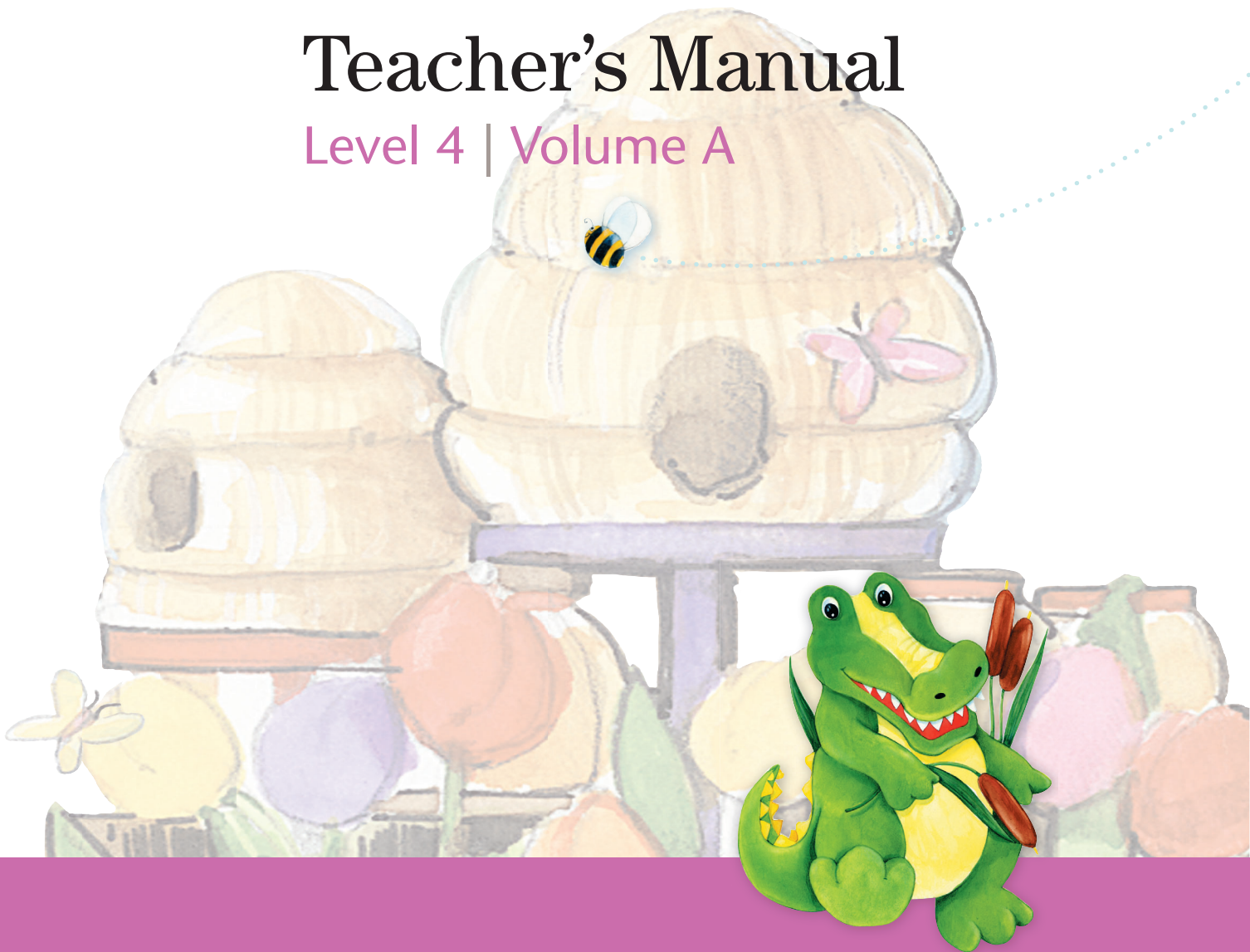


# Reading Roots

4th Edition

## Teacher's Manual

Level 4 | Volume A





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## Teacher's Manual

Level 4 | Volume A



This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

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

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Reading Roots software for the interactive whiteboard was developed in conjunction with the Centre for the Study of Learning and Performance at Concordia University.

Video material referenced in this manual includes segments from the award-winning PBS television literacy education series *Between the Lions*®, which is produced by WGBH and Sirius Thinking, Ltd.

