

The following is an excerpt from day 1 of a three-day lesson in the Success for All Foundation's Reading Roots 4<sup>th</sup> Edition curriculum. Each Reading Roots lesson is a detailed and organized guide that minimizes teacher planning, allowing them to focus on teaching.

Lesson

7

Reading Roots

## At a Glance

### FastTrack Phonics



Day 1:  
New Sound: /e/



Day 2:  
New Sound: /l/



Day 3:  
New Sound: /h/

### Shared Story



Shared Story:  
*The Ice Cream Man*  
by Laura Burton Rice



Review Sound: /n/

Strategies/Skills:  
Previewing

### STaR

STaR Story:  
*Ice Cream: The Full Scoop*  
by Gail Gibbons

Students will answer questions about important parts of the text.

Students will use the strategy Stretch and Count to write a sentence with a STaR vocabulary word.

Students will use the Writing Strategies Bank to write a sentence to critique the STaR book.

### Adventures in Writing

Students will create a list of desserts and write answers to questions about desserts.

Students will use the Writing Strategies Bank for words that they do not know how to write.

At a Glance serves as the table of contents for the lesson.



Key Card

## FastTrack Phonics

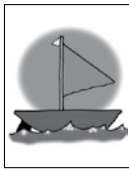
Presenting /e/

### Alphabet Wall Frieze Review

- Point to each key card in the wall frieze, and ask the students to name each picture.

### Hear Sounds

- Show each Phonics Picture Card, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



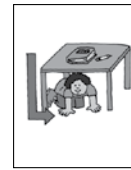
boat



feet



rake



under

### Say-It-Fast

- Have Alphie say each of the words below in Alphie Talk. Cue the students to say each word.

/s-m-e-ll/	smell	/d-e-s-k/	desk
/b-e-d/	bed	/s-e-n-d/	send
/j-e-t/	jet	/b-e-n-t/	bent

### Break-It-Down

- Say each of the words below as usual, and have the students say them like Alphie does.

<b>nest</b>	/n-e-s-t/	<b>tent</b>	/t-e-n-t/
<b>pest</b>	/p-e-s-t/	<b>pets</b>	/p-e-t-s/
<b>set</b>	/s-e-t/	<b>beds</b>	/b-e-d-s/

The FastTrack Phonics component uses colorful mnemonics pictures integrated with alliterative phrases, sounds, and letter cues to provide phonemic-awareness and phonics instruction.



# Shared Story

## Previewing

- Display the front cover, and read the title of the Shared Story. **Let’s preview the story by looking at the title and the front cover picture. Remember, this will help us understand the story better when we read it.**
- **The title of this story is *The Ice Cream Man*. Here is the man (point), and here is an ice cream cone. Point. I think the ice cream man is a person who sells ice cream. Here is Miss Sid. Point. Do you think birds like ice cream? (WGR) We’ll have to read the story to find out why Miss Sid is here with the ice cream man.**

Whole Group Response →

*For students who need additional language development, choose **one** of the following options to continue previewing. If you do not have the video Word Plays for the Shared Stories, use Option A. If you plan to use the video, skip Option A, and move on to Option B.*

### Option A: Teacher Overview

- **Now let’s look through the book to see if we can find out more of what this story is going to be about.**
- Display page 1. Point to the truck. **This is the ice cream truck. It looks like Nan is happy to see the ice cream man!**
- Display page 3. **Nan and Tim are both enjoying an ice cream cone. Look at the door of Miss Sid’s cage. Point. It’s open! What do you think will happen? (T-P-S)**
- Display page 4. **Oh no! What would you do if there were a bird in your ice cream?**
- **Let’s review some words we will see in the story.** Display each Picture Card (or select Picture Cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

### OPTION B: Video Word Play

- **Now we’re going to watch a video that will help us find out more about the story.** Show the video Word Play for Shared Story 7 to introduce the story theme and vocabulary. Have the students say the vocabulary words with the video during the “Do You Remember?” section.
- **Let’s review some words we will see in the story.** Display each Picture Card (or select Picture Cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

#### Picture Cards

mess      window  
 treat     neighborhood  
 bell      ice cream man  
 cage     ice cream  
 ice cream truck  
 neighbor

#### Video Words

bell      house  
 treat    ice cream man  
 door    window  
 stuck   ice cream

*During the Shared Story process, the teacher presents new vocabulary words and definitions and then guides students through partner reading.*

**STaR Words**

factory ingredients  
mixture flavors

**Background Words**

twice ice cream  
store customers

# STaR

## *Ice Cream: The Full Scoop*

Written and illustrated by Gail Gibbons

**Summary:** *This expository text is divided into two parts. The first part focuses on the history of ice cream. The second part tells about the business of ice cream. It explains the process of making ice cream. The milk travels from the dairy farm to the ice-cream factory, where it is transformed into ice cream. Then it's packaged and shipped to stores. The expository text also includes different facts about ice cream.*

**Teachers' Note:** Read the second part of the book, *The Ice Cream Business*, (the process of making ice cream) pages 12–27.

