McGraw-Hill Reading WonderWorks

INTERVENTION

CCSS Support the Common Core State Standards

Mc Graw Hill Education

Materials

Teaching Chart
pp. 49–50

Practice
p. 97

Sound-Spelling
WorkBoards

Photo Cards

Letter Cards

a

about

High-Frequency
Word Cards

☞ **Go** Digital
- **Teaching Chart eBook:** pp. 49–50
- **Mini-Lessons:** Phonological Awareness, Phonics
- **Visual Glossary**

Word Work

15–20 Minutes RF.1.2b RF.1.3b RF.1.3c RF.1.3g CCSS

Phonological Awareness

Objective **Identify and generate rhyme**

Read aloud the following rhyme. Then reread it and ask children to chime in with you.

> When I send you a letter by mail,
> It may go by truck or go by rail.
> Then you wait a day or two,
> And the letter will be in the box for you.

I Do Tell children that rhyming words end with the same sounds. The words *mail* and *rail* rhyme. Listen: /m/ /āl/, /r/ /āl/. Both words end with the sounds /āl/. *Sail* is another word that rhymes with *mail* and *rail.*

We Do I will say three words. Tell me which two words rhyme. Listen: *why, may, say.* Which two words have the same ending sound? That's right, *may* and *say* both end with /ā/. What is another word that ends with /ā/? (Possible responses: *day, pay*) Repeat with *feet, meet, these; mole, slow, pole.*

You Do Continue the activity. Have children name the two rhyming words in each group. Then have them name another rhyming word for each pair: *fill, cone, will; soon, look, took; rose, box, chose; same, name, bake.*

CORRECTIVE FEEDBACK Model identifying rhyming words *sit, fit* in *sit, bill, fit.* Guide children to identify the generate rhyming words using words that they missed.

✔ *Quick Check* **Can children identify and generate rhyme? If not, provide additional modeling and guided practice using the words in Reteach. See page 351.**

Phonemic Awareness

Objective **Blend Phonemes**

I Do Display the **Photo Card** *Quail.* I will say each sound in this word. Listen to the three sounds: /kw/ /ā/, /l/. Now I will blend the sounds together to say the word: /kwāāālll/, *quail.* The word is *quail.*

We Do Have children practice blending phonemes. Say these sounds after me: /p/ /l/ /ā/. Now blend these sounds with me to make a word: /plllāāā/, *play.* Repeat with *goat, stand,* and *judge.*

You Do Blend these sounds together: /p/ /ā/ /n/. What is the word? (pain) Continue with the following words: /b/ /ā/ /t/ (*bait*); /g/ /ủ/ /d/ (*good*); /w/ /ā/ /t/ (*wait*) /v/ /ō/ /t/ (*vote*); /m/ /ā/ (*may*); /p/ /u/ /n/ /ch/ (*punch*)

Have children complete **Practice,** page 97.

CORRECTIVE FEEDBACK Model blending phonemes to make the word *gain.* Guide children to blend the sounds in words that they missed.

✔ *Quick Check* **Can children blend phonemes? If not, provide additional modeling and guided practice using the words in Reteach. See page 351.**

Phonics

Objective **Blend words with long** *a: a, ai, ay*

Sound-Spelling Review Show these **Letter Cards** as children say the sound that the letters represent: *a, c, d, h, i, l, n, p, t, w, y.* Mix the cards and repeat.

I Do Display the *Train* **Sound-Spelling Card** and point to the letters *a, i.* These are the letters *ai.* Together they can stand for the sound /ā/ as in the middle of *train.* Listen: /t/ /r/ /ā/ /n/, /trāāānnn/, *train.* Display the **Letter Cards** *t, r, a, i, n* and model blending the sounds. Repeat for the letters *ay* in the word *hay* and the letter *a* in *agent.*

We Do Display **Letter Cards** *p, a, i, l*. Point to the letters *ai* in *pail*. Let's blend the sounds: /p/ /ā/ /l/. Try it with me: /pāāālll/, *pail*. Repeat with *chain, wait, day, stay*.

You Do Guide children to blend the following words: *nail, maid, rain, pay, way,* and *basic*.

