Lesson 31

At a Glance

FastTrack Phonics

Days 1 and 2:
New sound: /oa/

Day 3:
New sound: /ur/

Shared Story

Shared Story:
Ride a Bike
by Wendie Old and Laura Burton Rice

Review Sound:
/ie/

Strategies/Skills:
Previewing
Predicting

STaR

STaR Story:
Vera Rides a Bike
by Vera Rosenberry

Students will identify the sequence of events in the story and why the author wrote the story in this order.

Students will use the Writing Strategies Bank to write a sentence with one or more STaR vocabulary words.

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

Adventures in Writing

Students will write directions for riding a bicycle.

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

Students will provide feedback to their partners to help them make their sentences more interesting.

Students will use the Editing Checklist to check their own work and their partners’ work to identify and correct errors.

Clear instructional objectives help teachers guide instruction and align to the CCSS.

For example:
- Literacy.W.1.7
- Literacy.L.1.2
- Literacy.SL.1.1
- Literacy.L.1.1

Shift 1: Balancing Informational and Literary Texts

The CCSS require that students read a wide range of informational and literary texts in many genres. SFA offers a wide range of texts to fit this criterion.

At a Glance serves as the table of contents for the lesson.
Day 1

You will need:

Team Celebration
Super Team, Great Team, and Good Team celebration certificates earned in lesson 30
Cooperative Learning Cue Cards

FastTrack Phonics
Phonics picture cards from section 54*
Alphie puppet
Letter-Blending Cards*
Green index cards, paper, or tagboard*
Partner Practice Booklet 6
Reading Reels for Roots DVD*

Shared Story
Shared Story 31: Ride a Bike
Language development cards for lesson 31*
Key card for “i_e”*
Word cards*
Reading Strategy Cue Cards
Reading Reels for Roots DVD*

STaR
STaR story: Vera Rides a Bike
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 30. 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.

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.

Shift 3: Staircase of Complexity
Students are placed at just the right level of instruction to ensure that they are motivated to grow and advance on the staircase of complexity as defined by the CCSS.
Lesson 31  Day 1

**FastTrack Phonics**

Presenting /oa/

**Break-It-Down**

- Say a word, and ask the students to repeat it. Then the students will say the word in Alphie Talk and count the sounds. Provide support as needed.

<table>
<thead>
<tr>
<th>Word</th>
<th>Alphie Talk</th>
<th>Number of Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>floats</td>
<td>/f-l-oa-t-s/</td>
<td>(5)</td>
</tr>
<tr>
<td>smoke</td>
<td>/s-m-o-ke/</td>
<td>(4)</td>
</tr>
<tr>
<td>socks</td>
<td>/s-o-ck-s/</td>
<td>(4)</td>
</tr>
<tr>
<td>tops</td>
<td>/t-o-p-s/</td>
<td>(4)</td>
</tr>
<tr>
<td>whale</td>
<td>/wh-a-le/</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Class Review—Sounds and Words**

**Video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for /oi/. Let's take another look at our key card in action to remember the sound. After playing the segment, ask the students what sound the letters make.

**Review sounds**—Review the letter-group frieze, pointing to the letter groups in a mixed order. Use the front or back of the key cards to review any sounds that the students do not know instantaneously. Point to or show each letter phrase and writing cue for any letters about which the students are hesitant.

**Model Stretch and Read**—Stretch and read the words below. Use the Finger Detective to cover the ending or break the word into parts.

- sledding
- boil
- bite

**Partner Practice—Sounds and Words**

- Ask the students to practice their letter sounds using the top two boxes on the first page of their Partner Practice Booklets. Have them write down any letters or letter groups that they have trouble with in their partner writing books.

- Next ask the students to turn to page 8 in their Partner Practice Booklets, and have them read the words in the top box with their partners. Have partners initial each other's books when each reader has read each word correctly twice. After the students have read the words, have them make up sentences that use the words. This will help the students recognize words in their Partner Practice Booklets as words they already know and use.
Challenge sentence—When both students in a partnership have successfully read all the words in the top box and have made up sentences, they may go on to read the challenge sentence in the middle box. This is an optional activity.

- Monitor the students as they read together. When partners have finished:
  - review any letters that the students seemed to have trouble with during Partner Practice;
  - randomly choose a partnership to read the word box together;
  - have a partnership share a sentence they created; and
  - have a partnership volunteer to read the challenge sentence.
- Award team celebration points to partners who read words or shared sentences successfully.

Quick Erase

- Use the following sequence:
  paw...jaw...jam...ham...hay...day...lay...ray...gray
- To add challenge, tell the students what the next word will be, and ask them what letters you should change to make the word, or allow the students to do the writing themselves on mini dry-erase boards or chalkboards.

Hear the New Sound

- Sound words—Say each of the words below, and have the students repeat them.
  goat load goal
- Ask: What sound can you hear in those words? /oa/. Say each word again, and have the students repeat each one. Stretch the /oa/ sound in each word.

Key picture—Show the key card for “oa.” Let’s look at this picture card to learn more about our sound for the day. This is a picture of a goat in a boat. “Goat in a boat.” Let’s say that sentence together. /Goat in a boat/ Say each word in the phrase, and ask the students to repeat it. Stretch the /oa/ sound in each word.

Introduce the Letter Group

- 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 shapes and sound go together. After playing the segment, ask the students what sound the letters make.
Lesson 31  **Day 1**

- Build a strong connection between the picture and the letters. Point to the letter group “oa” in the picture. **When I look at the letters “oa,” I think about the phrase “Goat in a boat.”** Run your finger over the “oa” as you repeat the sound /oa/ three times. **Look really hard at the “oa,” and imagine seeing the goat in a boat.** Flip the card over so the students can only see the letters “oa.” **What do these letters say? [responses]** Stretch the /oa/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /oa/ when we see these letters. When I point to “oa,” I want you all to say:**

  /oa/ “Goat in a boat.” “oa”

- Post the picture side of the key card for “oa” in the letter-group frieze.

**Stretch and Read with the New Sound**

**With the teacher**—Use the Letter-Blending Cards to spell each word using a pocket chart. Stretch and read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

  coat goat road

**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 8 in their Partner Practice Booklets and read the words in the bottom box together. Partners will check each other’s work.

- When the students have finished, choose a partnership randomly, and have them read the words together.

