

Lesson 10

MATERIALS

1. Picture Magnets 2, 17, 18, 20, and 21
2. Magnetic Marker Board
3. Maxwell
4. Letter-Sound Card 3 (**Mm**)
5. **Activity Book**, page 5

OBJECTIVES

Activity 1 Vocabulary

- Say the names of objects represented by pictures
- Activities 2 and 3 **Phonemic Awareness**
 - Say the first sound of a spoken word
- Activity 4 **Phonemic Awareness**
 - Blend phonemes to say words
- Activity 5 **Letter Names**
 - Learn the name of the letter **M**
 - Associate names with letters
- Activity 6 **Letter Names**
 - Identify and write letters

(Review rules quickly.)

- Sit tall.
- Listen big.
- Answer when I cue.
- Answer together.

Activity 1 Picture Naming

We are going to look at some pictures and then name them. (Hold up the book, and point to the pictures.) The names of the pictures are **mail, rain, feet, shell, moon, fish**.

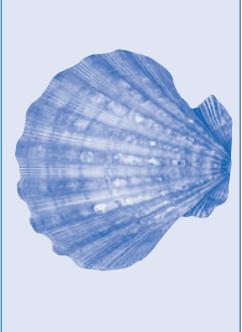
Now say all the names of the pictures as I point to them. (Quickly point to each picture.)

mail, rain, feet, shell, moon, fish

Individual Practice

(Provide individual practice.)

Great job! I will check the Mastery Sheet, and we can continue.



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Activity 2 First-Sound Pictures Stretching

(Have ready Picture Magnets 2, 17, 18, 20, and 21.)

Now we are going to think about the first sound in each word. (Place Picture Magnets 20 and 21 on the marker board.)
(Point to Picture Magnet 20.) This is *shell*.
(Point to Picture Magnet 21.) This is *moon*.
Listen. /Mmm/. Which of the things in these pictures begins with /mmm/? **moon**
Right. *Moon* begins with /mmm/.

ERROR CORRECTION:

If students make an error, use the model-lead-test strategy.

Note: Make sure students stretch continuous sounds for 2 to 3 seconds.

Repeat the process with the following:

- Picture Magnets 18 and 2
- Picture Magnets 2 and 17

Individual Practice

(Provide individual practice.)

You did a great job listening for the sound at the beginning of the word! I'll give you a check mark for this activity.

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Now it's your turn. I'll say a word. When I cue, you tell me the first sound you hear in the word. Remember to answer together on my cue.

First word. Fish. (Pause.) What is the first sound in **fish**? (Hold up one finger.) /fff/
Very good. The first sound in **fish** is /fff/.

New word. Feet. What is the first sound in feet? (Hold up one finger.) /fff/

Next word.

Note: Make sure students stretch continuous sounds for 2 to 3 seconds.

Repeat the process with the following words: /mmm/ail, /mmm/oon, /rrr/ain.

Activity 4 **Oral Blending**

Say-the-Word Game

(Use Maxwell the puppet to speak words in stretched form.)

Now we are going to play Say the Word.
Remember, Maxwell can say words only in a funny way. Whenever he says a word, it is stretched. You have to tell me what word he said the fast way. I will do the first one.

Maxwell, first word.

(Speaking through Maxwell:) /Fff/eet. (Use the hand cues for stretching.)

What word did Maxwell say? feet

Yes, feet.

Repeat the process with the following words: /sh/ell, /mmm/oon, /rrr/ain, /mmm/ail, /fff/ish.

(Scaffold as necessary.)

Individual Practice

(Provide individual practice.)

Great job! Let's make a check mark on the Mastery Sheet.

Individual Practice

(Provide individual practice.)

We have finished this part of our lesson.
I will make a check mark for this activity.
You did a great job!

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Activity 5 Part A: Letter Introduction



(Hold up the **Mm** letter-sound card. Cover the lowercase m at the top of the card with a sticky note.)