*Between the Lions*® is funded in part by a Ready to Learn Television Cooperative Agreement from the U.S. Department of Education through the Public Broadcasting Service and by the Corporation for Public Broadcasting. Major support is also provided by the Civil Society Institute.

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This version of Reading Roots was partially funded by a grant from the Bowland Trust.



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## What is Reading Roots 4th Edition?

Reading Roots 4th Edition is a comprehensive reading program for beginning readers. It provides a strong base for students' literacy and fosters a love for reading through systematic phonics instruction, rich literary experiences, oral-language and vocabulary development, thematically focused writing instruction, and opportunities to read decodable stories.

*The Reading Roots 4th Edition Teacher's Manual* consists of four volumes with forty-eight engaging lessons that provide fun and interesting activities centered on literature and grade-level, decodable text. Each lesson contains instruction and practice in phonemic awareness and phonics (FastTrack Phonics), student story reading (Shared Story), interactions with children's literature (Story Telling and Retelling), and writing (Adventures in Writing). The lesson components work together to help develop oral language and foster a genuine love for reading and writing.

The students in a Reading Roots 4th Edition classroom work together cooperatively in partnerships and teams. They are focused and engaged in helping one another to figure out words and their meanings, read fluently, and write effectively.

## Introduction . . . . .

### **What are the expected outcomes for students using Reading Roots 4th Edition?**

You can expect to see dramatic growth and development in the following areas of reading instruction. For each area, the specific skills that students are expected to achieve are outlined below.

#### **Oral-Language and Vocabulary Development**

The students will:

- speak in elaborate sentences using complex vocabulary.
- connect ideas and experiences with partner discussion.

#### **Phonemic Awareness**

The students will:

- hear and manipulate sounds in words.
  - Auditory sound blending
  - Auditory sound segmentation

#### **Word Skills**

The students will:

- use letter-sound correspondences.
- blend sounds and syllables to read words.
- write sounds.
- write words.
- recognize sight words.

#### **Fluency**

The students will:

- read smoothly and accurately with expression.
- use appropriate emphasis and inflection.
- read with one-to-one correspondence, without losing place or skipping words.

# Introduction . . . . .

## Comprehension

The students will:

- identify story elements in a narrative.
- identify the main idea and supporting details in expository texts.
- preview.
- make predictions.
- monitor for meaning.
- retell what is read.
- use context clues.
- recognize and self-correct errors.

## Writing—Sentence Level

The students will:

- write in complete sentences.
- address questions asked or respond to a writing prompt.

## How the Areas of Reading Instruction Are Addressed

### Oral-Language and Vocabulary Development

Oral-language and vocabulary development is a primary focus of Reading Roots. The students learn an array of vocabulary words through both the Shared Story and STaR parts of the lessons. Vocabulary words are defined by the teacher and discussed by the teacher and students as the words are encountered during the reading of the stories. The students also write sentences with the vocabulary words during STaR. An activity designed to review STaR vocabulary, Silly or Sensible?, occurs in approximately every third lesson. The teacher is taught to support the students in elaborating their sentences during Alphonse's Question Quiz.

General oral-language development is fostered through the thematic connection between the Shared Story and the STaR story. This is enhanced as students respond to writing prompts that relate to the topic or theme of the stories during Adventures in Writing.

The use of cooperative learning throughout all lesson components ensures numerous opportunities for the students to practice using new vocabulary in the context of connected speech.

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## Phonemic Awareness

Phonemic awareness is the understanding that words are made up of separate, distinct phonemes, or sounds. To the literate adult, this connection may seem obvious—of course words are made up of different sounds! However, this understanding is not always gained as children learn to speak. Phonemic awareness isn't really necessary to speak a language (a natural process); but it is necessary to read and write in a language (a learned process). Since phonemic awareness isn't acquired naturally, the way language is, it must be explicitly taught.

Phonemic-awareness activities train the ear; the students focus on the different sounds, or phonemes, they hear in words. Much time and attention is devoted to hearing the separate sounds in words and blending sounds together to make words in Reading Roots. (This instruction is especially helpful for English language learners.) In the FastTrack Phonics part of early lessons, you will notice that the focus is on the *sounds* of letters and not on letter names. Focusing on the sound facilitates the learning of letter-sound correspondence, a critical element for the effective use of sound blending when learning to read.

## Word Skills (Phonics and Sight Words)

Unlike phonemic awareness, which is associated with the *spoken* word, phonics is associated with the *written* word. Phonics activities train the eye and the hand; the students learn how to read and write the letters or letter groups (graphemes) that represent the sounds (phonemes) that they have learned.