- Award team celebration points to partners who read the words successfully.

**Write Letters and Words**

**Write letters**—Make the sound for each of the letters listed below. Have the students write the letters in their partner writing books. Have partners check each other’s work after you have presented the whole list, and then have the class say the letter names for you as you write the letters on the board.

/ee/ as in tree /or/ as in horse /oy/ as in toy
/_y/ as in happy /ue/ as in blue /oi/ as in join

**Write words**—Have the students use Stretch and Spell to write the following words. Use each word in a simple oral sentence, if necessary, to make sure that the students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class stretch and spell the words together to tell you what to write on the board.

  boat coat road
  load coal soap
Lesson 31  Day 1

Shared Story

Previewing

• Let’s preview the story by thinking about the title and the cover picture. Remember, this will help us understand the story better when we read it.

• Display the book. The title of this story is *Ride a Bike*. I see Vick (point) riding a bike. It looks like his dad (point) is trying to help him. Vick must be learning to ride a bike for the first time!

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 3. *It looks like Vick is ready to take off on his new bike! I wonder if he’ll be able to ride?* Display page 5. *Uh oh! It looks like Vick fell! We’ll have to read the rest of the story to see if Vick finally learns to ride.*

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 31 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.

Word Presentation

• Let’s practice the special letter group we’ll see a lot of in today’s story. Play the Animated Alphabet segment for lesson 31 of *Reading Reels for Roots*, or display the key card for “i_e.”

• Now let’s practice reading some words. Show the video segments for Finger Detective and Sound It Out.
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• Select three to five Green Words to stretch and read with the students. Explain that “al” in “pedals” and the “le” in “handles” are pronounced the same way.

• Use Say-Spell-Say to introduce the Red Words. Post the words on the word wall; then keep the Red Words posted until the

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.

• Present the story’s readles one at a time, stating the words and asking the students to

Partner Word and Sentence Reading

• Have the students sit with their assigned partners. Distribute the Shared Stories, and ask the students to 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.

Guided Partner Reading

• Now we’re ready to read the story with our partners.

• Make sure that each partnership has a Reading Strategy Cue Card to refer to while they are reading.

• Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.

• Follow the Guided Partner Reading steps to lead the class through a reading of the entire book.

  1. The teacher reads the teacher text for page 1.
  2. Partner A reads the first page of the student text. Partner B helps and retells.
  3. The partners reread in unison for fluency.
  4. The teacher leads a short discussion of the page to check comprehension using the questions at the bottom of the page. As a part of this discussion, partners share a word that was difficult for them and the strategy they used to read it.
  5. The whole class reads the page in unison. (optional)
  6. Partner B reads the next page of the student text. Partner A helps and retells.

Green Words
ride tired saw
riding I’ve hugged
mine fine looked
its how helmet
tried pedals handles
running

Red Words
pushed try who over
beside

Readles
school eyes

Monitor

Teacher Shared Story

Foundational Skills for Reading
Grade 1
3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
   b. Decode regularly spelled one-syllable words.
   c. Know final -e and common vowel team conventions for representing long vowel sounds.
   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
   e. Decode two-syllable words following basic patterns by breaking the words into syllables.
   f. Read words with inflectional endings.
   g. Recognize and read grade-appropriate irregularly spelled words.

Foundational Skills for Reading
Grade 1
1. Demonstrate understanding of the organization and basic features of print.
   a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Lesson 31  **Day 1**

- Repeat steps 1–6 for the remainder of the pages, having the students alternate which partner reads first. Monitor partner reading to make sure that partners continue to alternate reading and retelling on each page and to ensure that they are helping each other effectively. Encourage the students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages on Day 2. Partner B begins to read the first page on Day 2.

**Teacher’s Note:** If the students do not finish the story on Day 1, you can complete Guided Partner Reading on Day 2, before starting Partner Reading.

**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.

- Ask the discussion questions listed on the inside back cover of your Shared Story. Have the students use the Think-Pair-Share strategy to discuss and listen to one another’s responses. Call on different partnerships to share their answers with the class.

1. **How did Dad help Vick learn to ride a bike?** *He held the bike while Vick pedaled.*

2. **Why did Dad and Vick go to the school?** *The lot at the school was flat. It was easier to ride on.*

3. **Did Vick learn to ride his bike?** *He could ride a little, but he could not stop. He will need to practice.*

- Ask the students whether their predictions were accurate or the book surprised them.
- Choose two students to read for tomorrow’s Reading Celebration.
- Close with a quick review of the word wall.
Lesson 31  Day 1

**STaR Words**

pedals  coast
helmet  breaks

**STaR story:**
**Vera Rides a Bike**
Written and illustrated by Vera Rosenberry

**Summary:** When Vera’s tricycle is stolen, her parents fix up her older sister’s first bicycle for Vera. She learns to ride the two-wheeler without training wheels, but she needs her mother and father to help her stop. Vera goes to the playground by herself when everyone else is busy. On a dare from a boy at the playground, Vera proudly rides her bike all by herself. Unfortunately, she falls off when she tries to brake without help. Vera returns home exhausted but pleased with her newfound skill.

**Teacher’s Note:** The pages of this book are not numbered. Page 2 begins with the text “One fragrant spring day….”

**Preview**

- Display the front cover of the book, and read the title and author while encouraging the students to make predictions. 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, without giving away the ending. Review the underlined STaR words as appropriate.

- Cover: **The name of the book is Vera Rides a Bike.** Look at the illustration on the front cover. Point to the bike. **This is a bike.** A bike is a vehicle with two wheels that children like to ride. I see a little girl on the bike. Who do you think this girl is? Wait for the students’ responses. Yes, I think this is Vera, the girl in the story.

- Pages 2 and 3: Vera is riding a tricycle. This red tricycle is different from the bike we saw on the cover. Why do you think Vera’s riding a tricycle when the story is called **Vera Rides a Bike?** Wait for the students’ responses.

- Page 11: Now Vera is on a big blue bike. It looks like this bike is too big for her. I wonder whose bike this one is.

- Pages 14 and 15: **What’s happening on these pages?** Wait for the students’ responses. It looks like Vera is learning to ride a small green bike.