CORRECTIVE FEEDBACK Display the word *gain* and model blending the sounds: /g/ /ā/ /n/, /gāāānnn/, *gain*. Display words that children missed and guide them to blend the sounds to say the words.

Write Say each sound one at a time: /l/, /ā/, /r/, /n/, /m/, /b/. Have children write the letter or letters that stand for each sound on their **Sound-Spelling WorkBoards.** Then have children write each of the following words: *rail, main, bay*.

Build Fluency

Objective Read words accurately

Review Use **Letter Cards** to display *tail, aim, hay, may, sail, tray, paid, gray, faint*. Have children practice word accuracy by blending the sounds to say each word with you. Then have them echo-read. Model blending words children miss.

CORRECTIVE FEEDBACK Display *paint*. Model blending the sounds. Guide children to repeat the exercise to read words that they missed.

High-Frequency Words: *about, animal, carry, eight, give, our*

Objective Read high-frequency words

Display the **High-Frequency Word Cards** *about, animal, carry, eight, give,* and *our*. Use the **Read/Spell/Write** routine.

Read Point to and say the word *about*. This is the word *about*. Say it with me: *about. This book is about dolphins.*

Spell The word *about* is spelled *a-b-o-u-t*. Spell it with me.

Write Write the word in the air as we spell *about: a-b-o-u-t*.

Repeat to introduce *animal, carry, eight, give,* and *our*.

CORRECTIVE FEEDBACK Write *animal*. Point to and name each letter. Say: This is the word *animal.* Have children repeat each step. Repeat for the other words.

Shared Read

10–15 Minutes   RF.1.3b   RF.1.3g   RF.1.4a   **CCSS**

Read "A Class Pet"

Objective Read words in connected text

Preview Display page 49 of the **Teaching Chart.** Point to the words in the title "A Class Pet" and have children read it aloud with you. Let's read to find out about the class pet.

I Do Listen as I read the first sentence. Point to each word as you model sounding it out or saying it.

We Do Have children read the first two lines chorally with you. Help children sound out the decodable words and say the sight words. Provide assistance as necessary.

You Do Continue having children chorally read the remaining two lines. Provide assistance as necessary.

Respond to Reading Ask: What kind of animal is the class pet? (a hamster) How long does the girl train the hamster? (eight days) Will the hamster make a good class pet? Why? (Possible response: Yes, because it is small and quiet.)

Oral Language

5–10 Minutes   L.1.5c   **CCSS**

Oral Vocabulary

Objective Expand oral vocabulary

Display page 50 of the **Teaching Chart** and teach the words *educate* and *donate*.

Define The word *educate* means to teach somebody something.

Example The teacher will *educate* the students in the class.

Ask Tell about someone who *educates* you.

Define The word *donate* means to give something to a person or people who need help.

Example We *donate* food to the food bank.

Ask What is something you could *donate*?

Ask children to tell how the girl *educates* the hamster in "A Class Pet." Then ask what her classmates might *donate* to help care for the hamster.

Materials

Teaching Chart
pp. 49–51

Decodable Reader
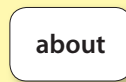Unit 4: pp. 9–16

Practice
p. 98

Sound-Spelling
WorkBoards

Sound-Spelling
Cards

Letter Cards

High-Frequency
Word Cards

☞ **Go** Digital
- **Teaching Chart eBook:** pp. 46–51
- **Decodable Reader eBook:** pp. 9–16
- **Mini-Lessons:** Phonemic Awareness, Phonics, High-Frequency Words

Word Work

15–20 **Minutes**   RF.1.2b   RF.1.3b   RF.1.3c   RF.1.3g   CCSS

Phonemic Awareness

Objective   Blend phonemes

Read aloud the following rhyme. Then reread it and ask children to chime in with you.

> When I send you a letter by mail,
> It may go by truck or go by rail.
> Then you wait a day or two,
> And the letter will be in the box for you.

I Do   Listen as I say the sounds in a word: /w/ /ā/ /t/. Now listen as I blend the sounds together and say the word: /wāāāt/, *wait*. The word is *wait*.

