

Lesson 15

MATERIALS

1. *Tricky Word Cards*
 2. *Story-Time Reader 2, A Table*
 3. Letter-Sound Card 8 (Ff)
 4. Maxwell
 5. *Activity Book A*, page 19
-  *Pictures for Language and Literacy Support*, page 12

OBJECTIVES

- Activities 1 and 9 Fluency**
- Learn to write and automatically recognize irregular words in stories
 - Demonstrate the ability to decode text and read words fast
- Activity 2 Letter-Sound Correspondences**
- Preview words from a poem
 - Learn the sound of the letter *f*
 - Associate sounds with letters
 - Listen for and identify the /f/ sound in a poem
- Activity 3 Phonemic Awareness**
- Identify the position of a sound in a word
- Activity 4 Letter-Sound Correspondences**
- Associate sounds with letters
- Activity 5 Phonemic Awareness**
- Segment spoken words into sounds, and then say words
- Activity 6 Letter-Sound Correspondences**
- Learn the correct strokes for writing lowercase and capital letters
 - Match the sounds of letters to printed letters
- Activity 7 Letter-Sound Correspondences**
- Identify letter-sounds, and write the letters for the sounds
- Activity 8 Word Recognition and Spelling**
- Segment words into phonemes, and then blend the phonemes to say words

(Review rules quickly.)
Sit tall.

Listen big.
Answer when I cue.
Answer together.

Activity 1

Part A: Tricky Words

Review

It's time to review all the tricky words we have learned so far.
(Use the Tricky Word Cards.)

(Hold up is.) This word is *is*. Read it. *is*

Repeat the process with the following tricky words: *a, the, I, on, A, The, Is, have, are.*

(Shuffle the deck, and repeat the process with all the tricky words learned so far.)

Individual Practice

(Provide individual practice.)

Great job remembering the tricky words!
We are now ready to read our story.

Part B: Story-Time Reader

Fluency Development

(Pass out *Story-Time Reader 2, A Table*.)

Note: Follow this format:

1. Browse the story, and make a prediction.
2. Read the first page.
3. Students read the story in unison.
4. Check prediction.

It's time to read. Put your finger on the title of the story.

The title of this story is *A Table*. What is the title of this story? (Be sure students are following with their fingers.) **A Table**

(Hold up a copy of the story, and turn the pages.) Let's look at all the pictures in the story.

(Allow time for students to browse the story.)
What do you think is going to happen in this story? (Have each student make 1 prediction.)



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Some of the words in this story are shown as pictures. When you see a picture, say the word that the picture stands for. The rest of the words in this story are tricky words. That means when you see them, you say them fast. I will tap once for each word or picture. When I tap, read the word.

My turn to read first. (Tap the table as you read each word to model.) (Tap.) **A** (tap) table

Look at the next page. Now it's your turn to read. Remember to read the word when I tap so that you can read together. (Tap.) **A** (tap) **ball is** (tap) **on** (tap) **the** (tap) table.

(Proceed this way throughout the entire book.)

(Scaffold as necessary.)

(Restate the predictions.) **Did our predictions come true? What happened?** (Discuss.)

Individual Practice

(Provide individual practice with 1 page per student.)

Excellent job reading A Table! Now I can mark the Mastery Sheet.

Activity 2

Letter-Sound Introduction

ELD Language and Literacy Support

During this activity, we will be reading a poem, and I want to make sure you understand the words from the poem.

The first word is **fan**. Who knows what fan means? (You may have to prompt students further by saying:) **What do I mean if I say We turned on the fan?** (Accept reasonable responses.)

That's right. A fan blows air to cool you off. (Demonstrate by fanning yourself.) Here is a picture of a fan. (Show Ff Letter-Sound Card.)

The next word is **fox**. Does anyone know what a fox is? (You may have to prompt students further by saying:) **What do I mean if I say There was a fox outside the chicken pen?** (Accept reasonable responses.)

Yes. A fox is a small wild animal a little like a wolf or a dog but smaller, with shorter legs. Foxes have large ears and bushy tails. Here is a picture of a fox. (Hold up Pictures for Language and Literacy Support, page 12.)

The last word is **whir**. Does anyone know what whir means? (You may have to prompt students further by saying:) **What do I mean if I say Fans whir in windows on hot summer days?** (Accept reasonable responses.)

