

Reading Roots

4th Edition



Teacher's Manual

Level 1 | Volume A



Reading Roots 4th Edition Teacher's Manual, Level 1, Volume A

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Produced by the Reading Roots 4th Edition Team

Director of Development:	Nancy A. Madden
Director of Early Childhood Programs:	Bette Chambers
Project Manager:	Kate Conway
Rollout Coordinator:	Kristal Mallonee
Developers:	Jennifer Austin, Kate Conway, Richard Gifford, Flo Kennedy-Stack, Christina Padres, Pam Russell
Field Advisor:	Tracy Heitmeier
Editors:	Marti Gastineau, Janet Wisner, Natalie Tyler
Professional Development Design:	Patrice Case-McFadin, Terri Morrison
Project Coordinator:	Marguerite Collins
Designers:	Debra J. Branner, Susan Perkins
Production Artists:	Kathy Brune, Irina Mukhutdinova, Michele Patterson, Karen Poe, Tina Widzbor
Proofreaders:	Meghan Fay, Samantha Gussow, Betty Wagner, Natalie Tyler
Data Tools Developers:	Jennifer Austin, Nancy A. Madden, Terri Morrison
Online Tools:	Michael Knauer, Christian Strama, Victor Matusak

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A Nonprofit Education Reform Organization

200 W. Towsontown Blvd., Baltimore, MD 21204

PHONE: (800) 548-4998; FAX: (410) 324-4444

E-MAIL: sfainfo@successforall.org

WEBSITE: www.successforall.org

The At a Glance page lists all lesson objectives for that lesson to help teachers to align with individual state and Common Core State Standards.

At a Glance

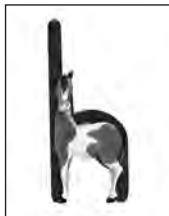
FastTrack Phonics



Day 1:
New sound: /e/



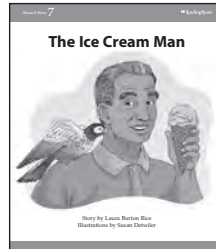
Day 2:
New sound: /l/



Day 3:
New sound: /h/

In some lessons, an assessment is administered during FastTrack Phonics time to measure the mastery of the phonemic-awareness and phonics skills that have been introduced so far. The data that is collected is entered into the Reading Roots Online data tools database and can be printed later for reference by class or by student.

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
written and illustrated
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 write answers to questions about desserts.

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

The You will need section helps teachers to easily gather the materials that they will need for the day.

You will need:

Team Celebration

Super Team, Great Team, and Good Team celebration certificates earned in lesson 6
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics Picture Cards from section 17*

Partner Practice Booklet 2

Alphie puppet

Letter-Blending Cards*

*Reading Reels for Roots DVD**

Green index cards, paper, or tag board*

Shared Story

Shared Story 7:
The Ice Cream Man

Word Cards*

Language development cards for lesson 7*

Key card for "n"

*Reading Reels for Roots DVD**

STaR

STaR story:
Ice Cream: The Full Scoop

Writing Strategies Bank (teacher created)*

Partner writing books (teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration

- Distribute Super Team, Great Team, and Good Team certificates to the students based on their team celebration scores from lesson 6. Cheer for each team as its certificate is awarded.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.

Team Celebration Points →



Read & Respond



Check Day 3 Homework

Collect the Read & Respond forms for the previous shared story. Award team celebration points to students who have completed their homework.



Key Card

FastTrack Phonics

Presenting /e/

Each lesson begins with FastTrack Phonics, which helps the students to develop phonemic-awareness skills, learn letter sounds, and practice reading and writing words by using sound-blending techniques.

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

Key cards and picture cards that will be used in the lesson are shown to enable teachers to quickly identify them or see what visuals will appear on the interactive whiteboard.

Say-It-Fast

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

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

Break-It-Down

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

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

Read Letter Sounds

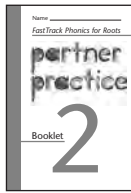
Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /f/. **Let's take another look at the key card for our last sound in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.



Animated Alphabet

Lesson 7 Day 1

The Cycle of Effective Instruction: After guided instruction or review by the teacher, the students practice reading words with their partners.