We Do   Continue blending words with children. Listen to these sounds: /n/ /ā/ /l/. Now say the three sounds with me, /n/ /ā/ /l/. Let's blend the sounds to say the word: /nnnāāālll/. What is the word? That's right, the word is *nail*. Repeat with *hose, stamp*, and *drain*.

You Do   Continue the activity. Ask children to blend these sounds and say the words:

/h/ /ā/ /l/ (hail)   /p/ /ā/ /n/ /t/ (paint)
/d/ /ō/ /z/ (doze)   /r/ / ü / /l/ (rule)
/t/ /ù/ /k/ (took)   /sh/ /ā/ /d/ (shade)
/d/ /ā/ (day)

CORRECTIVE FEEDBACK   Model blending phonemes to make the word *drain*. Guide children to blend the sounds in words that they missed.

✔ *Quick Check*   **Can children blend phonemes? If not, provide additional modeling and guided practice using the words in Reteach. See page 351.**

Phonics

Objective   Blend and build words with long *a: a, ai, ay*

Sound-Spelling Review   Display **Letter Cards** or **Letter Card** pairs as children say the sound that these letters stand for: *ai, ay, d, l, m, n, s, t*. Mix the cards and repeat. Have children point to words with these sounds on **Teaching Chart,** page 51.

I Do   Display page 51 of the **Teaching Chart.** Point to the word *tail*. The word *tail* begins with the letter *t*. The letter *t* stands for the /t/ sound. Together the letters *ai* stand for the /ā/ sound. The letter *l* stands for the /l/ sound. I will blend the sounds to say the word: /tāāālll/, *tail*.

We Do   Let's blend the next word together. The word *sail* begins with the letter *s*. The letter *s* stands for the /s/ sound. Together the letters *ai* stand for the /ā/ sound. The letter *l* stands for the /l/ sound. Let's blend these sounds together: /sssāāālll/, *sail*. Guide children to repeat and blend *day* and *agent*. Then read the words in the second and third rows together.

You Do   Have children use **Letter Cards** to build the word *wait*. Then have them blend the sounds to say the word. Have children repeat with the words *aim, fail, hay, basic*.

Have children complete **Practice,** page 98.

CORRECTIVE FEEDBACK   Display the word *rain* and model blending sounds: /r/ /ā/ /n/, /rrrāāānnn/, *rain*. Display words that children missed and guide them to blend the sounds to say the words.

ELL   ENGLISH LANGUAGE LEARNERS

Display the *Train* **Sound-Spelling Card.** Point to the letters *a, ai,* and *ay* and say the /ā/ sound. On the back of the card, point out the correct mouth position. Have children repeat. Demonstrate the meaning of words with long *a: a, ai,* and *ay* using gestures or images.

Write Say the words *pail, snail, may,* and *tray* one at a time and have children repeat. Then say the words again and have children write them on their **Sound-Spelling WorkBoards.**

Build Fluency

Objective **Read words accurately**

Display page 51 of the **Teaching Chart.** Point to and read each word in rows 1–3, blending the sounds. Have children chorally blend each word after you. Then say the words in random order and have children point to and say the words aloud.

> **CORRECTIVE FEEDBACK** Display the words *frail.* Model blending the sounds to read the word. Then guide children to repeat the exercise to read words that they missed.

High-Frequency Words: *about, animal, carry, eight, give, our*

Objective **Read high-frequency words**

Display the high-frequency words using the **High-Frequency Word Cards.** Have children **Read/Spell/Write** each word.

On page 49 of the **Teaching Chart,** point to each of the highlighted words: *about, animal, carry, eight, give,* and *our*. Ask children to say each word as you point to it. Repeat in random order. Now we are going to reread "A Class Pet." Read along with me. Choral read "A Class Pet."

> **CORRECTIVE FEEDBACK** Write the word *about*. Point to and name each letter in the word. Say: This is the word *about.* Have children repeat each step. Repeat for *carry, animal, eight, give,* and *our*.