Yes. Whir is a quiet sound. An electric fan makes a whirring sound. Whirring sounds like this. (Demonstrate by rolling your tongue.)

Good job.

(Hold up the Ff letter-sound card.)

This letter's sound is /fff/.

Say it with me.

(Teacher and students:) /fff/

Again. Say it with me.

(Teacher and students:) /fff/

Your turn. What sound? /fff/

Individual Practice

(Ask each student individually.)

Good job. I am going to read a poem about Franny the Fan. Listen. I will stretch the beginning of the word **Franny**. /Fff/ranny. What is the beginning sound you hear in the word /Fff/ranny? /fff/

Ff



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Individual Practice

(Provide individual practice with 1–2 words per student.)

Good job hearing the /fff/ sound. I will mark the Mastery Sheet so we can go to our next activity.

Activity 4

Letter-Sound Review

It is time to review all the sounds we have learned so far. When I touch under a letter, say its sound. Keep saying the letter's sound for as long as I touch under the letter.

(Touch under n on the next page.) What sound? /nnn/

(After the first row, say:) The rest of the letters do not have dots. Say their sounds the way you always have.

(Vary the time you touch under each letter 2–4 seconds to create a game-like quality. Be quick with the stop sounds. Tell students that even when there are no arrows or dots, they will say the sounds like they have before.)

ERROR CORRECTION:

Oh, you let me trick you!

My Turn *(Say sound for 2 seconds.)*

/Together/Your Turn

(Back up 2 items.)

Individual Practice

(Provide individual practice.)

Great job remembering all the sounds we have learned. You have finished another activity perfectly. I will put a check mark on the Lesson Mastery Sheet.

n .

r .

s .

n

a

t

r

n

d

r

m

d

Activity 5

Stretch and Blend

(Place Maxwell the puppet on the table.)

It is time to teach Maxwell to speak. First I will say a word. Then you will stretch the word, holding up one finger for each sound you hear. Then say the word the fast way.

(Hold up your fist to demonstrate.)

Fists up. *(Pause.)* The first word is **fat**.

(Pause.) **Stretch fat.** /fff/aaa/t/

What word did you stretch? **fat**

Next word. **Fast.**

Stretch fast. /fff/aaa/sss/t/

What word did you stretch? **fast**

Repeat the process with the following words: **fist, fit, fits, ramp.**

Individual Practice

(Provide individual practice.)

Excellent job stretching. You have earned another check mark.

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Activity 6 Writing the Letter

(Have the **Ff** letter-sound card ready. Have students open their activity books to page 19. Allow no more than 4 seconds to write each letter.)

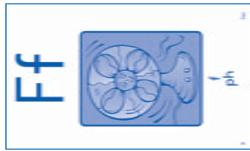
(Hold up the **Ff** letter-sound card. Point to **f**.)

What is this letter's sound?
/fff/

Now we are going to learn how to write the letter that stands for the /fff/ sound. Watch how I write it. (Model, explaining each stroke you make. Use the letter formation guide at the back of this book.)

On the activity sheet, the letters are almost finished. Put your pencil on the big dot of the first letter. (Demonstrate, and monitor.)

Let's trace that letter together. (Walk students through each pencil stroke. Have students say the /f/ sound as they trace the letter and write it on their own in this activity.)



Good job tracing the letter that says /fff/. Trace the next letter fast. Trace it by yourselves.

(Monitor, and correct as necessary.)

(Have students trace all the f's on the first line.)

Good job tracing the letter that says /fff/. Now let's write the letter that stands for the /fff/ sound. Touch the big dot of the first letter, and trace it. Say the /fff/ sound as you neatly write the letter **f.**

(Have students complete all the f's on the second line.)

Good job writing the letter that says /fff/. Now you are going to write the letter that says /fff/ by yourselves. Write the letter three times. (Point to the line on which students will write their f's. Remind students to softly say the /fff/ sound as they write the letters.)

(Monitor, and correct as necessary.)

Excellent job writing the letter that makes the /fff/ sound. Now we are going to write two words. Look at the words underneath your line of f's.

Put your finger on the first word. Let's sound it out together.

(Teacher and students:) **/fff/aaa/mnn/**
Read it. fan

Write the word fan on the line. (Have students say the sounds as they write the letters.)

(Monitor, and correct as necessary.)

Repeat the process with the word fat.