(Point to the monkey.) Here is a picture of **Muzzy Monkey**. His name has two **M's** in it. (Point to M.) This letter is **M**. Say it with me when I touch it. (Call on students.)

(Teacher and students:) **M**
Again. Say it with me.
(Teacher and students:) **M**

(Point to M.) We are going to learn the name of the letter **M**. What is this letter? Say its name together when I touch it. (Cue.) **M**
Again. Say it together. (Cue.) **M**

Individual Practice

(Provide individual practice.)

(Hold up the book. Point to Muzzy Monkey.)

This says **Muzzy Monkey**. (Point to the **M** in Muzzy.) **Muzzy** begins with this letter. What letter? **M**

(Point to the **M** in Monkey.) What is this letter? **M**

What letter is at the beginning of **Muzzy**? **M**

What letter is at the beginning of **Monkey**? **M**
(Provide individual practice. Scaffold if necessary. Circle the M's, if needed.)

Muzzy Monkey

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Part B: Letter Review

(Hold up the book.) Let's practice letter names we have learned. When I point to a letter, say its name.

(Point to M.) **M**

(Point to each letter, remembering to move from left to right across the page.)

M + O + T

M + O + T

ERROR CORRECTION:

My Turn (Say letter name.)
Together (Say letter name with students.)
Your Turn (Students say letter name.)
(Back up 2 items and continue.)

Individual Practice

(Provide individual practice.)

You are doing a great job of listening big, sitting tall, and answering together. Let's move on!

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Activity 6 Writing the Letter



(Hold up the **Mm** letter-sound card.)

Now we are going to learn how to write the letter **M.**
First, let's do it with our hands. Let's put one hand in the air and move it up, down, up, down. (Trace in the air) **M.**

Trace and say it with me.

(Teacher and students:) **up** (trace in the air), **down** (trace in the air), **up** (trace in the air), **down** (trace in the air), **M**

(Direct students to page 5 in the Activity Book.)

Now we are going to learn how to write the letter **M. Watch how I write it. Say **M** with me as I write.** (Use your own activity sheet or the marker board, and refer to the letter formation guide in the back of the book.) **M**

Now it is your turn to trace. 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. (Talk students through each pencil stroke. You may have them say M quietly as they trace.)

Good job tracing the letter **M. Trace the next letter by yourselves. Remember to say **M** quietly as you trace it. Trace it fast. Trace neatly. No erasing.** (Monitor, and correct as necessary)

(Have students trace all the M's in the first row.)

Great job. Now let's finish the page. As you trace, say the name of the letter quietly.

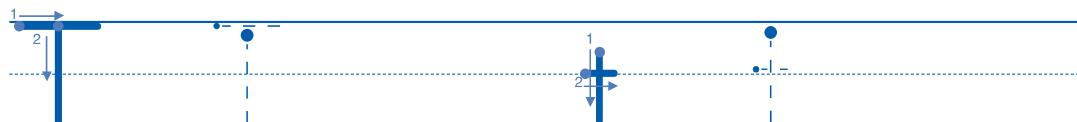
(Have students trace the remainder of the page. Monitor, and correct as necessary.)

Guess what? We've finished all the activities. That means you get another check mark on the Mastery Sheet. You also get a sticker. Excellent work!

Name _____

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Activity 6



Lesson 63

MATERIALS

1. **Read-Aloud**, pages 160–163
 Pictures for **Language and Literacy Support**, page 29

OBJECTIVES

- Activity 1 Comprehension Strategies; Concepts of Print; Letter Names**
 Recognize the meanings of words
• Browse a selection to make a prediction
• Recognize word placement in sentences
• Associate names with letters
• Comprehend text read orally
• Answer literal questions about the text
Activity 2 Concepts of Print
• Recognize word placement in sentences

Activity 1

Read-Aloud

Part A: Ducks in the Rain



Language and Literacy Support

During this activity, we will be reading two poems. I want to make sure you understand the first poem, so we are going to review a word.