✔️ *Quick Check* **Can children read *about, animal, carry, eight, give,* and *our*? If not, model and guide practice using the Reteach routine. See page 351.**

Shared Read

10–15 Minutes   RF.1.3b RF.1.3g RF.1.4a CCSS

Read Decodable Reader "Sailing"

Objective **Read connected text**

Preview Display the **Decodable Reader** story "Sailing." Read aloud the story title. Ask: Who is this story about? (a fox and a rabbit) What are they going to do? (sail in a boat)

I Do Model reading the first page. Point to each word as you read it aloud. Listen as I read the sentence.

We Do Ask children to read the next page with you. Remind children to point to the words as they read. Help children sound out decodable words and say sight words.

You Do Then have children continue chorally reading the remaining pages with you. Provide assistance as necessary

Respond to Reading Ask the following questions: Where is the sailboat? (tied up at the dock) Why does Jay want to wait and sail another day? (It looks like a storm is coming.) What do Jay and Ray do at the end of the story? (They decide to sail another day.)

Oral Language

5–10 Minutes   L.1.5c CCSS

Oral Vocabulary

Objective **Expand oral vocabulary**

Discuss Display page 50 of the **Teaching Chart** and review the words *educate* and *donate*. Ask volunteers to use each word in a sentence. Ask: How does Jay *educate* Ray about sailing?

Connect Ask children to explain how people at school *educate* them. Then ask them to think about the kinds of things that people can *donate* to a school.

Materials

Teaching Chart
pp. 49–51

Decodable Reader
Unit 4: pp. 9–16

Practice
p. 100

Sound-Spelling
WorkBoards

a

Letter Cards

about

High-Frequency
Word Cards

Sound Boxes

Word Work

15–20 Minutes   RF.1.2c   RF.1.3b   RF.1.3c   RF.1.3g   CCSS

Phonemic Awareness

Objective **Categorize phonemes**

Read aloud the following rhyme. Then reread it and ask children to chime in with you.

> The old gray horse walks down the trail,
> She dreams of a meal of hay.
> She's also hoping for oats in her pail,
> At the end of a long workday.

I Do Show how to categorize words by vowel sound. Say the words: *trail, pail, meal.* Put one marker in the **Sound Boxes** as you say each sound. /t/ /r/ /ā/ /l/, /p/ /ā/ /l/, /m/ /ē/ /l/. *Trail* and *pail* have the vowel sound /ā/. *Meal* does not. *Meal* does not belong.

We Do Say *hay, sigh,* and *day.* Then say the sounds in each word and have children place a marker on the **Sound-Spelling WorkBoard** for each sound. Which word does not belong? *Sigh* does not belong because it does not have the sound /ā/ as in *hay* and *day.* Repeat with *rest, bend, lock; home, gain, pain; rule, save, tune.*

You Do Continue the activity. Ask children to tell which word in each set does not belong and why: *back, fail, bait; say, may, try; hood, hot, wool; tape, time, ride.*

CORRECTIVE FEEDBACK Model categorizing phonemes in the words *jay, use, tray.* Guide children to categorize phonemes in words that they missed.

✅ *Quick Check* **Can children categorize phonemes? If not, provide additional modeling and guided practice using the words in Reteach. See page 351.**

Phonics

Objective **Blend and manipulate words with long *a: a, ai, ay***

Sound-Spelling Review Display the following **Letter Cards** or **Letter Card** pairs as children say the sound: *ai, ay, b, n, r, s, t, w.* Mix the cards and repeat. Display page 51 of the **Teaching Chart** and have children point to words that contain these letters.

I Do Use the **Letter Cards** to build the word *wet.* The letter e stands for the /e/ sound in the word *wet.* Have children say the /e/ sound with you. I am going to change the letter *e* to *ai.* Now I will blend the word /wwwāāāt/. The new word is *wait.*

We Do Point to the word *wait* again. Let's blend the sounds to say the word: /wwwāāāt/, *wait.* Now let's change the letter *t* to *l.* Let's blend the sounds to say the new word together: /wwwāāālll/, *wail.*

You Do Have children write *run* on their **Sound-Spelling WorkBoards.** Then have them change the letter *u* to *ai.* Have children blend the sounds to say the new word together: /rrrāāānnn/, *rain.* Continue by changing the letters to make the words *grain/gray.* Then have children blend and read line 4 on the **Teaching Chart.**

CORRECTIVE FEEDBACK Display the word *paid* and model blending the sounds: /p/ /ā/ /d/, /pāāād/, *paid.* Display words children missed and guide them to blend the sounds.