Good job writing words with the /fff/ sound. I will put a check mark on the Mastery Sheet so we can go to the next activity.

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Activity 7

Letter-Sound Dictation

Let's play another game. I am going to say a sound, and I want you to write the letter that makes the sound as fast as you can. Listen carefully because I am not going to give you much time between sounds.

(Direct students to the bottom section on the activity sheet.) **Get ready. /d/. Write it fast.**
(Pause 4 seconds between each sound. You may want to tap 4 times.)

Next sound. /Nnn/. *(Pause or tap 4 times.)*

Repeat the process with the following sounds: /rrr/, /sss/, /mmm/, /aaa/, /t/, /nnn/.

(Scaffold as necessary.)

Good writing. I will put another check mark on the lesson Mastery Sheet. Let's move on to the next activity.

Activity 8

Sounding Out

(When you go through the list of words, distinguish between the letters m and n before sounding out each word.)
(Touch under the n in an.) **What is this letter's sound? /nnn/**

Sound it out. *(Slide your finger under each letter as students sound out.)* /aaa/nnn/
Read it fast. an

Repeat the process with the following words: ant, nat, *sat, **ram.

Note: **(When you come to the word sat, say: The next 2 words have no dots. Sound them out the way you always do.*

***(Touch under the m when you come to ram. Follow this procedure.)*

What is this letter's sound? /mmm/
Sound it out. /rrr/aaa/mmm/
Read it fast. ram

Individual Practice

(Provide individual practice.)

Good reading. What should I do now? Put a check mark on the lesson Mastery Sheet.

an

ant

nat

sat

ram

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Activity 9 Connected Text— Teacher Led Fluency Development

Note: Follow this format: For each tricky word, tap under the word. For each word students can decode, slide your finger under each letter. Students sound out the word and then read it fast. Finally students read each sentence fast. If students hesitate, use the following cues: "Read it" for tricky words, "Sound it out" for decodable words, and "Read it fast" after they sound out the sentence.

We are going to read a story about two rats. When I tap under the tricky words, I read them. For the words with the dots, I will slide my finger under the letters, and you will sound them out and then say the words. After you finish sounding out a sentence, read it the fast way.

Note: If students are capable of doing so, they may read the sentences fast the first time. However, students should read and reread the sentences until they can read smoothly and without any mistakes.

Read the first sentence by yourselves today. **I /aaa/mmm/ am /Nnn/aaa/t/ Nat. I am Nat.**
Great reading. Continue reading.

Repeat the process with remaining sentences.

Look at the last sentence. It has no dots. Read it the same way you always have. (If students hesitate, use cues.)

Great job reading. Now let's go back to the first sentence and start over. This time, read all the sentences the fast way. Try the first one. I am Nat.

Repeat the process with the remaining sentences.

Individual Practice

(Provide individual practice with 1 sentence per student. Have students repeat the sentence until they can read smoothly.)

Excellent work today, everyone. You have worked together to earn a sticker for your Mastery Sheet.

I am Nat.

• • • • •

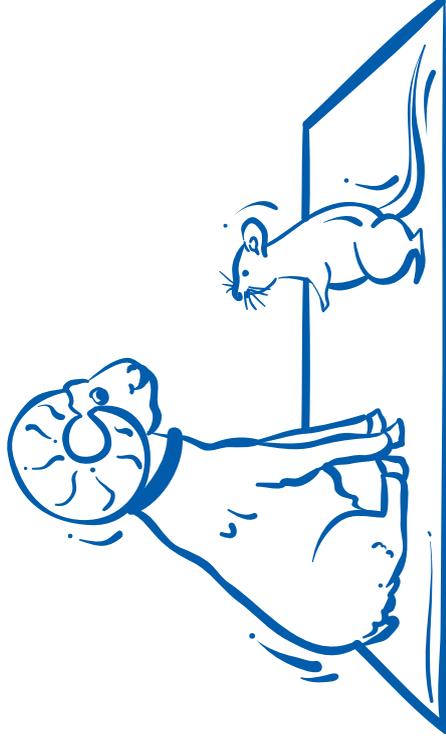
I am a ram.

• • • • •

Sam is a rat.

• • • • •

Sam and Nat sat on the mat.