Word-level blending, or Stretch and Read, is the ability to look at a word, recognize the graphemes, make the sound for each grapheme, and then put the sounds together to say a word. In Reading Roots, the teacher and puppets (through the media segments) model this process for the students. The process is then closely guided and practiced with partners during both the FastTrack Phonics and Shared Story parts of the lesson.

Sight words are introduced as a part of the vocabulary presentation for the Shared Story. The students practice Say-Spell-Say, a simple memorization game, as the words are read in partnerships. The sight words are displayed on a word wall in the classroom and reviewed regularly.

## Fluency

Fluency is addressed one step at a time within the Shared Story section of the lessons. In the beginning, only the accuracy of reading is addressed and tracked for each student. As accuracy increases, the focus shifts toward reading smoothly, with attention to periods, commas, and other punctuation. Reading with rich expression, like a storyteller, becomes the next goal. Finally, reading rate is tracked, and increases are celebrated, with continuing attention to the quality of the reading. By the end of the first grade, it is expected that the students will be reading at a rate of 60 words per minute.

The teacher provides a good model of fluent reading throughout the lessons as he or she reads STaR stories aloud to the class.

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## Comprehension

The students polish their previewing and predicting skills each time that a new Shared Story or STaR story is introduced. They learn to use context clues and monitor for meaning, first within the context of the Guided Partner Reading process as each Shared Story is introduced and later through practice on subsequent days during Partner Reading.

The students retell what has been read during both Guided Partner Reading and Partner Reading as they move from page to page. Retell skills are also strengthened by a variety of retell activities used with the STaR stories.

Story stars, story maps, and idea trees are used throughout the lessons with both Shared Stories and STaR stories to teach the students to identify story elements in narrative text and the main idea and supporting details in expository text.

## Writing

Writing skills are developed in all parts of the Reading Roots lesson. In FastTrack Phonics, the students are taught to write the letters and letter groups that correspond to the sounds that they have learned. Letter-writing cues are taught that link to the mnemonic pictures the students use to remember letter sounds. Letter-writing skills are combined with auditory sound segmentation to write words phonetically. Sound spelling is taught and practiced during Stretch and Spell. On the second day with the Shared Story, the students work with their partners to answer comprehension questions about the story in writing. The students create sentences in STaR with vocabulary words and also to share their favorite parts of each story. On the last day of each lesson, the students respond to a creative writing prompt related to the topic or theme of the Shared Story and/or the STaR story during Adventures in Writing.

In level 1, a series of emergent writing strategies are introduced each day during STaR Writing. The teacher maintains a Writing Strategies Bank that grows each time a new strategy is introduced. The strategies are used as the teacher models writing sentences during STaR, Shared Story, and Adventures in Writing. Although the teacher focuses on the more sophisticated writing strategies as the students' skills advance, the Writing Strategies Bank remains available for the students throughout all the levels of Reading Roots.

In level 2, the students are encouraged to rely on sound spelling and other more advanced strategies for writing words. There is also increased focus and instruction on helping the students to elaborate their sentences. For the students, we use the phrase “make their writing more interesting.”

In level 3, self-editing and peer editing are introduced. A simple editing checklist is introduced in lesson 26 during Adventures in Writing. The students use the checklist to practice editing papers that the puppets have written for practice in a group setting, and then they check their own papers with their partners. They also start helping the teacher make his or her sentences more interesting and edit them with the checklist during STaR Writing. New things to look for are added to the editing checklist periodically throughout level 3.

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## The Parts of Reading Roots 4th Edition Lessons

In levels 1–3 (lessons 1–37), the parts of the Reading Roots 4th Edition lesson unfold over three days.