✅ *Quick Check* **Can children blend and manipulate words with long *a: a, ai, ay*? If not, model and guide practice using the words in Reteach. See page 351.**

Write Say the words *nail, plain, say,* and *fray.* Have children repeat. Then say each word one at a time and have children write each word on their **Sound-Spelling WorkBoards.**

Build Fluency

Objective Read words accurately

Display page 51 of the **Teaching Chart.** Point to and read each word in rows 1–4, blending the sounds. Have children chorally blend the sounds to say each word after you. Then say the words in random order and have children point to and say the words aloud.

CORRECTIVE FEEDBACK Display *sway*. Model blending the sounds. Then guide children to repeat the exercise to read words they missed.

High-Frequency Words: *about, animal, carry, eight, give, our*

Objective Read high-frequency words

Review the **High-Frequency Word Cards** *about, animal, carry, eight, give,* and *our* with children. Have children use their **Sound-Spelling WorkBoards** to complete these sentence frames about "A Class Pet" on **Teaching Chart** page 49:

The hamster has been in training for _____ days.

The girl can _____ the hamster in her hand.

Have children complete **Practice,** page 100.

CORRECTIVE FEEDBACK Model completing the sentence *This is _____ house.* Guide children to complete sentences for *about, animal, carry, eight, give.*

Shared Read

10–15 Minutes   RF.1.3b   RF.1.3g   RF.1.4b   CCSS

Reread "Sailing"

Objective Reread connected text

Review Display the **Decodable Reader** story "Sailing." Read aloud the title.

I Do Read aloud the first page. Point to the words as you read.

We Do Have children chorally read pages 12–14 of the story. Remind children to point to the words as they read. Help children sound out the decodable words and say the sight words. Note children who are having difficulty.

You Do Have children continue to chorally read the remaining pages of the story.

Respond to Reading Ask: Who knows more about sailing, Ray or Jay? (Jay) How do you think Ray feels at the end of the story? (Possible responses: sad, disappointed)

ELL ENGLISH LANGUAGE LEARNERS

Guide children to understand that the word *sail* in "Sailing" has two different meanings: *sail* as in moving in a boat and *sail* as a piece of fabric that catches the wind and moves a boat. Explain that the phrase "That is a shame" means it is too bad or something to feel sorry for.

Build Fluency: Connected Text

Objective Read with expression

Display page 49 of the **Teaching Chart.** Model reading the passage with expression. Then have children chorally read the passage with you. Have children read the passage again. Circulate and listen in.

CORRECTIVE FEEDBACK Model reading the passage with expression. Have children echo-read after you. Then have children read aloud the passage themselves.

Oral Language

5–10 Minutes   L.1.5c   CCSS

Oral Vocabulary

Objective Expand oral vocabulary

Display page 50 of the **Teaching Chart** and teach the words *weather* and *disappointed*.

Define *Weather* is what it is like outside.

Example We used umbrellas because of the rainy *weather*.

Ask What are some different kinds of *weather*?

Define *Disappointed* means to feel sorry about something.

Example The boy was *disappointed* that his friend could not come over to play.

Ask Tell about a time when you felt *disappointed*.

Display page 16 of "Sailing." Have volunteers use the word *disappointed* in sentences about the story "Sailing."

Teaching Chart
pp. 49–51

Practice
pp. 99, 101–102

Sound-Spelling
WorkBoards

a
Letter Cards

about
High-Frequency
Word Cards

☞ **Go** Digital
- **Teaching Chart eBook:** pp. 49–51
- **Take-Home Decodable**
- **Mini-Lessons:** Phonemic Awareness, Phonics

Word Work

15–20 Minutes   RF.1.2c   RF.1.3b   RF.1.3c   RF.1.3g   CCSS

Phonemic Awareness

Objective   Categorize phonemes

Read aloud the following rhyme. Then reread it and ask children to chime in with you.