The word is **scatter**. Does anyone know what **scatter** means? (If students give another meaning for the word that is also correct, acknowledge it, but focus on the contextual meaning used in the selection.)
(You may need to prompt further by saying:) What do I mean if I say **The leaves scatter in the wind?** (Accept reasonable responses.)

That's right! **To scatter** means "to quickly move in all directions." (Demonstrate scattering some pens or pencils.)
Nice work!

Today we are going to read two poems.

(Hold up Read-Aloud pages 160 and 161.) Who do you think the **first poem** is going to be about? **ducks**

(Hold up Read-Aloud pages 162 and 163.) Who do you think the **second poem** is going to be about? **an iguana and a girl**
(Scaffold as needed. If students don't know what kind of lizard is in the picture, tell them it is an iguana.) Are **iguanas and ducks plants or animals?**
animals

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(Hold up the book.) Now it's time to point and read. Let's look at two sentences about the first poem. My turn. Watch my finger while I read the first sentence. (Point to each word, moving your finger along the arrow.) **The ducks are dibbling in the rain.**

Great. Now it's your turn. I'll point to the words. You say the sentence. (Call on each student. Point to each word, moving your finger along the arrow.) **The ducks are dibbling in the rain.**

(Hold up Read-Aloud page 160. Point to d.) Remember, this is the little letter **d**. Say **d** with me. (Teacher and students:) **d** Your turn. What letter? **d**

The ducks are dibbling in the rain.

The ducks are dibbling

The rain falls on the ducks.

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Lesson 63

(Hold up the book.) **How many little d's are in this first sentence?** (Call on students.) **two** (Scaffold as needed.) **Right. There are two little d's in this first sentence.**

(Hold up the book.) **Let's look at the second sentence. My turn. Watch my finger while I read the second sentence.** (Point to each word, moving your finger along the arrow.) **The rain falls on the ducks.** Great. Now it's your turn. I'll point to the words. You say the sentence. (Call on each student. Point to each word, moving your finger along the arrow.) **The rain falls on the ducks.**

How many little d's are in this second sentence? (Call on students.) **one** (Scaffold as needed.) **Right. There is one little d in this second sentence.**

(Hold up Read-Aloud page 160. Point to the title.) **Watch my finger while I read the title of this poem.** (Point to each word.) **Ducks in the Rain** Great. Now it's your turn. I'll point to the words. You say the title of the poem. (Call on each student. Point to each word.) **Ducks in the Rain**

Let's read the poem now. Listen to find out what happens to the ducks. (While holding the book for students to see, read aloud page 160.)

Good listening. Now let's review what we learned in our book.

What are the ducks doing? **dribbling and dabbling in the rain**

What do you think it means to **dibble and dabble?** (Accept reasonable responses, such as **to play in or with something.**)

Do you think you would like to play with ducks in the rain? Why or why not? (Answers will vary.)

ERROR CORRECTION:

If students speak in short sentences or do not speak in complete sentences, expand on their language by telling them a sentence that uses as many of their words as possible. Then have the student repeat the sentence. If students are highly engaged, spend a few minutes modeling longer sentences and having students repeat the sentences.

Part B: Lizard Longing



Language and Literacy Support

I want to make sure you understand the next poem, so we are going to review some words.

The first word is **scaly.** Who knows what **scaly** means? (If students give another meaning, acknowledge it, but focus on the meaning used in the selection.)

(You may need to prompt further by saying:) What do I mean if I say **The fish felt scaly in my hand?** (Accept reasonable responses.)

Yes! If something is **scaly**, that means it is hard and rough. (If you have something scaly in the classroom, allow students to feel it.) The last word is **piranha.** Does anyone know what a **piranha** is? (If students give another meaning, acknowledge it, but focus on the meaning used in the selection.)

(You may need to prompt further by saying:) What do I mean if I say **A piranha has very sharp teeth?** (Accept reasonable responses.)

That's right! A **piranha** is a dangerous fish. (Hold up Pictures for Language and Literacy Support page 29.) Great job!