- Page 24: **What’s happened to Vera?** Wait for the students’ responses. Vera falls off her bike. I’m glad she has her helmet on. Point to the helmet on Vera’s head. Why is it a good thing that Vera is wearing a helmet?
Lesson 31  **Day 1**

- 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.

<table>
<thead>
<tr>
<th>STaR Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word</strong></td>
</tr>
<tr>
<td>pedals</td>
</tr>
<tr>
<td>coast</td>
</tr>
<tr>
<td>helmet</td>
</tr>
<tr>
<td>brakes</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Background Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word</strong></td>
</tr>
<tr>
<td>bike</td>
</tr>
<tr>
<td>park</td>
</tr>
<tr>
<td>ride</td>
</tr>
<tr>
<td>stop</td>
</tr>
</tbody>
</table>
Lesson 31  Day 1

This book is about a girl who learns to ride a bike. A bike is something with two wheels, a seat, and pedals that you ride. Many children learn to ride a bike when they are about six or seven years old. When you ride a bike, you sit on the seat and push the pedals to make the bike move. Have you learned how to ride a bike? The students can respond with a show of hands. Invite several students to tell about learning to ride a bike. If the students have difficulty, prompt them with questions such as: Who helped you learn to ride a bike? What did you do first? Where did you ride your bike?

Vera, the girl in the story, goes to the park with her mother. A park is a place that has lots of grass, trees, and open space for people to walk and play. Do you go to a park? The students can respond with a show of hands. Invite the students to tell about their experiences.

In the story, it is hard for Vera to learn to stop her bike by herself. When you stop a bike, it doesn’t move any more. It is hard to stop a bike when you’re learning to ride.

Interactive Reading

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

Page 2  In the story, Vera pushed the pedals up and down to make her tricycle go. “Pedals” is one of our STaR words. The pedals are the part of the bike that connect to the wheels and make them go around. The rider puts his or her feet on the pedals and pushes them to make the bike move.

Page 7  Use Think-Pair-Share to ask the students: Why does Vera feel sick? Her bike is gone. I think I would feel that way too if something I loved disappeared.

Page 9  No one found Vera’s bike. Use Think-Pair-Share to ask the students: What do you think Vera will do when she gets home?

Page 11  Vera’s sister has a big blue bike. It’s too big for Vera, but Elaine lets her practice balancing on it. Use Think-Pair-Share to ask: Why does Vera’s sister let Vera practice balancing on her bike? Why does Vera’s sister let Vera practice balancing on her bike? Wait for the students’ responses.

Because Elaine’s bike is too big for Vera, Vera can’t reach the pedals to make the bike go. So Vera pushed the bike forward with her feet and lifted her feet up so she can coast. There’s another STaR word. Let’s look at the picture and see if it helps us understand what it means to “coast” on a bike. Use Think-Pair-Share to ask: What do you think it means for Vera to “coast” on Elaine’s bike? Wait for the students’ responses. When Vera coasts on the bike, she glides along without using the pedals to make the bike move.
Lesson 31  Day 1

Vera wants to ride the green bike right away. Point to Vera's helmet. But before she does, she puts on her helmet. “Helmet” is a STaR word. Use Think-Pair-Share to ask the students: What is a helmet? Wait for the students’ responses. A helmet is a hard hat that covers your head to protect your head when you ride a bike, rollerskate, or do other things where you might fall and hit your head. Raise your hand if you have a helmet that you wear when you ride a bike.

Our STaR word “pedal” has two meanings. Use Think-Pair-Share to ask the students: What did we learn that pedals are? Wait for the students’ responses. We learned that the pedals are the part of a bike that connects to the wheels. But when Vera learns to pedal the bike, it means she learns to use her feet to push and make the bike move. Show how you would pedal the bike if you were Vera.

Use Think-Pair-Share to ask the students: What might happen when Vera goes to the school yard to ride her bike alone?

Use Think-Pair-Share to ask the students: Why can’t Vera go home? Wait for the students’ responses. Vera doesn’t know how to stop the bike by herself. What will she do?

As long as Vera’s bike is moving, she can stay up. When it stops, she will fall over because she hasn’t learned how to stop by herself yet. Use Think-Pair-Share to ask the students: How does Vera think she can solve her problem? Wait for the students’ responses. She decides she’ll have to use the brakes to stop herself. “Brakes” is one of our STaR words. Brakes are the part of the bike that makes it stop.

Use Think-Pair-Share to ask the students: Why did Vera steer into the kite-flying field? Wait for the students’ responses. She knew she would fall, and the kite-flying field would be a soft place to fall. It’s a good thing Vera’s wearing a helmet. It kept her safe from being hurt. Use Think-Pair-Share to ask the students: What do you think Vera will do when she gets home?

Use Think-Pair-Share to ask the students: How do you think Vera feels about being able to ride her new bike?

STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
  
  Let’s cel-ebrate a word we’ve learned.

  We’ll make a sentence. It’s our turn.
Lesson 31  **Day 1**  

- Say the STaR words again. Ask the students to pick STaR words and discuss the words they choose in their partnerships or teams. Tell the students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships or teams.

- Challenge the students to work with their partners to create sentences that contain two of the STaR words.

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

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

**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
- Sound Spelling

- Restate each of the STaR words.

- Model writing a sentence that contains two of the STaR words. Use the strategies from the Writing Strategies Bank as needed, with an emphasis on the Sound Spelling, Write Sounds that You Know, and Remember a Word strategies. **I will write a sentence with two of the words. My sentence is, “Sometimes when I ride my bike, I like to ignore the brakes and just coast along the road.”**

- Ask for student input on ways to make your sentence more interesting. Revise your sentence using some of the students’ suggestions.
Lesson 31  Day 1

- Tell the students to work with their partners to think of sentences that they will write using the STaR words. Encourage the students to help their partners add details to their sentences to make them more interesting.

- Allow time for the students to write their sentences in their partner writing books. Circulate as they write, discussing with the students the strategies that they have used.

- Select one or two students to share their written sentences with the class. Try to select students who have used more than one STaR word in their sentences. Display the writing on a special writing celebration bulletin board.

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

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!

  - 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 the student a cheer.

  - Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.

  - Use the second question with another student if time allows.

Alphie’s Questions:

  Why does Vera push the pedals up and down?