Name _____

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f



Activity 6

f f f f f

f f f f f

fan

fan

fat

fat

Activity 7

d n r s

m a t n

Lesson 71

MATERIALS

1. Letter-Sound Card 33
2. **Activity Book B**, page 53
3. Marker Board
4. **Story-Time Reader 31, The Stand**
5. Timer

OBJECTIVES

- Activity 1 Word Recognition and Spelling**
- Learn to write and automatically recognize irregular words in stories
- Activity 2 Letter-Sound Correspondences**
- Learn the sound of the letter combination or
- Activity 3 Phonemic Awareness**
- Segment spoken words into sounds, and then say words
- Activity 4 Letter-Sound Correspondences**
- Associate sounds with letters
- Activity 5 Word Recognition and Spelling**
- Blend and say word parts to form multisyllabic words
- Activity 6 Word Recognition and Spelling**
- Preview words to be read
 - Learn to internalize sounding-out procedure to become fluent readers
- Activity 7 Word Recognition and Spelling**
- Blend and say word parts to form multisyllabic words
- Activity 8 Fluency**
- Preview words from a story
 - Demonstrate the ability to decode text and read words fast
 - Build fluency by rereading a story in unison
 - Reread a story to meet established fluency goals
 - Make and verify predictions, using prior knowledge and picture clues

Activity 1

Tricky Words

Analysis

(Have students turn to page 53 in **Activity Book B**.)

Note: Teaching students that some letters in tricky words say their sounds correctly will help students when they encounter words they do not know.

Now you will write missing letters in tricky words. Look at the activity sheet. The letters that do not say their sounds in each word are written for you. Write the letters that do work in each word. Listen as I say each tricky word. Write the letters that say their sounds in the correct order.

I will do the first one. (Hold up the activity sheet, and point to the first lined space with out in it.) **The first word is would. The letters w and d, which are the first and last letters in would, say their sounds correctly, so I will write them.** (Say the word would again as you write the w and the d.)

Your turn. When I say the word, write the letters that say their sounds correctly.

(Pause.) **Would.** (Pause.)

Write the letters that work. Say the sounds as you write the letters.

(Monitor, and scaffold as necessary.)

What word did you write? would

Repeat the process with the following words: **does, could, one, four, should, out, for, *of.**

Note: *The whole word of does not sound out correctly. Tell students, "This word is of. Neither of the letters in this word says its sound correctly."

Now let's read all the words together. Say the word when I tap.

First word. (Tap.) would

Repeat the process with the remainder of the words.

Individual Practice

(Provide individual practice.)

We have just finished our first activity. I will mark the Mastery Sheet so we can continue our lesson.

Activity 2

Part A: Letter-Sound Introduction

(Hold up the *or* letter-sound card.) These letters usually

go together to say /orr/.

What sound do these letters usually make together? /orr/

(Direct students to the correct section of the activity sheet.) Now write the letters that make the /orr/ sound each time I say them.

/orr/

(Monitor, and correct as necessary. Then say /orr/ 5 more times.)

Good. Please keep your activity books open, because we will use them again. Let's continue.



Part B: Thumbs Up--Thumbs Down

Now we will play the Thumbs Up--Thumbs Down game. I will say some words. If you hear the /orr/ sound in a word, give a thumbs-up. If you do not hear the /orr/ sound, put your thumbs down. These words might be tricky because I will say other sounds that are very close to the /orr/ sound.

The first word is *for*.

(Monitor, and correct as necessary.)

Next word. **Core.**

(Monitor, and correct as necessary.)

Repeat the process with the following words: car, far, fur, form, more, jar, bird, corn, torch, church.

Individual Practice

(Provide individual practice.)

Great job. We have finished this activity. What should I do now?

Activity 3

Stretch and Blend

Now it is time to stretch words and then say them fast.

Fists up. (Pause.) First word. **Order.**

Stretch order. /orr/d/err/

What word did you stretch? **order**

Repeat the process with the following words: forty, wrong, tenth, barber, salty.

Individual Practice

(Provide individual practice with 1–2 words per student.)

Good work, everyone. You have finished another activity. I will put a check mark on the lesson Mastery Sheet.

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Activity 4

Letter-Sound Review

(Hold up the book so all students can see the letters.)

Now it is time to review letter-sounds we have learned so far. When I touch under a letter-sound, tell me its sound. Keep saying its sound until I touch under the next letter-sound.

(Touch under the first y.) What sound? /yyy/

Good. Let's continue.

Repeat the process with the remainder of the letter-sounds.