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(Hold up Read-Aloud pages 162 and 163.)
How do you think the girl and the iguana feel in this picture? Why? (Accept reasonable responses, such as **The girl and the iguana look happy and probably like being together.** Scaffold as needed.)
(Hold up the book.) **Now it's time to point and read. Let's look at two sentences about the**

second poem. My turn. Watch my finger while I read the first sentence. (Point to each word, moving your finger along the arrow.) **I'm gonna tell Mama I want an iguana.**
Great. Now it's your turn. I'll point to the words. You say the sentence. (Point to each word, moving your finger along the arrow.) **I'm gonna tell Mama I want an iguana.**

(Hold up the book.) **How many big /'s are in this first sentence?** (Call on students.) **two** (Scaffold as needed.)
Right. There are two big /'s in this first sentence.
How many little i's are in this first sentence? (Call on students.) **one** (Scaffold as needed.)
Right. There is one little i in this first sentence.

I'm gonna tell Mama I want
an iguana.

I wish I had an iguana.

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ERROR CORRECTION:

If students make an error, hold up
Read-Aloud page 164 and point to *Ii*.

How many little *'i's* are in this second sentence? (Call on students.) **one**
(Scaffold as needed.)

Right. There is **one little *i* in this second sentence.**

(Hold up *Read-Aloud* page 162. Point to the title.) **Watch my finger while I read the title of this poem. (Point to each word.) Lizard Longing**

Great. Now it's your turn. I'll point to the words. You say the title of the poem. (Call on each student. Point to each word.) **Lizard Longing**

Let's read the poem now. Listen to find out what happens to the girl and the iguana. (While holding the book for students to see, read aloud page 162.)

(Hold up the book.) **How many big *I*'s are in this second sentence?** (Call on students.) **two**
(Scaffold as needed.)

Right. There are **two big *I*'s in this second sentence.**

Good listening. Now let's review what we learned in our book.

What does the girl want? **an iguana**
Who will the girl tell that she wants an iguana? **her mom**
Would you like to have an iguana? Why or why not? (Answers will vary.)

ERROR CORRECTION:

If students speak in short sentences or do not speak in complete sentences, expand on their language by telling them a sentence that uses as many of their words as possible. Then have the student repeat the sentence. If students are highly engaged, spend a few minutes modeling longer sentences and having students repeat the sentences.

You did a great job listening to the poems and answering questions! I'll make a check mark on the Mastery Sheet.

Activity 2 **Point and Read**

(Hold up the book.) Now it's time to point and read. Let's look at the words in this sentence. My turn. Watch my finger while I read the sentence. (Point to each word, moving your finger along the arrow.) **The ducks are dibbling in the rain.**

Great. Now it's your turn. I'll point to the words. You say the sentence. (Call on each student. Point to each word, moving your finger along the arrow.) **The ducks are dibbling in the rain.**

Very good! Here's a picture of what that sentence says. (Hold up Read-Aloud pages 160 and 161.)

Next sentence. (Remember, students are expected to repeat the sentence but not to recognize each printed word individually.)

Repeat the process with the following sentences:

- **The rain falls on the ducks.** (pages 160 and 161)
- **I'm gonna tell Mama I want an iguana.** (pages 162 and 163)
- **I like iguanas.** (pages 162 and 163)

Individual Practice

(Provide individual practice.)

You're doing a great job pointing and reading, and you have finished both this activity and the lesson. What should I do now?

The ducks are dipping
in the rain.

The ducks are dipping
in the rain.

The rain falls on the ducks.

I'm gonna tell Mama I
want an iguana.

I like iguanas.