  How does Vera coast on her sister’s bike?
Lesson 31  **Day 1**

### Fostering Richer Language

<table>
<thead>
<tr>
<th>Student Response</th>
<th>Teacher Prompt</th>
<th>If further prompting is needed...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student responds in an incomplete sentence. <em>make the tricycle go</em></td>
<td>Good answer. Can you say that in a complete sentence? <em>She pushes the pedals to make the tricycle go.</em></td>
<td>If the child is unable to respond in a sentence, model a sentence for him. <em>We can say, “She pushes the pedals to make the tricycle go.”</em></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate sentence. <em>She pushes the pedals to make the tricycle go.</em></td>
<td>Good answer. Can you add some details to your sentence? <em>She pushes the pedals to make her tricycle go in the park.</em></td>
<td>If the child is unable to add details, prompt with a question about the sentence. <em>Where does Vera ride her tricycle?</em></td>
</tr>
</tbody>
</table>

### 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 that makes sense and includes details.

### Team Celebration
- 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 celebration points earned with a cheer for each team.

### 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.
Lesson 31

Day 2

You will need:

FastTrack Phonics
Phonics picture cards from section 54*
Cami puppet
Partner Practice Booklet 6
Reading Reels for Roots DVD*

Shared Story
Shared Story 31:
Ride a Bike
Reading Strategy Cue Cards
Fluency Flyers
Reading Reels for Roots DVD*
Reading Celebration certificates

STaR
STaR story:
Vera Rides a Bike
Story map poster*
Writing Strategies Bank (teacher created)
Partner writing books (teacher acquired)

*Not needed for interactive whiteboard users

Check Day 1 Homework
Check each student’s Read & Respond form. Award team celebration points to students who have completed their homework.

FastTrack Phonics
Presenting /oa/

Say-It-Fast (optional)

- Say each sound in the words listed below. Have the students blend the sounds into words.

/b-oa-t/ boat /t-ea-m-s/ teams
/c-oa-s-t/ coast /b-ai-t/ bait
/b-ea-t/ beef /d-e-s-k/ desk

Class Review—Sounds and Words

Review sounds—Review the letter-group frieze, pointing to the letter groups in a mixed order. Use the front or back of the key cards to review any sounds that the students do not know instantaneously. Point to or show each card quickly. Review the letter phrases and writing cues for any letters about which the students are hesitant.

Model Stretch and Read—Choose three green cards from previous lessons. Stretch and read the words with the class.
Partner Practice

- Ask the students to practice their letter sounds using the top two boxes on the first page of their Partner Practice Booklets. Have them write down any letters or letter groups that they have trouble with in their partner writing books.

- Next ask the students to turn to page 9 in their Partner Practice Booklets, and have them read the words in the top box with their partners. Have partners initial each other's books when each reader has read each word correctly twice. After the students have read the words, have them make up sentences that use the words. This will help the students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge sentence—When both students in a partnership have successfully read all the words in the top box and have made up sentences, they may go on to read the challenge sentence in the middle box. This is an optional activity.

- Monitor the students as they read together. When partners have finished:
  - review any letters that the students seemed to have trouble with during Partner Practice;
  - randomly choose a partnership to read the word box together;
  - have a partnership share a sentence they created; and
  - have a partnership volunteer to read the challenge sentence.

- Award team celebration points to partners who read words or shared sentences successfully.

Quick Erase

- Use the following sequence:
  
  join...coin...coil...oil...boil...foil

- To add challenge, tell the students what the next word will be, and ask them what letters you should change to make the word, or allow the students to do the writing themselves on mini dry-erase boards or chalkboards.

Hear the New Sound

Sound words—Say each word, and have the students repeat it. Emphasize the vowel sound /oa/ in each of the following words:

  coat  road  goat

- Ask the students to identify the sound that they hear in all three words.

Key picture—Show the students the “oa” key card. What do you say when you see this picture? /responses/ That’s right, “Goat in a boat.” Flip the card over so the students can only see the letters “oa.” What sound do these letters make? /oa/.

Yes, the sound is /oa/ /oa/.
Lesson 31  **Day 2**

**Stretch and Read with the New Sound**

**With the teacher**—We’re going to practice reading words with the /oa/ sound. Write each word on the board, and stretch and read it with the students:

- road
- load
- soak

**With a partner**—Have the students turn to page 9 in their Partner Practice Booklets and read the words in the bottom box together.

- Monitor the students as they read together. Have the students initial one another’s books after each reader has read the words correctly twice. Partners will check each other’s work.
- When the students have finished, choose a partnership randomly, and have them read the words together.
- Award team celebration points to partners who read the words successfully.

**Write Words and Sentences**

**Write words**—Show the “oa” key card, and explain that some of the words the students will write will use the /oa/ sound. Other words they write will use different letters for the long o sound.

- Have the students use Stretch and Spell to write the words below. Use each word in a simple oral sentence, if necessary, to make sure that the students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class stretch and spell the words together.

  - Tell the students to use /o_e/ as in joke.
    - hope  hoped
  - Tell the students to use /ow/ as in snow.
    - show  own
  - Tell the students to use /oa/ as in goat.
    - float  *floating

**Write a sentence**—Tell the students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence:

  I saw a boat floating in the lake.

- Discuss the meaning of the sentence briefly. Have partners work separately and write the sentence in their partner writing books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board.
- Award team celebration points to partners who correctly tell you how to write the sentence.
Lesson 31  Day 2

Shared Story

Story Review

- Yesterday we read a new story. I want to see how much you remember about that story. Review the title of the story and the characters with the students. Ask the following review questions. Call on different partnerships to share their answers with the class. (T-P-S)

1. Why did Dad give Vick a bike? [Dad gave Vick a bike because Vick had raked leaves.]
2. How did Dad help Vick to ride? [Dad held Vick’s bike by the seat and ran along beside him.]
3. What will Vick have to do to learn to ride? [Vick will have to practice and learn how to use the brakes to stop.]

Partner Word and Sentence Reading

- Have the students sit with their assigned partners.
- Distribute the Shared Stories, and have partners take turns reading the words and sentences on the inside front cover.
- Monitor the partners as they read to each other. Make sure that the partners switch roles so each has a chance to read while the other listens and monitors.
- As you visit partnerships, listen for pairs of partners who can read the entire list of story words accurately. Place a sticker beside the story title on each student’s Fluency Flyer.
- Award team celebration points to partnerships who earned stickers on their Fluency Flyers.