Individual Practice

(Provide individual practice.)

Great job remembering the letter-sounds. What should I do now?

y al wh er

ea z p o

y all le ea

w ch sh i

ir wh r e

Activity 5

Sounding Out

Chunking—Student Led

(Direct students to the correct section of the activity sheet.)

Now you will sound out words on your own. Some words have more than one part. If there is more than one part, sound out each part, and then read the whole word.

(Hold up the activity sheet. Demonstrate by pointing to the word walnut, and say:) Point to the letter that makes the /www/ sound. (Monitor.)

We are going to read this word in chunks.

(Point to wal.) Sound out the first part. (Tap for each sound in wal.) /www/al/

Say the first part. **wal**

Sound out the second part. *(Tap for each sound in nut.) /nnn/uuu/t/*

Say this part. **nut**

Now say the two parts, pointing to each part as you say it. **wal (pause) nut**

Read the whole word. **walnut**

Activity 6

Reading Fast First

Lists

Repeat the process with the following words: **call, for, fresh, which, churn, forget, glass, butter, *salad, *wants.**

Note: *These two words will be in the story students will read later in this lesson. Remind students that these two words almost sound out right.

Individual Practice

(Provide individual practice.)

You are sounding out and reading words! Excellent!

(Put a check mark on the Mastery Sheet, and continue.)

ELD

Language and Literacy Support

During this activity we will be reading some words, and I want to make sure that you understand them all.

The first word is **stiff**. Who knows what **stiff** means? *(If students give another correct meaning for the word, acknowledge it, but focus on the contextual meaning in Story-Time Reader 31, The Stand, which students will read later in this lesson.)*

(You may have to prompt further by saying:)
Here's a hint. **I must have slept wrong because my neck is stiff this morning.** *(Accept reasonable responses.)*

That's right. **Stiff** means "hard to move."

The next word is **scarf**. Does anyone know what a scarf is? *(You may have to prompt further by saying:)* What do I mean if I say **I wear a scarf around my neck when it is cold?** *(Accept reasonable responses.)*

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Yes. A scarf is a piece of cloth or material worn around the shoulders, neck, or head. We usually use scarves to help keep us warm. Here is a picture of a scarf from the story we will be reading. (Show picture on the cover of The Stand.) Have you ever worn a scarf? (Accept reasonable responses.)

Good. The next word is **rent**. Does anyone know what **rent** means? (You may have to prompt further by saying: What do I mean if I say I like to rent videos? (Accept reasonable responses.)

Yes. To rent means “to pay to use something for a while.” If you rent a DVD for the weekend, you pay for the days you are using it, and then you return it.

Good job!

(Pause 1.5 seconds between words to give students time to sound out the words in their heads.)

Here is a list of words you will read fast the first time. I will give you time to sound out the word to yourselves. Then I will say “Read it.”

(Touch under the word, and pause 1.5 seconds.)

Read it. **stand**

Yes, stand. Next word. (Pause.)

Read it. **fill**

Yes, fill. Next word.

Repeat the process with the following words: **rest, trick, small, stiff, raft, scarf, rent, neck.**

(If students make an error, go back, sound out the word together in a whisper voice, and then say the word fast.)

Individual Practice

(Provide individual practice with 5 words per student. Call on students in random order.)

(Praise, mark the Mastery Sheet, and continue with the next activity.)

stand

fill

rest

trick

small

stiff

raft

scarf

rent

neck

Activity 7

Sounding Out

Chunking—Teacher Led

For this activity you will read big words again. When you read these big words, say each part fast the first time. Then read the whole word fast.

(Hold up the word list. Place your finger under the word paddle. Slide your finger under the padd part, and say.) Say this part. padd

(Place your finger under the le part, and say.)

Say this part. le

Now say the parts together. *(Touch under each part as students say it.)*

padd (pause) le
Read the whole word. paddle

Repeat the process with the following words: **problem, animals, pocket, carrot, wondered.**

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Individual Practice

(Give individual turns.)

Now read the words fast the first time. (Hold up the word list. Place your finger next to the word paddle, and say.)

First word. (Pause 3 seconds.)

Read it. **paddle**

Repeat the process with the following words: **problem, animals, pocket, carrot, wondered.**

(Scaffold as necessary, going back to sound out a word if students miss it.)

Individual Practice

(Provide individual practice with 1–2 words per student.)