Day 1	Day 2	Day 3
<p><b>FastTrack Phonics</b> Presentation of a letter or letter group and its sound; practice with reading and writing the letter or letter group in the context of words</p>	<p><b>FastTrack Phonics</b> Presentation of a letter or letter group and its sound; practice with reading and writing the letter or letter group in the context of words</p>	<p><b>FastTrack Phonics</b> Presentation of a letter or letter group and its sound; practice with reading and writing the letter or letter group in the context of words</p>
<p><b>Shared Story</b> Preview the new story, and tap into or develop background knowledge; teacher-guided presentation of the story vocabulary; partner practice in reading the story vocabulary; teacher-guided reading and discussion of the new story</p>	<p><b>Shared Story</b> Review of the new story; partner practice in reading the story vocabulary; partner practice in reading the story with accuracy; partner discussion and written responses to comprehension questions. Individuals celebrate learning by reading aloud to the class.</p>	<p><b>Shared Story</b> Partner practice in reading the story vocabulary; partner practice in reading the story with smoothness and good expression. Individuals celebrate learning by reading aloud to the class. The class celebrates by reading the entire story in unison.</p>
<p><b>STaR</b> Previewing and predictions of the new story or text; vocabulary instruction. The teacher reads the story or expository text to the class in an interactive manner. The students use the vocabulary to create sentences orally and in writing.</p>	<p><b>STaR</b> Review of the new story or text; structure review and retell. The students create sentences about their favorite parts of the story or text orally and in writing.</p>	<p><b>Adventures in Writing</b> Creative writing related to the topic of the Shared Story and/or STaR story; framed by teacher modeling, partner planning, independent writing, and sharing</p>

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## **FastTrack Phonics** (20–30 minutes)

Each day begins with instruction that develops phonics and phonemic-awareness skills through fun, fast-paced, systematic FastTrack Phonics lessons. Colorful mnemonic picture cards, Alphie the puppet, rhymes, chants, and games bring the lessons alive. The many opportunities for partner work and sharing motivate the students to participate and learn together.

In early lessons, a single letter grapheme or consonant combination (“ch,” “sh,” “th,” and “ng”) is introduced each day. Once a grapheme (letter or letter group) is introduced, it is revisited extensively in future lessons as a part of daily teacher instruction and student practice. These lessons are divided into three major parts: review of previously introduced sounds, introduction and practice with the new sound, and writing of both previously introduced sounds and the new sound.

Beginning in lesson 13, a series of vowel digraphs are taught. Because these graphemes are more difficult for young children to remember, the letter groups are introduced over a period of two lessons. See the FastTrack Phonics Graphemes chart in the appendix of this manual to see when each letter or letter group is introduced. As the chart indicates, the teacher will stop periodically to assess previously introduced graphemes and spend FastTrack Phonics class time the next day reviewing any sounds with which the class needs more practice before introducing a new grapheme in the next lesson.

## **Shared Story** (30–35 minutes)

The Shared Stories allow the students to read complex, engaging, and interesting stories even when they know only a few letter sounds. The students are able to read the decodable Green Words from the story by applying the Stretch and Read strategy they have learned in FastTrack Phonics. They gain reading independence one step at a time, first by reading stories in a teacher-guided situation, then by reading them with a partner, and finally by reading them individually. The students are provided with many opportunities to celebrate their reading success and gain fluency by reading the stories aloud to the class, to partners, and to people at home.

Each page in the Shared Story has both teacher text and student text. The student text uses only letter sounds and words that the students have already learned, a few key sight words (Red Words) and readles, words represented by pictures. The teacher text presents a context for the story and includes predictive questions that are answered in the student sections. In the earliest stories, the teacher text adds a great deal of meaning to the stories. Over time, the amount of student text increases, and the teacher text diminishes. This scaffolding allows the students to read meaningful and worthwhile stories from the very start of their reading instruction.

The students read Shared Stories over the course of three days in levels 1, 2, and 3 and over four days in level 4. On the first day, the story is introduced by having the class work together to establish background knowledge and possible themes based on the title, the cover art, and other factors that help them to make story predictions. The lesson continues with the students reading words and sentences in preparation for reading the decodable storybook. The teacher guides the students through their first reading of the book through a process called Guided Partner Reading. In Guided

# Introduction . . . . .

Partner Reading, the teacher reads the teacher text located at the top of each page. The teacher text helps establish the characters, places, and other information for the class. In the very early lessons, after the teacher text is read, the class reads the student text as a group with the teacher's assistance. In later lessons, as the students gain some experience, they read with their partners. At the end of each page, the teacher asks comprehension questions to make sure that the students have understood the text that they have just read.

On Days 2 and 3, the students read the Shared Stories with their partners with a focus on reading fluently. Partners work together on the second day to write answers to comprehension questions about the story.

At the end of Days 2 and 3, it is time for celebration. On Day 2, two students are chosen to read a page or two from the Shared Story to the class, and the whole class celebrates the students' efforts with cheers or some other team-building gesture. On Day 3, the entire class reads the story in unison.