Partner Reading

**Teacher’s Note:** Before beginning Partner Reading, complete if you were unable to do so on Day 1.

- Today you are going to read the whole story with your partner. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)! Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have the students read the entire story, alternating sentences with their partners. Remind the students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind the students to sound out words that they find difficult. Model partner helping as needed. Have the students reread the page until they read every word accurately.

Ride a Bike

Story by Wendie Old and Laura Burton Rice
Illustrations by Jennifer Clark
Lesson 31  **Day 2**

- As you monitor the students, record rubric scores for several students on the teacher cycle record form for:
  - accuracy,
  - the use of word strategies introduced so far,
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award team celebration points if both partners are able to read the page without any errors.

**Partner Story Questions**

- Have the students turn to the inside back cover of the Shared Story. Discuss and model how the students will read and answer the comprehension statements and questions with their partners. Model writing an answer with the class before the students begin writing individually. Do not complete the activities as a class.
- Circulate to monitor partner work. When the class is finished, have partners share their written answers.

**Reading Celebration**

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 2 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students’ voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 31.

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**Foundational Skills for Reading  Grade 1**

4. Read with sufficient accuracy and fluency to support comprehension.
   - Read grade-level text with purpose and understanding.
   - Read grade-level text orally with accuracy, appropriate rate, and expression.
   - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Lesson 31  Day 2

STaR

STaR Review

Review the title and author of the story as you display the front cover. Ask the following questions. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.

Display the cover of the book. **What is the title of this story?**  
*The title is Vera Rides a Bike.*  
*When Vera pushed the pedals on her tricycle, what lets you know that she liked riding it?*  
*Vera whistled a cheery tune while she rode her tricycle in the park.*  
*Have you ever ridden a tricycle or bike? How did you feel when you rode it?*

Display page 5.  
*What did Vera and her mother do while they were in the park? What do you like to do in a park?*

*Why did Vera coast on Elaine’s big blue bike?*  
*Vera coasted on Elaine’s bike because it was too big for Vera to pedal.*  
*Have you ever coasted on a bike? What was that like?*

Display page 11.  
*Vera looks like she’s having fun on Elaine’s bike. Why do you think Elaine helps Vera ride the big bike?*

*What surprise did Vera’s father have for Vera?*  
*He fixed Elaine’s first bike for Vera.*  
*Have you ever been surprised? What was the surprise?*

*Why did Vera’s mother give her a new white helmet?*  
*Vera’s mother gave her a helmet to protect Vera’s head in case she fell.*  
*Have you ever worn a helmet when you did something? When did you wear a helmet?*

Display page 17.  
*Vera went to the school yard alone to ride her bike. Would you go to ride your bike by yourself if you were Vera? Why or why not?*

*Why did Vera call for Norman?*  
*She wanted to go home; she wanted Norman to help her stop her bike.*  
*Have you ever asked someone to help you do something? What did you ask for help with?*

Display page 22.  
*Vera needs someone to help her stop. How can she stop without someone to help?*

*What happened when Vera used the brakes on her bike?*  
*When Vera used the brakes, the bike stopped, and she fell off.*  
*Have you ever fallen down? What happened?*

*How did Vera feel after she got home and into bed?*  
*Vera felt tired but happy about riding her bike by herself.*
Lesson 31  **Day 2**  

**Structure Review**
Display and review the story map with the students. Tell the students what each part of the map means (title, characters, setting, problem, solution, and important event(s)).

- Ask the students to help you identify the elements of the story map in the STaR story.
- **WGR:** The title tells us the name of the story. What is the title of the story? [Vera Rides a Bike.]
- **T-P-S:** Where did the story happen? What is the setting? [This story has three different settings: the park, Vera’s house, and the school yard.]
- **T-P-S:** Who are some of the characters in the story? [Vera, her mother; her father, and Elaine.]
- **T-P-S:** What is the problem in the story? [There are two problems in this story. One problem is that Vera’s tricycle disappears. The other bigger problem is that Vera wants to learn to ride a bike by herself.]
- **T-P-S:** What was the solution? How was the problem solved? [Vera goes off by herself to ride her bike.]
- **T-P-S:** When an author writes a story, events happen in a certain order so the story makes sense. One important event in the story is that Vera’s sister, Elaine, lets Vera practice balancing on Elaine’s bike. What are some other important events in the story? [Vera’s father helped her ride the new bike. Vera went to the school yard by herself and rode her bike. Vera knew she would fall if she tried to stop, but she was brave and used the brakes to stop.]

**Retell**
- Extend understanding about story details by using one of the following retell activities.

**Option 1: Interactive Story Circle**
- Have the students sit in a circle, ensuring that partners sit next to each other.
- Open the book to the first page, and tell what happened on the page in a single sentence.
- Pass the book to the next partnership, and have them make a sentence about the next page. Continue until the entire story has been retold.

**Examples:**
- Page 2: This is Vera riding her tricycle.
- Pages 4 and 5: Vera and her mother stopped at the fountain.
Lesson 31  **Day 2**

Option 2: Reread the story.

- Ask the following questions as you reread the story. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.
  
  Why did Vera’s father give Vera the green bike before her birthday?

  Why did Vera look for Norman when she rode her bike at the school yard?

**STaR Celebration**

- Introduce the celebration.

- Ask the students to discuss the retell in their partnerships or teams. Ask the students to pick a favorite part of the book (e.g., character, event, etc.). Tell the students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask them to share their sentences in their partnerships or teams.

- Ask them to tell to which part of the story map their sentences relate.