What a great job reading big words! I will mark the Mastery Sheet, and we can continue. We have only one activity left before our lesson is over.

paddle

problem

animals

pocket

carrot

wondered

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Activity 8 Story-Time Reader Fluency Development

ELD Language and Literacy Support

During this activity we will be reading a story called *The Stand*, and I want to make sure you understand all the words we will be reading.

The first one is actually two words: **step up**. Who knows what **step up** means?

(You may have to prompt further by saying:) Here's a hint. **The man at the carnival said, "Step up and get your picture taken."** *(Accept reasonable responses.)*

That's right. Step up means come forward. *(Demonstrate by stepping forward.)*

The next one is **step out**. Who knows what **step out** means? *(You may have to prompt further by saying:)* Here's a hint. **I am sorry I missed you, but I had to step out of my office for a while.** *(Accept reasonable responses.)*

That's right. To step out means "to leave for a short time."

FLUENCY GOAL 98 words @ 35 wpm =
2 minutes, 55 seconds



(Write the following words on the marker board: salad, wants.)

Note: Have students read from their books, pointing under each word as they read it.

Tap once for each word, allowing enough time between taps for students to sound out decodable words. Use oral cues if necessary.

Before we start reading, let's learn some new words.

The word is *(point to salad)* **salad**. **What word? salad**

The word is *(point to wants)* **wants**. **What word? wants**

We are going to read this story fast the first time. If you know the word, say it when I tap. If you do not know a word, sound it out to yourself, and then say it fast when I tap. I will give you time to think before I tap. Remember to follow along by pointing to each word in your book. *(Browse the story.*

Let students comment on the pictures and make predictions. Have each student make a prediction.)

The next word is **trick**. Who knows what **trick** means? *(If students give another correct meaning, acknowledge it, but focus on the contextual meaning in the selection.)*

(You may have to prompt further by saying:)

Here's a hint. **I pushed hard to open the heavy door, and that did the trick.** *(Accept reasonable responses.)*

That's right. Although trick often means "to play a mean joke on someone," the word trick means something different in our story. When we say something will "do the trick," we mean that it will fix a problem.

Good job!

(Pass out Story-Time Reader 31, The Stand.)



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Good. Now we are going to read the story. Get ready. (Provide think time of 2.5 seconds maximum per word, start the timer, and tap.) **Step**

Repeat this process for the remainder of the story.

(Review and discuss students' predictions.)

Note: Review any missed words. If students met the fluency goal on the first reading, have them move to Individual Practice. If students did not meet the fluency goal on the first reading, have them read the story a second time in unison. This time have them read the story faster, pausing 2 seconds per word. Then have students complete Individual Practice.

Now you are going to read this story again. This time you will read it faster. (Pause, start the timer, and tap.) **Step**

Individual Practice

(Call on individual students to read 1–2 pages. Do not tap during individual practice. Time students as a group. Note on the Mastery Sheet whether the group achieved the fluency goal.)



ERROR CORRECTION:

If students make an error, follow this format: Have students sound out the word together in a whisper voice, read it fast, and then reread the sentence. After students read the story, write each missed word on the board. Have students sound out each word in unison in a whisper voice and then say it fast. Next have students read the list the fast way.

Good job! You have finished today's lesson. I will mark the Mastery Sheet.

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Activity 1

oul	oes	oul
o e	our	oul
ou	or	of

Activity 2

Activity 5

walnut

call

for

fresh

which

churn

forget

glass

butter

salad

wants

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Lesson 101

MATERIALS

1. Letter-Sound Card 35
 2. **Activity Book C**, page 40
 3. **Story-Time Reader** 49, *Steve's Secret*
 4. Stopwatch and Timer
 5. Marker Board
- ED** **Pictures for Language and Literacy Support**, page 112

OBJECTIVES

- Activity 1 Letter-Sound Correspondences**
- Learn the long a sound spelled *ai* and *ay*
 - Associate sounds with letters
- Activity 2 Letter-Sound Correspondences**
- Associate sounds with letters
- Activity 3 Phonemic Awareness**
- Develop automatic discrimination between long- and short-vowel sounds
- Activity 4 Word Recognition and Spelling**
- Blend and say word parts to form multisyllabic words
- Activity 5 Fluency**
- ED** Preview words from a story
- Demonstrate the ability to decode text and read words fast
 - Reread a story to meet established fluency goals
 - Build fluency by rereading a story in unison
 - Make and verify predictions, using prior knowledge and picture clues
 - Build fluency by rereading a story with a partner
- Activity 6 Comprehension Strategies**
- Identify the main idea of a story in 10 words or fewer

Note: Starting at this point in the program, students no longer sound out words aloud.