### Preview

- Display the front cover of the book, and read the title and author, while encouraging the students to predict what they may learn. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts of the story. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Ice Cream: The Full Scoop*. This book is like *Birds*, the previous book we read. It is an expository text. This means it's not a made-up story.** Point to the cover. **What do you think this book is about?** Wait for the students' responses. **Right. This expository text is about ice cream. The title *Ice Cream: The Full Scoop* has two meanings. What does "scoop" mean?** Wait for the students' responses. **Right. "Scoop" means a portion of ice cream. But it can also mean that we will learn information about ice cream.**
- Page 16: **This is the ice cream factory. A factory is a building where things are made. For example, cars are made at a factory. This expository text has different features. For example, labels are next to the illustrations and tell us what the pictures are.**
- Page 22: **What are chocolate, mint, coffee, vanilla, walnuts, and chocolate chips?** Wait for students responses. **Right. These are flavors. Flavor is what something tastes like. What is your favorite ice cream flavor?** Use Think-Pair-Share to have the students share their answers.
- Read aloud the STaR words below, and ask the students to repeat them after you. If possible, post the words on cards, or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell the students that these are important words for the book, and ask them to listen for the words as you read.

Think-Pair-Share →

### STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
<b>factory</b>	16	a building where things are made	<b>Picture Walk, page 16</b>
<b>ingredients</b>	17	the parts that make up something	Milk is one of the <i>ingredients</i> of ice cream.

*Story Telling and Retelling (STaR) promotes vocabulary and oral-language development through a sequence of STaR activities: Story Preview, Interactive Story Reading, Story Structure Review, Story Review, Interactive Story Retell, and Story critiques. The STaR sequence teaches students predicting, clarifying, questioning, summarizing, and visualizing strategies.*

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- Use the following optional activity to elaborate background words with students who need more extensive oral-language development.

### Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
<b>twice</b>	2	two times	Mike plays soccer <i>twice</i> a week.
<b>ice cream</b>	12	a frozen sweet food	Zoe likes eating <i>ice cream</i> on hot summer days.
<b>store</b>	25	where we can buy things	My mom took me to the <i>store</i> to buy shoes.
<b>customers</b>	25	people who buy things	The <i>customers</i> bought sugar, meat, and eggs at the grocery store.

- **This book is about how ice cream is made. Ice cream is a frozen sweet food. We read about Nan, Tim, Miss Sid, and Sad Sam eating ice cream in our Shared Story. Do you like ice cream? Invite the students to talk about why they like ice cream. When do you eat ice cream? What is your favorite ice cream flavor?**
- **We can buy ice cream at stores. Stores are places that sell things. What stores do you know? What things can you buy in that store?**
- **People who buy things are called customers. Nan and Tim are customers of the ice cream man because they buy ice cream from him. What store is your mother or father a customer of?**
- **Twice means two times. Clap your hands twice. I clapped twice. What happens twice a week?**



## Lesson 7 Day 1 .....










### STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.  
Let's **cel-e-brate** a word we've **learned**.  
We'll **make** a **sentence**. It's **our** turn.
- Say the STaR words again. Ask the students to pick STaR words and discuss the words they choose in partnerships or teams. Tell the students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships and in teams.
- Select one or two students to share their sentences with the class.

### STaR Writing

#### Writing Strategies Bank

	Draw a Picture.
	Draw a Line.
	Find and Copy a Word.
	Write Sounds That You Know.
	Remember a Word.
	Say-Spell-Say
	Stretch and Count

- Restate each of the STaR words.
- Tell the students to work with partners to think of sentences using the STaR words.

**Teacher's Note:** Students do not need to use the same word in the writing activity that they used in the Celebration.



- Introduce using the writing strategy Stretch and Count by using placeholders and partial sound spelling as you model writing your own sentence.
- **In FastTrack Phonics, we have been learning a new game called Stretch and Count. Today I would like to show you how you can use Stretch and Count to help you write words. Sometimes when we don't know how to write a word, we can play Stretch and Count first to think about how many sounds there will be and then write the letters for the sounds that we know.**

*Daily writing activities provide students with the opportunity to practice their writing skills.*

## Lesson 7 Day 1 .....

- For example, how many sounds do you hear in “mash”? Let’s break it down and count the sounds on our fingers: /mmm/, /aaa/, /sh/. There are three sounds, so I will draw three lines. Now I will write letters for sounds that I know on the lines. The first sound is /mmm/, and I know how to write the letter for /mmm/. Write “m.” The next sound is /aaa/. I know how to write the letter for /aaa/. Write “a.” The last sound is /sh/. Hmm, I don’t know how to write /sh/, so I will leave a line there to stand for the sound /sh/.
- I made a sentence with the word “flavors.” My sentence is, “Mint is my favorite kind of ice cream.” The first word is “mint.” Let’s play Stretch and Count to see how many sounds are in the word “mint.” Encourage the students to count the sounds on their fingers as you sound out the word together: /mmm/ /iiii/ /nnnn/ /tttt/. How many sounds are in “mint”? [four] Draw four lines on the board. Sound out the word again, writing letters in the spaces as the students name them. In this example, the students have been introduced to all the letters in the word and may be able to use full sound spelling. Full sound spelling will not be an expectation, however, until Stretch and Spell is introduced in lesson 9.
- Continue to model the remainder of the sentence, using the strategies listed below or those most needed by your students.

### Suggested writing strategies:

is	Say-Spell-Say
my	Remember a Word
favorite	Draw a Line
kind	Stretch-and-Count placeholders and partial spelling ( _ i n d )



- Ask the students to select a STaR word with which they will write a sentence. Invite them to share their sentences with their partners.
- Allow time for the students to write their sentences in their partner writing books. Circulate as they write, making special note of students who use the new writing strategy Stretch and Count.
- Select one or two students to share their written sentences with the class. Try to select students who have used the new strategy. Display the writing on a special writing celebration bulletin board.

## Alphie’s Question Quiz

Collect an oral-language sample for a student, using the prompt below, and then score the response using the Oral-Language Scoring Rubric. Record the score on the Teacher Cycle Record Form.

- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**