> The old gray horse walks down the trail,
> She dreams of a meal of hay.
> She's also hoping for oats in her pail,
> At the end of a long workday.

I Do   Demonstrate how to categorize words by vowel sound. Listen as I say these words: *gray, she, hay*. Two of these words, *gray* and *hay,* have the /ā/ sound. *She* does not. *She* does not belong.

We Do   Ask children to say each word after you and listen for the vowel sounds: *base, joke, dome*. Two words have the same vowel sound, /ō/. One word has a different vowel sound. Which word does not belong? Why? (*base;* it has the vowel sound /ā/) Repeat with *trick, club, spin; dream, meat, line; flute, chain, braid*.

You Do   Continue the activity. Which word does not belong? Why?

pest, jump, drum (*pest;* vowel sound /e/)
sail, wait, these (*these;* vowel sound /ē/)
stay, trap, play (*trap;* vowel sound /a/)
skit, flip, crash (*crash;* vowel sound /a/)

CORRECTIVE FEEDBACK   Model categorizing medial vowel sounds in the words *took, blame, stood*. Lead children to explain that *blame* does not belong because it has a different vowel sound, /ā/. Guide children categorize phonemes in groups of words that they missed.

Phonics

Objective   Blend and manipulate words with long *a: a, ai, ay*

Sound-Spelling Review   Display the following **Letter Cards** or **Letter Card** pairs as children say each sound: *a, ai, ay, b, e, g, h, l, m, n, t*. Mix the cards and repeat.

I Do   Display the **Letter Cards** *a, i.* These are the letters *ai.* Use the cards to build the word *nail.* Together the letters *ai* can stand for the /ā/ sound as in the middle of the word *nail.* Listen: /n/ /ā/ /l/, *nail*. Repeat with the **Letter Card** *a* and the word *agent* and the **Letter Cards** *a, y* and the word *day*.

We Do   Now let's change the letter *h* in *day* to *b*. What word did we make? Let's blend the sounds: /bāāā/, *bay*. Let's change the *b* in *bay* to *m*. What word did we make? Let's blend the sounds: /mmmāāā/, *may*.

You Do   Guide children to change the *m* in *may* to *r* to make the word *ray*. Have children continue to change letters to make *gray, grain,* and *brain*. Then have children blend and read lines 5–6 and the sentences on the **Teaching Chart** page 51.

Have children complete **Practice,** page 99.

CORRECTIVE FEEDBACK   Display the word *may* and model blending the sounds: /m/ /ā/, /mmmāāā/, *may*. Then guide children to blend the sounds in words that they missed.

Write   Have children use the **Sound-Spelling WorkBoards.** Have them write the letter or letters that stand for each sound you say: /l/, /b/, /s/, /t/, /ā/, /r/, /w/. Then have children write each word: *bait, trail, sway*.

Build Fluency

Objective **Read words accurately**

Display page 51 of the **Teaching Chart.** Have children chorally read each word in rows 1–6, blending the sounds. Then have children chorally read the sentences. Have them point to each word as they read.

> **CORRECTIVE FEEDBACK** Display the word *bay*. Model blending the sounds to read the word. Then guide children to repeat the exercise to read words they missed.

✔️ *Quick Check* **Can children read words fluently? If not, model and guide practice using the words and sentences on page 51 of the Teaching Chart.**

High-Frequency Words: *about, animal, carry, eight, give, our*

Objective **Read high-frequency words**

Display the **High-Frequency Word Cards** for *about, animal, carry, eight, give,* and *our*. Use the **Read/Spell/Write** routine to review the words. Then display one card at a time and have children read the words as quickly as they can.

> **CORRECTIVE FEEDBACK** Write the word *about*. Point to and name each letter in the word. Say: This is the word *about*. Have children repeat each step. Repeat for *animal, carry, eight, give,* and *our*.

Shared Read

10–15 Minutes   RF.1.3b   RF.1.3g   RF.1.4a   CCSS

Read "Gray the Mule"

Objective **Read connected text**

> **I Do** Display the Take-Home Decodable from **Practice**. Read aloud the title of the story. Have children repeat it after you. Model reading the first sentence. Have children point to each word as you read it aloud.