(Write on the marker board any letter-sounds or words students had trouble with on Assessment 15. Using the model-lead-test strategy, review the letter-sounds and words with students.)

Activity 1

Letter-Sound Introduction

(Hold up the A—vowel letter-sound card, and touch under a_e.) What sound? /aaa/

Very good. Now you will learn two new ways to spell this letter's name.

(Touch under ai.) Sometimes /aaa/ is written with these letters.

Your turn. What sound do you say when you see these letters? /aaa/ is written with these letters.

What sound do you say when you see these letters? /aaa/



Individual Practice

(Give individual turns with both spellings.)

Good. Now you will read some words together that have /aaa/ written the new way.

(Touch under ai on the next page.) What sound? /aaa/

First word. Read the underlined part. /aaa/ What word? **bait**

Yes, **bait**. Let's continue.

Repeat the process with the following words: **maid, train, main, stain, paint.**

Very good. *(Touch under ay on the next page.)*

What sound do these letters make? /aaa/

First word. Read the underlined part. /aaa/ What word? **day**

Yes, **day**. Let's continue.

Repeat the process with the following words: **say, bay, away, may, today.**

Individual Practice

(Provide individual practice with at least 1 word from each column.)

(Praise students, mark off the activity on the Mastery Sheet, and continue.)

ai

bait

maid

train

main

stain

paint

ay

day

say

bay

away

may

today

Activity 2

Letter-Sound Review

It's time to review letter-sounds you have learned so far.

Repeat the process with the remaining letter-sounds.

(Remember to have students read from left to right across the page.)

(Touch under e_e.) What sound? /eee/

Good. Let's continue.

Note: If a letter-sound represents more than 1 sound, ask, "What sound do you try first? What sound do you try next?"

For *ge, gi, ce, and ci*, ask, "What sound does this letter make (*Touch under g or c*.) when it is followed by this letter?" (*Touch under e or i.*)
(Follow the usual correction procedure.)

Individual Practice

(Provide individual practice.)

Good job reading the letter-sounds. I will mark the Mastery Sheet, and we can continue with the next activity.

e_e ol u_e v ci
gi a_e ir y l
r sh x ing er
ce ge th ea ee

Activity 3

Vowel Sounds CVC and Vce

Everyone, tell me the rule about the silent e. If there is an e at the end of a word, the vowel says its name.

Now let's read some words. Check for an e on the end of these words.

(Touch under Steve.) First word. (Pause.)
Say the underlined part. /eee/
Read the word. Steve

Repeat the process with the following words: smile, stone, with, hid, will, white, shade, shave, flat, red, size, Eve, but.

Now let's read these words fast the first time. When I touch under a word, read it. (Touch under Steve.) Read it. Steve

Repeat the process with the following words: smile, stone, with, hid, will, white, shade, shave, flat, red, size, Eve, but.

Individual Practice

(Give individual turns.)

(Praise students, mark off the activity on the Mastery Sheet, and continue.)

Steve
stone
hid
white
shave
red
Eye

smile
with
will
shade
flat
size
but

Activity 4
Sounding Out
Chunking—Student Led

(Have students turn to page 40 in Activity Book C. Remind students that when a word or a syllable ends in a vowel, the vowel usually says its name.)

Everyone, touch the first word.
(Pause 2 seconds.) **Read the first part. se**
(Pause 2 seconds.) **Read the next part. cret**
(Pause 2 seconds.) **Read the whole word. secret**

Repeat the process with the following words: **pocket, acorn, dragon, dragons, terrible, *tickled, little, even, fever.**

Note: *If students have trouble with *tickled*, cover the *d*, and have them read *tickle* first.

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Now you will read these words fast.

Everyone, touch the first word. (Pause 2 seconds.)

Read it. **secret**

Yes, **secret**. Next word.

Repeat the process with the following words: **pocket, acorn, dragon, dragons, terrible, tickled, little, even, fever.**

(Scaffold as necessary.)

Individual Practice

(Give individual turns with 2–3 words per student.)

(Praise students, mark off the activity on the Mastery Sheet, and continue.)