Partner Practice Booklet 2

Monitor

With the teacher—Show the key cards or Letter-Blending Cards, and have the class make the sound for each letter presented thus far. Review the alliterative phrases and writing cues as needed.

With a partner—Have the students turn to page 7 in their Partner Practice Booklets, read the sounds together, and make up sentences. Remind the students to write their initials in their partners' books. Initial books as you see success. When finished, read the letters together as a class.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for the students to stretch and read.

With a partner—Have the students turn to page 7 in their Partner Practice Booklets and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

- Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.
- Award team celebration points to partners who share a sentence successfully.

Team Celebration Points

Cooperative Learning: Teachers award team celebration points to recognize students who demonstrate successful work.

Quick Erase

- Use the following word sequence:
sat...pat...pot...not...nut...cut

Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: Every elephant enters. Say the phrase with the students, stretching the /e/ sound in each word.

Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the phonics picture cards. Say the name, and have the students say it after you. Stretch the initial sound in each word.



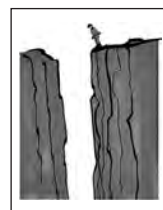
Key Card



eggs



echo



edge

Lesson 7 Day 1

Making the Sound—Ask the students to say /e/. **When I say /e→e/, my mouth is open just a little, and my teeth are apart. It almost looks like I’m smiling. /e→e/. Let’s stretch it together. /e→e/.**

Think-Pair-Share



Students’ Words—Use Think-Pair-Share to have the students share words that begin with /e/.



Animated Alphabet

Introduce the New Shape

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our key card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

- Write the letter “e,” and show the students how the letter looks like the picture. Build a strong connection between the picture and the letter.

Interactive
Whiteboard Users



Method varies

Stretch and Read Words with the New Letter

With the teacher—Now we’re going to practice reading words with the new letter we’ve learned. Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (“bed,” “pen,” and “get”). After the students have read each word, write the word on a green card, and read it again with the class.



The Sound and the Furry

Video: The Sound and the Furry—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have the students turn to page 7 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then the students can make up sentences using the words.

- Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.
- When finished, have the class read the words together, and then ask a partnership to share a sentence they have made up.
- Award team celebration points to partners who share a sentence successfully.

Team Celebration Points





Write Letters

Reading Roots Online Data Tools: Teachers are able to tailor their review to meet the needs of their students by referring to the teacher cycle record form that is printed for each lesson. This form shows the letters that each student was unable to write on previous FastTrack Phonics Assessments.

New—Trace your finger over the picture as you recite the writing cue three times: **Right under his ear, then all around his trunk, /e→e/.**

- Have the students write the letter in the air while they recite the cue.
- Have the students write the letter on a partner’s hand, arm, or back.
- Have the students write the letter in their partner writing books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have the students write those letters in their partner writing books.

/m/ as in mind /d/ as in dig /p/ as in pin
 /o/ as in octopus /r/ as in rich

- Have partners check each other. When they have finished, write any letters that the students need to review on the board, going over the key card and writing cue for each letter.
- Review the letter cues for three letters of your choice, or use the list below. Have the students write each letter several times using the letter cue.

/b/ as in big /s/ as in song /k/ as in kangaroo



Stretch and Count

- Model using Alphie Talk to stretch and count to say the word “mad.” Show the students how to feel the sounds by putting their hands on their lips. Then have the students use Stretch and Count to identify and count the sounds in the word.
- Be sure to have the students count to themselves while hiding their fingers, check with their partners, and then show their fingers as a class. Then have the students use their magic pencils to write each letter on one of their fingers.
- Continue the activity with the following words:

not it man

Video: *Between the Lions*—Introduce and play the *Between the Lions* segment. **Let’s watch our friends from *Between the Lions* use the /e/ sound. This will help us remember the sound.**



Between the Lions



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 |



Animated Alphabet

Word Presentation

Introducing the letter sound

- **Let's practice the special letter we'll see a lot of in today's story.** Play the Animated Alphabet segment(s), or display the key card for "n." Have the students review the alliterative phrase and practice the sound.



The Sound and the Furry

Introducing Green Words and Red Words

- **Now let's practice reading some words.** Show the video segments from Sound It Out for lesson 7.
- Select a few Green Words to stretch and read with the students.
- Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall until the students learn them.

