, 335, 345, 347, 353, 355, 357, 363, 365, 367, 373**Technology, audio CDs.** *See* **Listening Library****Text structure.** *See* **Comprehension strategies: recognize text structure**

## Uu

**Unit Assessment.** *See* **Assessment****Unit Planners**, xii, 1, 38, 39, 76, 77, 114, 115, 152, 153, 190, 191, 228, 229, 266, 267, 304, 305, 342, 343

## Vv

**Vocabulary****concept words****action/movement words**, 89, 91, 112, 269, 271, 302, 317, 319, 340**color words**, 13, 15, 36, 307, 309, 340

**clothing words**, 137, 139, 150  
**comparing words**, 79, 81, 112, 193, 195, 226  
**family words**, 41, 43, 74, 203, 205, 226  
**feeling words**, 99, 101, 112  
**fruits and vegetables**, 327, 329, 340  
**household objects**, 165, 167, 188  
**neighborhood helpers**, 241, 243, 264  
**number words**, 175, 177, 188  
**opposites**, 23, 25, 36, 345, 347, 378  
**pet words**, 289, 291, 302  
**position words**, 117, 119, 150, 231, 233, 264, 355, 357, 378  
**season words**, 51, 53, 74  
**sensory words**, 127, 129, 150  
**sequence words**, 251, 253, 264  
**shape words**, 279, 281, 302  
**size words**, 3, 5, 36, 155, 157, 188  
**sound words**, 365, 367, 378  
**transportation words**, 213, 215, 226  
**weather words**, 99, 101, 112

**high-frequency words.** See **High-frequency words**

#### oral vocabulary

*admire, precious*, 207, 209, 211  
*anxious, courage*, 159, 161, 163  
*assist, journey*, 331, 333, 335  
*cautious, crouch*, 235, 237, 239  
*challenge, achievement*, 273, 275, 277  
*choose, exactly*, 7, 9, 11  
*confident, nervous*, 255, 257, 259

*cozy, shocked*, 27, 29, 31  
*dangerous, safe*, 93, 95, 97  
*decide, observe*, 311, 313, 315  
*discontented, excited*, 293, 295, 297  
*emergency, protect*, 121, 123, 125  
*foolish, persuade*, 45, 47, 49  
*freeze, thaw*, 55, 57, 59  
*miserable, continue*, 65, 67, 69  
*mock, determination*, 83, 85, 87  
*outdated, practical*, 169, 171, 173  
*prowl, gaze*, 197, 199, 201  
*refresh, convince*, 321, 323, 325  
*replied, welcome*, 17, 19, 21  
*rush, dash*, 245, 247, 249  
*sizzling, scrumptious*, 283, 285, 287  
*splattered, responsible*, 141, 143, 145  
*sprint, victory*, 359, 361, 363  
*startled, rumor*, 103, 105, 107  
*survive, grow*, 131, 133, 135  
*talented, fierce*, 179, 181, 183  
*tiny, huge*, 349, 351, 353  
*unique, similar*, 369, 371, 373  
*upset, relieved*, 217, 219, 221  
**wonderful words**, 32, 70, 108, 146, 184

**Vowels.** See **Phonics: vowels, short**



**Word accuracy.** See **Fluency: word automaticity**

#### Writing

**ABC page**, 375  
**book titles**, 109  
**captions**, 245, 247, 291

**chart**, 71, 261, 375  
**counting books**, 375  
**dialogue**, 223, 333  
**dictation.** See **Dictation**  
**directions**, 223  
**labels**, 45, 47, 55, 65, 67, 83, 85, 93, 103, 121, 123, 131, 141, 143, 159, 161, 169, 171, 179, 197, 199, 207, 209, 217, 219, 235, 237, 255, 273, 275, 283, 285, 331, 333, 349, 359, 371  
**letter**, 299  
**lists**, 33, 71, 109, 185, 223, 261, 299, 337, 375  
**independent**, 223, 261, 299, 337, 375  
**interactive**, 33, 71, 109, 147, 185, 223, 261, 299, 337, 375  
**poem**, 299  
**posters**, 109  
**questions and answers**, 337, 375  
**recipe**, 261, 299  
**sentences**, 33, 71, 109, 185, 223, 261, 299, 311, 313, 321, 323, 337, 351, 361, 375  
**shared**, 33, 71, 109, 133, 147, 185, 223, 257, 261, 293, 299, 337, 375  
**similes**, 299  
**steps in a process**, 299  
**story**, 337  
**weather report**, 261  
**words**, 49, 59, 87, 95, 97, 105, 107, 125, 135, 145, 163, 173, 181, 183, 201, 211, 221, 239, 249, 259, 277, 287, 295, 297, 315, 325, 335, 353, 363, 369, 373



TEACHER'S EDITION

READING  
**Triumphs**  
INTERVENTION



The McGraw-Hill Companies



**Mc  
Graw  
Hill** Macmillan/McGraw-Hill

Visit our Web site at [www.macmillanmh.com](http://www.macmillanmh.com)

978-0-02-102914-3  
MHID: 0-02-102914-8



K