Activity 5

Story-Time Reader

Part A: Unison Reading



Language and Literacy Support

During this activity we will be reading a story, and I want to make sure you understand all the words we will be reading.

The first word is **acorn**. Who knows what an **acorn** is? (If students give another correct meaning, acknowledge it, but focus on the contextual meaning in the story.)

(You may have to prompt further by saying:)

Here's a hint. The squirrel gathered acorns that had fallen from the tree.

(Accept reasonable responses.)

That's right. An acorn is a nut from an oak tree. Here is a picture of an acorn.

(Hold up Pictures for Language and Literacy Support, page 112.)

Next is the sentence Let me be. Who knows what let me be means? (You may have to prompt further by saying:) Here's a hint. Please don't talk to me; just let me be. (Accept reasonable responses.)

Good. Let me be is another way to say "leave me alone."

Who remembers what shade means? (Accept reasonable responses.) **That's right. Shade is darkness from the sun caused by a shadow.**

In today's story, shade has a different meaning. What do I mean if I say Your shirt is a beautiful shade of blue? (Accept reasonable responses.)

Yes. Shade in this case means a color that is a little different from others in the same color group. Light blue, dark blue, and bright blue are all shades of blue.

Nice job!

(Pass out **Story-Time Reader 49**, Steve's Secret, to students.)



FLUENCY GOAL 111 words @ 50 wpm = 2 minutes, 20 seconds



Lesson 101

Everyone, point to the title of our story. Each time I tap, read a word.

(Tap for each word in the title.) **Steve's Secret** What do you think this story is about? (Allow students to make predictions for no longer than 1 minute. Set a purpose for reading, such as checking to see if these predictions are correct.)

Now we are going to read the story together the fast way. (Start timer.) **First word.** (Provide think time of 1–1.5 seconds maximum per word, start the timer, and tap.) **Steve**

Repeat this process for the remainder of the story. **Error correction procedures:** If an error occurs, have students sound out the word in a whisper voice, read the word, and then reread the sentence. Do not stop the timer during corrections.

(Review any missed words. Write the words on the board. Have students sound out each word in a whisper voice and then say it fast. Then have students read the list the fast way.)

(Review students' predictions.)

Note: If the group meets the fluency goal on the first read, have students complete Part B. If the group does not meet the fluency goal on the first read, have students read the story again in unison, even faster. Then have students complete Part B.

(Review any missed words. Write the words on the board. Have students sound out each word in a whisper voice and then say it fast. Then have students read the list the fast way. Proceed to Part B.)

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Part B: Partner Reading: Beat the Clock

Now we are going to play Beat the Clock. You will take turns reading the story one page at a time as fast as you can without making mistakes, until you have read the whole story. You will try to read the story all the way through before time runs out.

(Assign partners and the first reader in each pair. Pair yourself with a different reader for this lesson.)

Everyone, turn to the first page of our story, and get ready to read. You have 2 minutes and 20 seconds to read the story.

First readers, begin reading. (Time students for 2 minutes, 20 seconds.)

(When time runs out, say:) **Stop. Good job. Did you beat the clock?**

(Monitor to see what page each pair was able to finish. Praise all students for doing a good job reading.)

Good job reading the story! I will mark the Mastery Sheet, and we can continue with the last activity in the lesson.

(Mark off this activity on the Mastery Sheet, and continue. On the Mastery Sheet, record the name of your partner and whether he or she met the fluency goal for this activity, and note whether students met the fluency goal as a group.)

Activity 6

Main Idea

Let's talk about Steve's Secret. What is this story mainly about? (Discuss briefly.)

Do you think we can say the main idea in fewer words? I think we can. (Pause to see if students can restate the main idea in fewer words.)

Now listen as I try. Count how many words I use. (Monitor.)

Steve has a secret he doesn't want to share.

Note: Follow this process for determining the main idea:

1. Ask whom or what the story is mainly about.
2. Ask what is important about the main person, place, or thing in the story.

Good job remembering our story. We have finished the lesson, and you know what that means!

TEACHER'S GUIDE

1. Whom is our story about? Steve
2. What is important about Steve in our story? He has a secret.
3. Main idea: Steve has a secret he doesn't want to share.

Name _____

Lesson 101

Activity 4

secret

pocket

acorn

dragon

dragons

terrible

tickled

little

even

fever