> **We Do** Have children chorally read the first sentence with you. Remind children to blend the sounds or say the words as they read. Continue chorally reading the rest of the story with children. Provide assistance as needed.

> **You Do** Have children partner-read the story. Circulate and listen in. Provide guidance as necessary.

Review Ask the following questions: Who are the characters? (Kay, Dad, Gray) How does Gray feel at the beginning of the story? (He is in pain.) Why does Kay run to get her flute? (She wants to play music to help Gray feel better.)

Write Have children use the sentence starter to write about how Kay helps Gray: *Kay helps _____.*

Build Fluency: Connected Text

Objective **Increase reading speed**

Display page 49 of the **Teaching Chart.** Now let's read this story a little faster. I'll read the first sentence. Read aloud about one second per word. Now read it with me. Then have children chorally read the story themselves.

> **CORRECTIVE FEEDBACK** Model reading the passage on the Teaching Chart. Have children echo-read after you. Then have children read the story aloud themselves.

Oral Language

5–10 Minutes   L.1.5c   CCSS

Oral Vocabulary

Objective **Develop oral vocabulary**

Discuss Display page 50 of the **Teaching Chart** and review the words *weather* and *disappointed*. Ask volunteers to use each word in a sentence. Talk about why Kay might feel *disappointed* when she sees Gray in pain.

Connect Ask: What is your favorite kind of *weather*? Why? Ask children to tell about a time they felt *disappointed* at school.
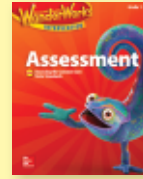
Week 2
LESSON

5

Materials

Teaching Chart
pp. 49–50

Decodable Reader
Unit 4: pp. 9–16

Practice
pp. 101–102

Assessment
pp. 75–78

Letter Cards

a

Sound-Spelling
WorkBoards

👉 **Go** Digital

• **Teaching Chart eBook:** pp. 49–50
• **Decodable Reader eBook:** pp. 9–16
• **Take-Home Decodable**
• **Mini-Lessons:** Phonological Awareness, Phonemic Awareness, Phonics, High-Frequency Words
• **eAssessment**

Word Work Review

15–20 Minutes RF.1.2b RF.1.2c RF.1.3b RF.1.3c RF.1.3g CCSS

Phonological Awareness

Objective Review identifying and generating rhyme

Remind children that rhyming words end with the same sounds. Listen: *pain, rain. Pain* and *rain* rhyme because they both end with /ān/. Listen to this word: *stain. Stain* rhymes with *pain* and *rain* because it ends with /ān/. Now listen to these words: *ray, pie, say.* Which two words rhyme? (*ray, say*) Here is another word that rhymes with *ray* and *say: jay.* Ask children to identify the two rhyming words in each group, and to say another word that rhymes with them: *pack, wind, sack* (*pack, sack;* possible responses: *tack, back*); *full, tail, jail* (*tail, jail;* possible responses: *mail, rail*); *shook, took, room.* (*shook, took;* possible responses: *look, cook*)

Phonemic Awareness

Objective Review phonemes

Blend Phonemes Ask children to listen as you say the sounds in *snail*: /s/ /n/ /ā/ /l/. Clap once for each sound you say. Now listen as I blend the sounds together: /s/ /n/ /ā/ /l/, *snail.* Blend the sounds with me: /snāl/, *snail.* Have children blend the following sounds to say the words: /w/ /e/ /n/ /t/ (*went*), /s/ /l/ /i/ /p/ (*slip*), /b/ /ā/ /t/ (*bait*), /s/ /t/ /ā/ (*stay*), /k/ /l/ /ā/ (*clay*).