Lesson 100

MATERIALS

- 1. Maxwell
- 2. Tricky Words Cards 1–6
- 3. **Activity Book**, page 50
- 4. **Stop-and-Go Game** (Yellow Level)
- 5. Assessment 5

OBJECTIVES

Activity 1 **Phonemic Awareness; Concepts of Print**

- Blend phonemes to say words
- Recognize word placement in sentences

Activity 2 **Phonemic Awareness**

- Segment spoken words into sounds
- Understand that each finger represents one sound in a word

Activity 3 **Word Recognition and Spelling**

- Learn to automatically recognize irregular words
- Associate sounds with letters

Activity 4 **Letter-Sound Correspondences**

- Associate names with letters

Activity 5 **Letter Names**

- Identify and write letters

Activity 6 **Letter Names**

- Recognize the meanings of words
- Blend phonemes to say words
- Segment spoken words into sounds

Activity 1

Oral Blending

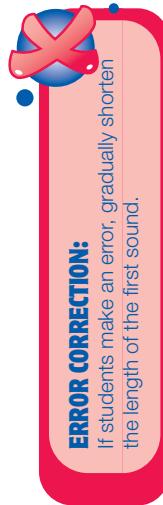
Part A: Say-the-Word Game

Let's listen to Maxwell say words that are about the story we read in the last lesson. When Maxwell says a word, he will say the whole word slowly so you can hear every sound.

(Maxwell:) /Mmm/m/sss/s/.

What word? **mice**
Yes, **mice**.

Repeat the process with the following words: **taste, cheese**.



Individual Practice

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

Part B: Point and Read

(Hold up the next page of the book.) Now it's time to point and read. Let's look at this first sentence about the story we read yesterday. My turn. Watch my finger while I read the sentence. (Point to the word, moving your finger along the arrow.) **Mice like to taste more than cheese.**

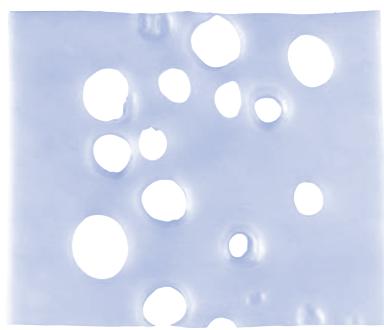
Great. Now it's your turn. I'll point to the words. You say the sentence. (Call on each student. Point to the word, moving your finger along the arrow.) **Mice like to taste more than cheese.**

Repeat the process in Parts A and B by first blending the following words and then pointing at and reading those words in the sentences:

- mouse, ate, hole (sentence: **The mouse ate a hole in my blanket.**)
- toast (sentence: **The mouse ate a hole in my toast.**)
- holes, cake (sentence: **The mouse ate holes in my cake and my basket.**)

You are all listening very well. You get a check mark.

Mice like to taste
more than cheese.



The mouse ate a
hole in my blanket.



The mouse ate a hole in
my toast.



The mouse ate holes in
my cake and my basket.



Lesson 100

Activity 2 Stretch-the-Word Game

Listen to this sentence about the story we read in the last lesson. *Mice like to taste more than cheese.*

Now you are going to play Stretch the Word. When we stretch the word, we say each sound slowly.

Fists up. (Pause.) **Mice.** (Pause.) **Stretch mice.** /m/mm/m/sss/s/

Repeat the process with the following words: **taste, cheese.**

ERROR CORRECTION:
If students make an error, use the model-lead-test strategy.

Listen to the sentence again. *Mice like to taste more than cheese.*

Next sentence.

Repeat the process by first reading the following sentences and then stretching the words:

- **The mouse ate a hole in my blanket.** (words: mouse, ate, hole)
- **The mouse ate a hole in my toast.** (word: toast)
- **The mouse ate holes in my cake and my basket.** (words: holes, cake)

Individual Practice

(Provide individual practice with 1 or 2 words per student, but do not provide individual practice with the sentences.)

You are stretching words excellently. I'll give you a check mark!

Activity 3 Tricky Words

Part A: New

(Have ready Tricky Word Cards 1–6.)

Now we are going to learn a new tricky word.

(Hold up Tricky Word Card 6—she.) **This word is she. What is this word? she**
Every time you see this word, what will you say? she

(Put the new word into the deck with the rest of the tricky words.)

Part B: Review

Now it's time to review the rest of our tricky words.

