Lesson 26

WORD-ATTACK SKILLS

Board Work

────────── **EXERCISE 1** ──────────

INTERNAL VOWEL CONVERSIONS: ea, oa

1. (Print in a column on the board:)

> rear
> leaf
> mean
> ears

2. (Point to **rear**. Pause.) What word?
   (Signal.) *Rear.*
• (Repeat for **leaf, mean, ears.**)
3. (Replace **ea** with **oa** in each word:)

> roar
> loaf
> moan
> oars

4. (Point to **roar**. Pause.) What word?
   (Signal.) *Roar.*
• (Repeat for **loaf, moan, oars.**)
5. (Change the list to:)

> rear
> loaf
> mean
> ears

6. (Point to **rear**. Pause.) What word?
   (Signal.) *Rear.*
• (Repeat for **loaf, mean, ears.**)
7. (Change to the original list:)

> rear
> leaf
> mean
> ears

• (Repeat steps 2–6 until firm.)

Individual test
(Repeat steps 1–6, calling on individual students to read all the words in the column.)

Student Book

────────── **EXERCISE 2** ──────────

WORD READING WITH UNDERLINED PART

1. Open your Student Book to Lesson 26. ✓

1

ranch faster chopped

goats checked horses

bent slap leave heels

loafers swam swim jab

• Touch part 1. ✓
• You're going to say the sound for the underlined part and then read the word.
2. First word. ✓
• What sound? (Signal.) *ch.*
• What word? (Signal.) *Ranch.*
3. Next word. ✓
• What sound? (Signal.) *er.*
• What word? (Signal.) *Faster.*
4. (Repeat step 3 for each remaining word.)
5. (Repeat steps 2–4 until firm.)

────────── **EXERCISE 3** ──────────

WORD READING

1. Touch the first word in part 2. ✓

2

rode named rider safe

makes side tame time

2. What word? (Signal.) *Rode.*
3. Next word. ✓
• What word? (Signal.) *Named.*
4. (Repeat step 3 for each remaining word.)

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EXERCISE 4

WORD READING

Task A **Irregular words**

1. Touch the first word in part 3. ✓

3

Emma   anyone   nobody   good

because   let's   boss   didn't

ready   their   Flop   woman

women   milked   herself   station

question   biggest   stayed   Branch

2. That word is **Emma.** What word?
   (Signal.) *Emma.*
- Spell **Emma.** (Signal for each letter.)
  E–M–M–A.
- What word? (Signal.) *Emma.*
3. The next word is **anyone.** What word?
   (Signal.) *Anyone.*
- Spell **anyone.** (Signal for each letter.)
  A–N–Y–O–N–E.
- What word? (Signal.) *Anyone.*
4. The next word is **nobody.** What word?
   (Signal.) *Nobody.*
- Spell **nobody.** (Signal for each letter.)
  N–O–B–O–D–Y.
- What word? (Signal.) *Nobody.*
5. The next word is **good.** What word?
   (Signal.) *Good.*
- Spell **good.** (Signal for each letter.)
  G–O–O–D.
- What word? (Signal.) *Good.*

Task B

1. Go back to the first word. ✓
- What word? (Signal.) *Emma.*
2. Next word. ✓
- What word? (Signal.) *Anyone.*
3. (Repeat step 2 for each remaining word.)

EXERCISE 5

WORD-ATTACK SKILLS: Individual tests

1. (Call on individual students. Each student
   reads a row. Tally the rows read without
   error. If the group reads at least 9 rows
   without making errors, direct all students
   to record 4 points in Box A of their Point
   Chart. Criterion is 80 percent of rows read
   without error.)
2. (If the group did not read at least 9 rows
   without errors, do not award any points
   for the Word-Attack Skills exercises.)

GROUP READING

EXERCISE 6

STORY READING

1. Everybody, touch part 4. ✓
2. After you read each part without making
   more than 3 errors, I'll ask questions
   about that part.

4   **The Rancher**

3. (Call on a student to read the title.)
   The Rancher.
- What do you think this story is about?
   (Accept reasonable responses.)
4. (Use the following procedures for each
   part of the story.)
a. (Call on individual students. Each is to read
   one or two sentences. Praise students who
   read without making errors.)
b. (At the end of the part, tell the students
   the number of errors the group made
   and whether the group earned points for
   that part.)
c. (If the group made more than 3 errors,
   direct the group to reread the part.)
d. (After the group reads a part with no
   more than 3 errors, call on individual
   students to answer the comprehension
   questions for that part.)

There was a big ranch in the West. The rancher who ran this ranch was named Emma Branch. She rode a horse well. She chopped fast, and she swam faster. The men and women who worked for Emma Branch liked her. They said, "She is the best in the West." On her ranch she had sheep, and she had cows. There were goats and horses. There was a lot of grass.

The rancher had a lot of women and men working for her. They worked with the sheep and the goats, and they milked the cows. Each worker had a horse. But the rancher's horse was the biggest and the best. It was a big, black horse named Flop.