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

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

**STaR Writing**

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<thead>
<tr>
<th>Writing Strategies Bank</th>
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<tbody>
<tr>
<td><img src="image.png" alt="Image" /></td>
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<tr>
<td>Draw a Picture</td>
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<tr>
<td>Draw a Line</td>
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<td><img src="image.png" alt="Image" /></td>
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<tr>
<td>Find and Copy a Word</td>
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<td><img src="image.png" alt="Image" /></td>
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<tr>
<td>Write Sounds That You Know</td>
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<td><img src="image.png" alt="Image" /></td>
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<tr>
<td>Remember a Word</td>
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<td>Say-Spell-Say</td>
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<td><img src="image.png" alt="Image" /></td>
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<tr>
<td>Stretch and Count</td>
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<td><img src="image.png" alt="Image" /></td>
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<tr>
<td>Sound Spelling</td>
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</tbody>
</table>
Lesson 31  Day 2  

- Explain to the students that they will now write sentences about their favorite parts of the story.
- Model writing your own complete sentence with one of the words, using strategies from the Writing Strategies Bank as needed by your students.
- Allow time for the students to write their own sentences in their partner writing books. Circulate as they write, discussing the strategies that the students have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used the strategies that you have introduced. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

**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!*
- 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 the student a cheer.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

**Alphie’s Questions:**

What happens to Vera when she uses the brakes for the first time at the school?
How did Vera finally stop the bike?
Lesson 31  **Day 2**

### Fostering Richer Language

<table>
<thead>
<tr>
<th>Student Response</th>
<th>Teacher Prompt</th>
<th>If further prompting is needed...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student responds in an incomplete sentence. <em>falls</em></td>
<td>Good answer. Can you say that in a complete sentence? <em>Vera falls off her bike.</em></td>
<td>If the child is unable to respond in a sentence, model a sentence for him. <em>We can say, “Vera falls off her bike.”</em></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. <em>Vera falls off her bike.</em></td>
<td>Good answer. Can you add some details to your sentence? <em>Vera falls off her bike and lands in the long, soft grass.</em></td>
<td>If the child is unable to add details, prompt with a question about the sentence. <em>Where does she land?</em></td>
</tr>
</tbody>
</table>

**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 that makes sense and includes details.

**Team Celebration**

- 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 celebration points earned with a cheer for each team.

**Homework**

Have the students read partner story questions and discuss the answers with 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.
Lesson 31

Day 3

You will need:

**FastTrack Phonics**
- Phonics picture cards from section 55*
- Alphie puppet
- Reading Reels for Roots DVD*
- Partner Practice Booklet 6
- Letter-Blending Cards*
- Green index cards, paper, or tagboard*

**Shared Story**
- Shared Story 31: Ride a Bike
- Reading Strategy Cue Cards
- Fluency Flyers
- Partner Practice Booklet 6
- Letter-Blending Cards*
- Green index cards, paper, or tagboard*

**Adventures in Writing**
- Alphie puppet
- Alphie’s writing paper (teacher prepared)*
- Editing Checklist
- Anchor Standards for Writing Research to Build and Present Knowledge
- Writing Strategies Bank (teacher created)
- Partner writing books (teacher acquired)

*Not needed for interactive whiteboard users

Check Day 2 Homework
Check each student’s Read & Respond form. Award team celebration points to students who have completed their homework.

FastTrack Phonics
Presenting /ur/

Break-It-Down
- Say a word, and ask the students to repeat it. Then the students will say the word in Alphie Talk and count the sounds. Provide support as needed.

- bean /b-ea-n/ (3)
- flight /f-l-igh-t/ (4)
- hole /h-o-le/ (3)
- jeep /j-ee-p/ (3)
- bee /b-ee/ (2)
- made /m-a-de/ (3)

Class Review—Sounds and Words

**Video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for /oa/. Let’s take another look at our key card in action. This will help us remember the sound. After playing the segment, ask the students what sound the letters make.
Lesson 31  **Day 3**

**Review sounds**—Review the letter-group frieze, pointing to the letter groups in a mixed order. Use the front or back of the key cards to review any sounds that the students do not know instantaneously. Point to or show each card quickly. Review the letter phrases and writing cues for any letters about which the students are hesitant.

**Model Stretch and Read**—Stretch and read the words below. Use the Finger Detective to cover the ending or break the word into parts.

\[
dive \quad road \quad started
\]

**Partner Practice—Sounds and Words**
- Ask the students to practice their letter sounds using the top two boxes on the first page of their Partner Practice Booklets. Have them write down any letters or letter groups that they have trouble with in their partner writing books.
- Next ask the students to turn to page 10 in their Partner Practice Booklets, and have them read the words in the top box with their partners. Have partners initial each other’s books when each reader has read each word correctly twice. After the students have read the words, have them make up sentences that use the words. This will help the students recognize words in their Partner Practice Booklets as words they already know and use.

**Challenge sentence**—When both students in a partnership have successfully read all the words in the top box and have made up sentences, they may go on to read the challenge sentence in the middle box. This is an optional activity.

- Monitor the students as they read together. When partners have finished:
  - review any letters that the students seemed to have trouble with during Partner Practice;
  - randomly choose a partnership to read the word box together;
  - have a partnership share a sentence they created; and
  - have a partnership volunteer to read the challenge sentence.
- Award team celebration points to partners who read words or shared sentences successfully.

**Quick Erase**
- Use the following sequence:
  \[
  \text{loan…load…toad…road…roam…foam…foal}
  \]
- To add challenge, tell the students what the next word will be, and ask them what letters you should change to make the word, or allow the students to do the writing themselves on mini dry-erase boards or chalkboards.
Lesson 31  **Day 3**  ........................................................................................................

**Hear the New Sound**

**Sound words**—Say each of the words below, and have the students repeat them.

- turn
- burn
- curl

- Ask: **What sound can you hear in those words?** /ur/. Say each word again, and have the students repeat each one. Stretch the /ur/ sound in each word.

**Key picture**—Show the key card for “ur.” **Let’s look at this picture card to learn more about our sound for the day.** This is a picture of a nurse with a purse. **“Nurse with a purse.”** Let’s say that phrase together. /Nurse with a purse./ Say each word in the phrase, and ask the students to repeat it. Stretch the /ur/ sound in each word.

**Introduce the Letter Group**

**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 shapes and sound go together. After playing the segment, ask the students what sound the letters make.

- Build a strong connection between the picture and the letters. Point to the letter group “ur” in the picture. **When I look at the letters “ur,” I think about the phrase “Nurse with a purse.”** Run your finger over the “ur” as you repeat the sound /ur/ three times. **Look really hard at the “ur,” and imagine seeing the nurse with a purse.** Flip the card over so the students can only see the letters “ur.” **What do these letters say?** /responses/ Stretch the /ur/ sound. Show the picture side of the card again. **Here’s a way to help us remember to say /ur/ when we see these letters.** When I point to “ur,” I want you all to say:

  /ur/ “Nurse with a purse.” “ur”

- Post the picture side of the key card for “ur” in the letter-group frieze.