(Hold up Tricky Word Card 5—he.) **Everybody, what is this word? he**

Repeat the process with Tricky Word Cards 1–4 and 6.

Individual Practice

(Shuffle the tricky word cards, and ask students to say each word again in unison. Then have each student say each word individually.)

Nice work with tricky words! I'll give you a check mark.

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Activity 4

Letter-Sound Review

(Hold up the book.) When I point to a letter, you tell me its sound. Keep saying the letter's sound for as long as I touch the letter.

Your turn. (Point to the first c.) /k/

(Continue, varying the time you touch each dot, depending on whether it is a continuous sound or a stop sound.)

m . c . o . n .
d . r . c . D .
a . i . f . s .
c . M . A . i .

ERROR CORRECTION:

If students make an error, use the model-lead-test strategy. If students say the name of a letter, rather than its sound, say Yes, that is the name of that letter. But what sound does that letter make?

Individual Practice

(Provide individual practice.)

Well done on your letter sounds. You've earned a check mark!

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Activity 5 Letter Review

(Hold up the book.) Let's practice letter names we have learned. Remember, when I point to a letter, say its name.

(Point to d.) **d**

(Point to each letter, remembering to move from left to right across the page.)

M n G B

b X h J

E k p I

d s Z W

ERROR CORRECTION:

If students make an error, use the model-lead-test strategy. If students say the sound of a letter, rather than its name, say **Yes, that is the sound that letter makes. But what is the name of that letter?**

Individual Practice

(Provide individual practice.)

Keep it up! You are doing well with your letters. Here's a check mark for the activity.

Lesson 100**Activity 6
Writing the Letter***(Direct students to page 50 in the Activity Book.)***Remember, as you trace and write, say the name of the letter quietly.***(Have students trace and write the letters on the page. Monitor, and correct as necessary.)***You are writing so well! What should I do now?****Activity 7****Stop-and-Go Game****Yellow Level: Segmenting****Note:** In Lesson 100, the game switches from blending to segmenting in Step 2.*(Have ready the Stop-and-Go Game Board, Stop-and-Go Mat, Build-a-Word Mat, Yellow Level letter cards, and game tokens.)**(Shuffle the Yellow Level letter cards and place them in a pile facedown near the game board. Divide the class into two teams.)***Step 1: Sound Pronunciation****It's time to play the Stop-and-Go Game!***(Draw and hold up a Yellow Level letter card.)***Everybody, think. What is this letter's sound? (Call on a student.)****The sound is . Everybody, say it with me. (Scaffold as needed.)****Good. The sound is a [stop or go] sound. (Have the same student move 1 or 2 spaces, depending on whether the sound is continuous or stop.)****Repeat Step 1, calling on students from both teams, until there are enough letters to build one of the following words: fan, mad, and, man, sad, rat, ram, ran, tan, dad, am, Sam, at, fat, mat, sat.****Language and Literacy Support***If you build the word fan, mad, man, sad, rat, ram, ran, tan, dad, Sam, fat, mat, or sat, you may want to define the word, use the word in a sentence, or demonstrate the word meaning for students.***Step 2: Stretching the Word***(Once you have enough letters to build a word, ask for students' attention.)***Everybody, think. (Call on the same student who identified the last letter-sound. Tell the student to build the word by moving those letters to spell the word on the Build-a-Word Mat. Scaffold as needed by saying each sound. Scaffold further as needed by pointing to the letters.)****Good! (Call on the same student.) Stretch this word. Fist up. (Point to each letter. Scaffold as needed.)****What word? (Scaffold as needed.) Great work! My turn Listen to me. (Point to each letter. Stretch the word and then say it fast.) Everybody, stretch the word with me. Fists up. (Point to each letter. Scaffold as needed.) Everybody, what word? (Say the word fast.) Yes! (Have the same student move 2 spaces.)**

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Great work, everybody. Now I will draw another card.

Each time you complete Step 2, repeat Step 1 until a new word can be built. Draw cards, build and stretch words, and move tokens until one team reaches the stoplight at the end of the game board.