Green Words

Nan and man
mmmmm in gets

Red Words

the likes ice cream

Readle

happy

The vocabulary words in the Shared Stories are color-coded. Green words are phonetically regular words that contain letters introduced in FastTrack Phonics. Red Words are sight words. They are either irregular or contain letters not yet introduced.

Teacher's Note: If any letter sounds appear to be especially difficult for the students to remember in the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow's phonics lesson.

Introducing Readles

- Present the story's readle, stating the word and asking the students to repeat it.

Partner Word and Sentence Reading

- Have the students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner-work behaviors as necessary. Remind the students to say every sound in the Green Words.

Monitor →

Guided Group Reading

Teacher Shared Story →

- Have the students turn to the first page of the Shared Story while you turn to the first page of your Shared Story. Lead the class in Guided Group Reading. Read the teacher text, and then read the student text **with** the students, but remember to keep your voice low and slightly behind the students' voices. Listen for words that the students find difficult to read, and stop to stretch and read as appropriate.
- Read each sentence in the student text twice to help develop fluency.
- Ask the suggested questions at the bottom of each page of the teacher's Shared Story as needed to ensure comprehension.

Discussion Questions



After you have read the story, review the Picture Cards (or selected cards) with the students. Display each card, name each, and have the students name each card with you.

Think-Pair-Share

- Ask the discussion questions listed on the inside back cover of the teacher's Shared Story.
- Have the students use the Think-Pair-Share strategy to discuss each other's responses. Call on different partnerships to share their answers with the class.

Cooperative Learning: On day 1, the students orally answer comprehension questions about the story. On day 2, they work with partners to answer questions in writing.

1. **Whom do Nan and Tim see outside the window?** [*Nan and Tim see the ice cream man.*]
2. **What happens to Tim's ice cream?** [*Miss Sid flies out of her cage. Miss Sid lands on Tim's ice cream cone. She knocks the ice cream off the cone.*]
3. **Who cleans up the mess Miss Sid makes?** [*Sad Sam cleans up the mess.*]

STaR Words

factory ingredients
mixture flavors

Background Words

twice ice cream
store customers

STaR

Oral-language, vocabulary, and listening skills are developed during a read-aloud time called Story Telling and Retelling, or STaR.

STaR story:

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.

Lesson 7 Day 1

Background discussion, predictive questions, and vocabulary instruction prepare students to hear and discuss the story.

- 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 front 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 information about ice cream that we will learn.**
- 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.**

Think-Pair-Share

- Page 22: **What are chocolate, mint, coffee, vanilla, walnut, and chocolate chip?** Wait for the 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.

Teachers measure students' receptive and expressive abilities with STaR vocabulary words through periodic Structured Oral Language Observations, or SOLOs.

STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
factory	16	a building where things are made	Picture Walk, page 16
ingredients	17	the parts that make up something	Milk is one of the <i>ingredients</i> of ice cream.
mixture	18	things mixed together	Mom put the cake <i>mixture</i> into the oven so the cake would bake.
flavors	22	how something tastes	Picture Walk, page 22

Lesson 7 Day 1

Additional vocabulary words and instruction are provided for classes that contain students who need additional English-language development.

- 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
twice	2	two times	Mike plays soccer <i>twice</i> a week.
ice cream	12	a frozen sweet food	Zoe likes eating <i>ice cream</i> on hot summer days.
store	25	places that sell things	My mom took me to the <i>store</i> to buy shoes.
customers	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 those stores?

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?



The students remain actively engaged throughout the reading of the story as they answer comprehension questions and discuss the vocabulary words within the context of the story.

Interactive Reading

- Read the text interactively, discussing the STaR words in context and asking the comprehension questions listed below.

Page 12 **The book says cows are milked twice a day. I know that “milking” means to get the milk from a cow.** Use Think-Pair-Share to ask the students: **How many times a day is a cow milked?**

Page 14 **The text tells us that the milk is still kept cool. This must be an important part of making ice cream because the author tells us twice that the milk is kept cool.**

Page 15 **“Factory” is one of the STaR words. The book says that the milk is delivered to the ice-cream factory. Point to the large building. The picture shows a building where milk, sugar, fruits, and nuts are brought. This helps me understand what “factory” means. A factory is a building where things are made. This is where the ice cream is made.**