Categorize Phonemes Tell children to listen as you say each word**:** *paint, globe, train.* Then have children repeat each word with you. Now listen for the vowel sound as I say each word: /pānt/, /glōb/, /trān/. *Which word does not belong? Why?* (*globe;* it has the vowel sound /ō/) Repeat with the words *rose, night, soap; key, gray, hay.*

Phonics

Objective Review words with long *a: a, ai, ay*

Sound-Spelling Review Show the **Letter Cards** for *a, i.* Together, the letters *ai* can stand for the /ā/ sound, as in the middle of the word *bait.* Write the word *bait.* Underline the letters *ai* as you say /ā/. Repeat with the **Letter Cards** *a, y* and the word *day* and the **Letter Card** *a* and the word *agent.*

Blend Words Use the **Letter Cards** to model blending words. Display **Letter Cards** *s, a, i, l.* The letter *s* stands for the sound /s/. Together the letters *ai* stand for the sound /ā/. The letter *l* stands for the sound /l/. Listen as I blend all three sounds together: /sssāāālll/, *sail.* Have children blend the word with you. Repeat the routine using the words *gain, waist, hay,* and *clay.* Have children take turns using **Letter Cards** to blend the sounds and to say the words.

Build Words Use the **Letter Cards** to model building words. Display the **Letter Cards** *a, i,* and *d.* Guide children to blend the sounds: /ā/ /d/, /āāād/, *aid.* Add **Letter Card** *p* to the beginning of *aid.* Let's add the letter *p* to *aid.* What word did we make? The letter *p* stands for the sound /p/. Together the letters *ai* stand for /ā/. The letter *d* stands for /d/. Listen as I blend all three sounds together: /pāāād/, *paid.* We made the word *paid.* Let's change the *p* in paid to *r.* The letter *r* stands for the /r/ sound. Let's read the word: *raid.* Continue changing one or more letters to make the following words: *rail, trail, train, pain, main, mail, may, way, ray, tray.* Have volunteers use the **Letter Cards** to substitute the sounds and blend the new words.

Write Say each of the following words: *pay, chain, waist.* Have children write each word on their **Sound-Spelling WorkBoards** after you say it.

High-Frequency Words: *about, animal, carry, eight, give, our*

Objective Review high-frequency words

Display page 49 of the **Teaching Chart** and refer children to the highlighted words: *about, animal, carry, eight, give, our*. Use the **Read/Spell/Write** the review the words.

Write Guide children to work with partners to say and write sentences using all the words. Have them write on their **Sound-Spelling WorkBoards.** Then have pairs read each other's sentences aloud.

Shared Read

10–15 Minutes   RF.1.3b   RF.1.3g   RF.1.4b   CCSS

Read "Gray the Mule"

Objective Reread connected text

I Do Display the Take-Home Decodable, "Gray the Mule," from **Practice.** Tell children that as they reread "Gray the Mule," they should remember to sound out or say the words. Model reading the title.

We Do Reread "Gray the Mule" together. Pause periodically to check understanding.

You Do Have children whisper-read "Gray the Mule" independently. Listen in, offering guidance as necessary.

Respond to Reading Ask: What is the problem in "Gray the Mule?" (Gray is in pain.) How does Kay solve her problem differently than Ray and Jay solve their problem in "Sailing?" (Kay plays music to help Gray feel better. Ray and Jay wait to sail on another day.)

Write Have children write and share sentences about the kind of person Kay is in "Gray the Mule."

Build Fluency: Connected Text

Objective Increase reading speed

Model reading **Decodable Reader** story "Sailing" with appropriate expression. Then have pairs of children take turns reading the story aloud. Guide them to use the same expression and phrasing as you did. Now let's read this story a little faster. Read it with me. Read aloud about one second per word. Then have children chorally read the story themselves.

Oral Language Review

5–10 Minutes   L.1.5c   CCSS

Oral Vocabulary

Objective Review oral vocabulary

Review the meanings of the oral vocabulary words *educate, donate, weather,* and *disappointed* with children. Display **Teaching Chart** page 50 as you discuss the words. Provide a riddle for each word and have children choose the correct oral vocabulary word to answer it.

This is a feeling of being sad because something did not happen. What is it? (disappointed)

This is something a teacher does. What is it? (educate)

This is what it is like outdoors. What is it? (weather)

This is what you do when you give old clothes to someone who needs them. What is it? (donate)

Then have children turn to a partner and use an oral vocabulary word in a sentence. Listen in and help children as necessary.

Weekly Assessment

Have children complete the Weekly Assessment online or on pp. 75–78 of the **Assessment Book.**