(Congratulate the team who won the game by moving the team's token to the stoplight.)

You are doing extremely well with the Stop-and-Go Game. Here's your check mark!

Before I give you a sticker for the lesson, however, let's review your tricky words. (Shuffle Tricky Word Cards 1–6, and ask students to say each word in unison. Then have each student say each word individually.)

Nice job! Here's a sticker for the good work you've done on this lesson.

Student Assessment

(After completing Lesson 100, please turn to Assessment 5 in the Placement and Assessment Guide. Administer the test to individual students.)

TEACHER'S GUIDE

YELLOW LEVEL

Go Sounds	Stop Sounds
/nnn/	/d/
/rrr/	/t/
/aaa/	
/ff/	
/mmm/	
/sss/	

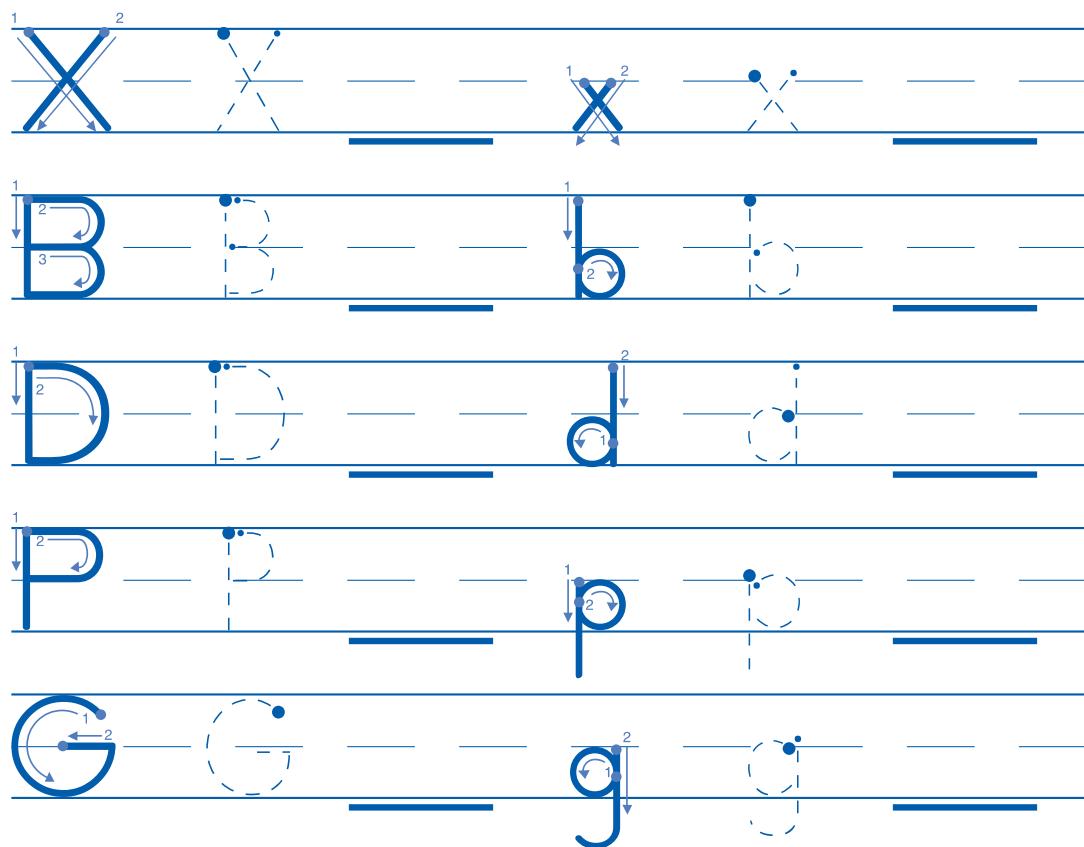
Word List

fan mad and man sad rat ram ran tan dad am Sam at fat mat sat

Name _____

Lesson 100

Activity 6



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