**Stretch and Read with the New Sound**

**With the teacher**—Use the Letter-Blending Cards to spell each word using a pocket chart. Stretch and read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

- burp
- hurt
- curb

**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 10 in their Partner Practice Booklets and read the words in the bottom box together. Partners will check each other’s work.

- When the students have finished, choose a partnership randomly, and have them read the words together.

- Award team celebration points to partners who read the words successfully.
Lesson 31  Day 3

Write Letters and Words

Write letters—Make the sound for each of the letters listed below. Have the students write the letters in their partner writing books. Have partners check each other’s work after you have presented the whole list, and then have the class say the letter names for you as you write the letters on the board.

\[\text{/oo/ as in moon} \quad \text{/oi/ as in join} \quad \text{/er/ as in batter} \]
\[\text{/ue/ as in blue} \quad \text{/oy/ as in toy} \quad \text{/ur/ as in fur} \]

Write words—Have the students use Stretch and Spell to write the following words. Use each word in a simple oral sentence, if necessary, to make sure that the students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class stretch and spell the words together to tell you what to write on the board.

fur  hurt  burned

turn  burn  turning

Shared Story

Partner Word and Sentence Reading

- Have the students sit with their assigned partners. Distribute the Shared Stories, and have the students turn to the list of story words on the inside front cover.

- We’re going to practice reading words and sentences from the story together. Take turns reading each of the words with your partner. When you and your partner are finished, I want you to think about which word was the easiest to read and which word was the hardest to read. Then you can read the sentences.

- Have pairs read the words together. When they are finished, call on partnerships to tell you which words were easy to read and which words were hard. Encourage the students to share a strategy they used to read a difficult word.

- Award team celebration points to partnerships who share a strategy they used to read a difficult word.

Partner Reading

- Now we’re going to read the story with our partners, just like we did yesterday. Since we already know what happens in the story, we can use this time to practice reading in our best storytelling voices. A storytelling voice is nice and smooth. Let’s practice that today as we read the story together.

- Monitor the students as they participate in partner reading. Make sure that the students are taking turns, reading with expression, and retelling what happened on each page.

- Model specific reading strategies and reading with expression as necessary.
Lesson 31 Day 3

- As you monitor the students, record rubric scores for several students on the teacher cycle record form for:
  - accuracy,
  - reading smoothly and with expression,
  - the use of word strategies introduced so far,
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.

- If any student reads smoothly and expressively, place a sticker beside the story title on that student’s Fluency Flyer. Award team celebration points to any student who earned a sticker.

All Together Now

- You did a great job reading! Now we’ll all read the story together so we can show how well we can read. Let’s use a nice, clear voice that sounds as though we’re telling a story.

- Lead a Guided Group Rereading of the story. Focus on reading the story with rich expression. Celebrate by leading a class cheer. Choose two students to read for tomorrow’s Reading Celebration.

- Show the second Between the Lions segment for lesson 31.

STaR Vocabulary Review: Silly or Sensible?

- Read each sentence listed below, asking the students to think about whether it is silly or sensible. Explain that “sensible” means that the sentence makes sense.

- Think-Pair-Share: Was that sentence silly or sensible? Decide with your partner whether the sentence was silly or sensible and why.

- After providing time for partner discussion, ask the class: Was it silly or sensible? Show me with your hands. Ask the students to raise their hands normally if the sentence is sensible or in a silly way (e.g., wiggling fingers, flopping their wrists, etc.) if the sentence is silly.

- Call on a student to share his or her answer. If the sentence is silly, be sure to ask the student to tell why.
Lesson 31  Day 3

- Review word meanings with examples and definitions as necessary.
  1. Caroline uses the brakes to make her bike go faster. [silly]
  2. Celine put her helmet on before she got into bed. [silly]
  3. It’s important to stop and look both ways before crossing the street. [sensible]
  4. Austen ran carefully down the steps and fell and broke his arm. [silly]
  5. Kenisha’s homework was so easy that it took her three hours to finish it. [silly]
  6. T. J. wore a special hat when he washed his hair. [silly]
  7. Jake felt the rough bark on his legs when he climbed the tree. [sensible]
  8. Kyong refused to eat the delicious cake because it looked so good. [silly]
  9. When Jamaica finished reading her book, she put it on the table beside her chair. [sensible]
 10. Kris saw blossoms on the tree roots. [silly]

Adventures in Writing

Prewriting

- Have the students gather in front of the board. Introduce the activity. We’ve read two books about riding a bike. Today we’re going to write directions that explain how to ride a bike. Write “How to Ride a Bike” at the top of the chart paper.

- Model writing the directions in sequential order. I’ll write some numbers on my paper. Write the numbers 1–5 down the left side of the paper. These numbers will help me remember the things you do to ride a bike.

- Point to #1: Let’s see…number one. That means I should tell the first thing you do to ride a bike. What is the first thing you do? Use Think-Pair-Share to have the students respond. The students may have several different suggestions about the first thing you need to do. Acknowledge all suggestions; then pick one for an example. Now that I know my sentence, I’ll practice it a few times. “First put on your helmet.” Repeat the sentence two or three times. Have the class repeat the sentence. Next to the #1 on the chart, model writing the sentence using the writing strategies most needed by your students. Let’s read the sentence together.

- Let’s go to the next thing you do. Point to #2. What should you do next to ride a bike? Use Think-Pair-Share to have the students respond; then add the sentence to your list. [Example: “Next sit on the seat of the bike.”]

- Now you are going to do the same thing. You are going to talk with a partner about the things you do to ride a bike. You’ll practice saying each sentence a few times to make sure it’s right. You can use the same ideas that we did for steps 1 and 2, or you can think of different ones. You will need to think of new ideas for steps 3, 4, and 5.
Lesson 31  **Day 3**

**Partner Planning**
- Have the students sit with their partners. Guide them to think about and discuss each of the steps they take to ride a bike. Tell the students that they may think of more than five steps.
- Circulate as the students talk to make sure that they are discussing the steps in the sequence.
- Encourage the students to help their partners think of details that will make their sentences more interesting.