[1]

First-part questions:

a. What was the name of the rancher? *Emma Branch.*
b. Name some things she did well. (Ideas: *Rode a horse well, chopped fast, swam faster.*)
c. What kind of animals did she have on her ranch? (Idea: *Sheep, cows, goats, horses.*)
d. Who had the biggest horse? (Ideas: *The rancher; Emma Branch.*)
e. What was its name? *Flop.*

Flop got its name because it reared up. When Flop reared up, any rider on it fell down and went "flop" in the grass. But Flop did not rear up when the rancher rode it. Emma Branch bent near Flop's ear and said, "Let's go, Flop." And they went. She did not have to slap the horse. She didn't have to jab her heels and yell at Flop. She just said, "Let's go," and they went like a shot.

Every day, she checked up on the workers to see what they were doing. She checked to see that they were working well and that they were not loafing.

[1]

Second-part questions:

a. Why did Flop have the name Flop? (Idea: *When anyone tried to ride Flop, Flop reared up and the rider went "flop" in the grass.*)
b. Did Flop give Emma a hard time? *No.*
c. What did Emma do every day? (Idea: *Checked on the workers.*)

If a worker was loafing, Emma told the worker, "I will say this for the last time: 'Do not loaf on this ranch any more.' " If a worker was loafing the next time she checked, she said, "Go from my ranch. We do not need loafers here."

The women and men who worked on the ranch said, "When you hear Flop running, you had better be working. If you are not working, you had better get ready to leave this ranch."

But the workers that stayed at the ranch liked to work for Emma Branch. They said, "We like to have Emma on our side. We can see how mean Flop is, and he is very tame when Emma rides him. So it's good to have Emma on your side."

[2]

Third-part questions:

a. What would Emma do if she found a worker loafing for the first time? (Idea: *Tell the worker not to loaf on the ranch anymore.*)
b. What would she do the next time? (Idea: *Tell the worker to leave the ranch.*)
c. Why did the workers think it was good to have Emma on their side? (Accept reasonable responses.)

5. (After the group has completed reading the story and answering the comprehension questions, tell the students the total number of points to record in Box B of their Point Chart. Maximum = 4 points.)

FLUENCY ASSESSMENT

NEW **READING CHECKOUTS**

> **Note:** The rate criterion for Lessons 26–30 is 70 words per minute.

1. (For this part of the lesson, assigned pairs of students work together during the checkouts.)
2. (Each student does two checkouts.)
- (First checkout: Students can earn 3 points by making no more than 2 errors on the first part of story 26. Students record points in Box C-1 of their Point Chart.)
- (Second checkout: 1-minute timed reading. Students can earn 3 points by reading at least **70 words** and making no more than 3 errors on the first part of story 25. Students record points in Box C-2 of their Point Chart.)
3. (During each checkout, observe at least two pairs of students. Make notes on mistakes. Give checkers feedback.)
4. (Direct all students to plot their reading rate—the number of words they read in 1 minute—on the Individual Reading Progress Chart at the end of their Workbook.)
- (Next, direct students to circle the number of errors they made during the timed reading.)
5. (Record on the Fluency Assessment Summary form the timed reading checkout performance for each student you observed.)

WORKBOOK EXERCISES

Workbook: Teacher Directed

WRITING LETTERS FOR SOUNDS

1. Open your Workbook to Lesson 26. ✓
- Find part 1. ✓
- You're going to write the letter or letters for each sound that I say.
2. First sound: **er.** What sound? (Signal.) *er.*
- Write it.
3. Next sound: **or.** What sound? (Signal.) *or.*
- Write it.
4. (Repeat step 3 for ĭĭĭ, **sss, fff, b, ăăă, ĕĕĕ, ŏŏŏ, p.**)

> **Individual test**
> (Call on a student.) Read the letters you wrote, starting with the first blank.

Lesson 26

1

er	or	i	s	f
b	a	e	o	p

2 The words in the first column have endings.
Write the same words without endings in the second column.

patted — slip
conning — pat
slipper — con

3 Write the answers to these questions:
1. What was the name of the rancher? __Emma Branch__
2. Name 2 things the rancher did well. __(rode a horse well; chopped fast; swam faster)__
3. Who had the biggest horse? __(the rancher; Emma)__
4. What was the name of the horse? __Flop__
5. What did the rancher do every day? __(checked up on the workers)__

4 Match the words and complete them.

slap — be**nt**
bent — sw**im**
leave — **sl**ap
swim — **lea**ve

5 Copy this sentence.
Each worker had a horse.
__Each worker had a horse.__

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Independent Student Work

1. Complete all the other parts of your Workbook lesson. If you make no more than 4 errors, you earn 6 points.
2. (After checking the Workbooks, direct students who made no more than 4 errors to record 6 points in Box D of their Point Chart.)

Point schedule for Lesson 26

Box	Lesson part	Points
A	Word Attack	0 or 4
B	Group Reading	0 to 4
C-1	1st Reading Checkout (not timed)	0 or 3
C-2	2nd Reading Checkout (timed)	0 or 3
D	Workbook	0 or 6
Bonus	(Teacher option)	—

END OF LESSON 26

EXERCISE 9

WRITING WORDS WITHOUT ENDINGS

1. Find part 2. ✓
- The words in the first column have endings.
2. First word. ✓
- What word? (Signal.) *Patted.*
3. Next word. ✓
- What word? (Signal.) *Conning.*
4. (Repeat step 3 for **slipper.**)
5. Later, you're going to write the same words without endings in the second column.