Page 17 **“Ingredients” is one of the STaR words. The book says that cream, milk, and sugar are put into a large vat and that all these ingredients are mixed together. But what does “ingredients” mean? Well, “ingredients” means the parts that make up something that we eat, in this case, ice cream.**

Think-Pair-Share →

Page 18 **“Mixture” is another one of the STaR words. The book says “then the mixture is put in a pasteurizer.” This helps me understand what “mixture” means. A mixture is things mixed together. Use Think-Pair-Share to ask the students: Why is the mixture put in a pasteurizer? Provide the students with the following sentence stem: The mixture is put in a pasteurizer to [kill bacteria]. This is important because if bacteria are not killed, they can make us sick.**

Page 20 Use Think-Pair-Share to ask the students: **What is done to the mixture in this part?** Provide the students with the following sentence stem: **The mixture is [cooled].** Have them repeat the complete answer with you.



Page 22 **“Flavor” is one of the STaR words. Point to the labels on the containers as you name the flavor of each. The book says there is vanilla, chocolate, mint, and many other flavors of ice cream. This helps me understand that “flavors” means how something tastes. Use Think-Pair-Share to ask the students: What ice cream flavors do you know?**

Techniques for increasing comprehension, such as Total Physical Response, pantomime, and dramatization, are incorporated into the story-reading experience.



Page 26 Use Think-Pair-Share to ask the students: **Where is ice cream sold?** Provide the students with the following sentence stem: **Ice cream is sold in [stores].**

Page 28 Use Think-Pair-Share to ask the students: **What do you think the ice-cream vendor is going to do with the waffles?** Pantomime scooping ice cream into a cone.



STaR Celebration

Cooperative Learning: The students work together to create sentences using the STaR vocabulary words. Teams are rewarded for their efforts with team celebration points.

- 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.

Random Reporter →

- Use Random Reporter to select students to share their sentences with the class.

Team Celebration Points →

- Award team celebration points to students who successfully share a complete sentence.

Oral-Language, Vocabulary, and Writing Skills Development: Vocabulary is reinforced as the students write sentences using the STaR words.

STaR Writing

Emergent writing strategies are taught and modeled. The students are encouraged to use the strategies to write words that they do not know how to spell.

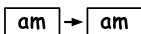
Writing Strategies Bank



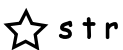
Draw a Picture



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.**

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 one of my favorite flavors 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.

On day 2, the students work with their partners to write sentences that tell their favorite parts of the story.

On day 3, the students are engaged in an Adventures in Writing activity during STaR time. They use the writing strategies that they have learned during STaR writing.

Suggested writing strategies:

is	Say-Spell-Say
my	Remember a Word
favorite	Draw a Line
kind	Stretch-and-Count placeholders and full sound 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.
- Award team celebration points to students who successfully share a complete sentence.



Team Celebration Points →

Teachers use a fun activity called Alphie’s Question Quiz to collect oral-language samples to monitor language development.

Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. 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!**

Lesson 7 Day 1

- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Use the second question with another student if time allows.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.

Team Celebration Points →

Alphie's Questions:

Where is ice cream made?

What are some of the ingredients in ice cream?

Fostering Richer Language

→ A process for facilitating richer language guides teachers to help the students generate complete and/or elaborated sentences.

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>factory</i>	Good answer. Can you say that in a complete sentence? <i>Ice cream is made in a factory.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Ice cream is made in a factory."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Ice cream is made in a factory.</i>	Good answer. Can you add some details to your sentence? <i>Ice cream is made in a big factory with lots of special machines.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What can you tell about the ice cream factory?</i>

→ The final response is rated using a rubric. Rubric scores are recorded on the teacher cycle record form.

Oral-Language Scoring Rubric

- 0 – The student does not respond, or the response does not make sense.
- 1 – The student responds with a word or a phrase that makes sense.
- 2 – The student responds in a complete sentence that makes sense.
- 3 – The student responds in a complete sentence(s) that makes sense and includes details.

Team Celebration

Cooperative Learning: At the end of each day, teachers share the number of team celebration points that each team has earned so far. The students are encouraged to work together the next day to earn more points for their team.

- Add up the total number of team celebration points for each team. Remind the students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.



Read & Respond



Homework

Have the students read the words and sentences on the inside front cover of the Shared Stories to family members several times. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.