**Writing**

**Drafting**
- Have the students return to their seats and find a clean page in their partner writing books. Have the students write the title “How to Ride a Bike” at the top of their pages and then write the numbers 1–5 down the side of the page.
- Tell the students that it is their turn to start writing. Remind the students to write one step beside each number on the page.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that the students do not know how to write.

**Checking**

**Editing Checklist**
- Do all the sentences begin with a capital letter?
- Do all names begin with a capital letter?
- Do all sentences end with a period or an exclamation mark?
- Are words that we can write spelled correctly?

- Display the Editing Checklist chart, and review the items on the list. Add a new question, “Are there any missing words?” to the chart.
- **We have been using this Editing Checklist to help us remember all the things we can look for when we are checking our writing. What are some things that we have been checking for so far?** [Capital letters to begin sentences and names, periods and exclamation marks, and correct spelling.] Use Think-Pair-Share to have the students respond.
Today we will add a new thing to look for. Sometimes when we write, we think about a word in our minds, but we forget to write the word on the paper. So I will add to the chart, “Are there any missing words?” Add this question to the chart.

Alphie wrote his own instructions about how to ride a bike, and he wants us to help check his paper. When we do, we will look for capital letters, periods or exclamation marks, and correct spelling and also make sure that he did not forget any words.

Display Alphie’s paper. Have Alphie read each sentence on his paper. Then use the Editing Checklist to guide the students to check for mistakes. Make the corrections on Alphie’s paper.

**Alphie’s Adventures in Writing**

How to Ride a Bike

1. Put on your helmet
2. Sit on the seat of the bike
3. Grab the handles with both hands.
4. Put your feet on the pedals.
5. Look both ways for cars.
6. Push the pedals and go!

**Corrections:**

**Sentence 1:** Put a period at the end of the sentence.

**Sentence 2:** Change “bik” to “bike,” and put a period at the end of the sentence.

**Sentence 3:** Add the word “your” before “hands.”

**Sentence 4:** No changes.

**Sentence 5:** Capitalize the word “look.”

**Sentence 6:** No changes.

Ask the students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each other’s papers. The students should only correct mistakes in writing on their own papers.

Monitor the students as they edit their papers. Using the indicators and rubrics from the teacher cycle record form, note any progress in the development of the students’ writing skills for several students.
Lesson 31  **Day 3**  

**Expectations for this lesson include:**  

**Uses Sound Spelling in Writing**

The students should be able to use Sound Spelling successfully for words composed of sounds that have been introduced in FastTrack Phonics.

**Uses a Variety of Writing Strategies**

The students should attempt to use Sound Spelling most of the time except when their word choices are sight words from the Shared Story. The students should comfortably use other strategies from the Writing Strategies Bank when needed.

**Expresses Ideas**

The steps needed to ride a bike should be written in a logical order.

**Identifies and Corrects Errors**

The students, working together with their partners, should be able to identify and correct errors in the categories specified on the Editing Checklist, including the new item—looking for missing words.

**Writes with Quality and Quantity**

Each student must write a minimum of five steps. Quality sentences will include descriptive language and may provide the purpose for each step.

**Writing Celebration**

- Randomly select a number, and explain that the team member with that number will read his or her sentences to the team first. Ask the other students on the team to listen carefully while their teammate reads. Remind the other team members to share something they like about the sentences or ask questions afterward.
- The students should take turns reading and hearing feedback until all team members have had an opportunity to share.
- Circulate as the students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage the students to comment positively or ask one another questions about their work.
- Ask a few students to share examples of places where they used writing strategies for words they did not know how to write. Encourage the students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on the writing celebration bulletin board.
- Invite the students to share examples of how their partners helped them to make their sentences better. A partner may have provided ideas to make the sentences more interesting or helped the student to correct an error.
- Award team celebration points to students who share an error that they or their partner found and corrected.
- Allow a few students to share what they wrote with the entire class. Remind the students to practice active listening while someone is sharing his or her work.
- Award team celebration points to students who successfully share their writing.
Lesson 31  **Day 3**

**Team Celebration**

- Add up the total number of team celebration points for each team. Transfer any points earned at the students’ desks, such as those awarded by putting chips in a cup, moving a clip along a number line, tallying points, etc., to the Team Celebration Points poster. Then convert the number of points to a score of 80, 90, or 100 according to the band within which the total points fall.
- Explain that teams that fall within the top band on the poster are Super Teams. Those in the next band are Great Teams, and those in the third band are Good Teams.
- Give cheers to each team for its accomplishments. Place team-status stickers on the Team Celebration Points poster for any teams that have earned Super Team status.
- Enter the team celebration scores into the Reading Roots Data Tools database, and print certificates for each team. These will be awarded at the beginning of your next lesson.

**Homework**

**Read & Respond**

Have the students read 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.

**Extension Activity (optional)**

**Option 1: Expanded Silly or Sensible?**

- Reread each of the Silly or Sensible? sentences with the class.
- After reading each sentence, invite partners to alter the sentence to reverse it from silly to sensible or from sensible to silly.
- Alternatively, invite partners to think of their own Silly or Sensible? sentences using the vocabulary words and share them with the class. The other students will then determine whether the new sentences are silly or sensible.

**Option 2**

- Divide the students into four or five groups. Have them talk in their groups about the sequence of events in learning to ride a bike.
- **Both our Shared Story and STaR story tell about learning to ride a bike. Let’s see if we can think of the steps for learning to ride a bike and then put them in order. Talk in your groups about what you need to do to ride a bike.**
- Use Random Reporter to have one student from each group share one idea that his or her group came up with. Guide the students as necessary so they don’t repeat the same information. Write the ideas on sentence strips or large sheets of paper, one step per paper.
• You had good ideas about how to ride a bike. Now we have to put them in the correct order. Talk in your groups about which step comes first, next, and last.

• Distribute one paper to each group, and have them determine where in the sequence their step comes. **Now it's time to put the steps in order.**

• Use Random Reporter to have each group place their paper with the step on it in order. Direct the students to place their papers on the left side of the chalk ledge (or in another appropriate place where all the students can see it).

• **What did we say is the first thing you have to do when you want to ride a bike?** Wait for the students' responses. Yes, let's have the 1s in the group with that step bring their paper up and place it where everyone can see it.

• As each step is identified, use Thumbs Up/Thumbs Down to have the students determine if the sequence is correct.
The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.

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