## **STaR (Story Telling and Retelling) (20–30 minutes)**

During the STaR component, the students are engaged in a read-aloud experience designed to expand oral language and vocabulary and develop listening comprehension skills. On the first day, the teacher guides the students in previewing the book, expanding background knowledge, and making predictions. Vocabulary words that the students will hear in the story are also introduced. The story is then read aloud to the students, with the teacher engaging them in discussion about what is happening in the story and how vocabulary words are used throughout. The students celebrate the new words they have learned by creating oral and written sentences with the vocabulary words.

After reviewing the story the next day, the teacher uses a story star (levels 1 and 2) or a story map (levels 3 and 4) to identify story elements in narrative text or an idea tree (all levels) to identify the main idea and supporting details in expository text. This is followed by a retell activity and the creation of oral and written sentences that critique the story.

## **Adventures in Writing (30–40 minutes)**

The Adventures in Writing part of the lesson allows the students to extend their comprehension by responding creatively in writing to a prompt that relates to the theme or topic of the Shared Story and/or STaR story. The lesson begins with a prewriting discussion led by the teacher to explain the writing assignment and generate ideas. The teacher models using the Writing Strategies Bank as he or she records the students' ideas or demonstrates writing sentences. The students then work with their partners to plan specifically what they would like to write. Partners are coached to help each other elaborate their sentences. The students are then provided with time to write their sentences independently. Writing is celebrated and shared with the class at the end of the lesson.

# Introduction . . . . .

## The Reading Roots Classroom

### Classroom Organization

To prepare for the daily lessons, you will need to establish a separate instruction area for FastTrack Phonics and STaR. Students sit in a small group around you while you read stories, present different learning materials, or model activities. All classrooms vary in size, but it is important to ensure that each student can see the books and materials being used during the lesson.

In the Shared Story lessons, students work with partners to practice story words, read stories, and discuss comprehension questions. You should arrange your classroom so that it can easily accommodate team work. Desks that are arranged in groups of four facilitate partner and team cooperation work. Any other arrangement should be easily adjustable for pair work with minimal disruption.

### Cooperative Learning

Cooperative learning is an essential component of Reading Roots 4th Edition. Working with other students ensures that everyone in the class, not just those students who are called on, gets to participate in the lessons by answering questions and discussing ideas and concepts. When cooperative learning is working well, the classroom is buzzing during partner and team activities as the students work together to become better readers and super teams. The students are focused and engaged in helping one another to figure out words and the meaning of text, read fluently, and write effectively.

In Reading Roots, the teacher assigns two- or three-member partnerships to four- or five-member teams that will stay together from four to eight weeks. Balance teams by ethnicity and gender. Also, consider the students' reading fluency, behavior, and personality when choosing partners and team members. Disperse any students with attendance challenges among different teams. The teacher will announce the partnerships and teams during the start-up lesson at the beginning of the school year or on the first day that a new reading group is established.

### Team Celebration Points

In levels 1–3, the focus is on polishing cooperative skills primarily at the partnership level. As the students demonstrate that they have worked well together to practice reading words, sentences, or text, to create a sentence, or to think of an idea, the teacher is prompted in the lesson plan to award team celebration points to that team.

The students will also be able to earn team cooperation points by exhibiting behaviors in accordance with the team cooperation goals. These are a set of rules that help to communicate the norms and expectations for working cooperatively within partnerships and teams. The teacher can award team celebration points for behaviors related to any team cooperation goal or select a specific goal to focus on during a given lesson.

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## Team Cooperation Goals

### Practice Active Listening

The students learn how to listen carefully to the teacher and their teammates.

### Help and Encourage Others

Every student in the team must succeed for the team to succeed, so the students must learn how to help one another learn.

### Everyone Participates

Active students think more and learn more, so teammates must learn to help everyone participate.

### Explain Your Ideas/Tell Why

The students learn more when they try to express their thinking aloud. This expression requires that they organize their thoughts, which helps them discover what they don't really know well enough to explain. This is particularly true for students with less-developed language skills. Teammates must learn to hold rich discussions.

### Complete Tasks

Teammates learn to help one another use time efficiently.

The team celebration points are recorded on the Team Celebration Points poster posted in the classroom. The students may also keep track of points earned at their desks by placing plastic chips in a cup, moving a clothespin or paperclip along a number line, recording tally points, etc. During the course of a lesson, the teacher will add any points gathered at the students' desks to the Team Celebration Points poster and announce the number of points earned so far by each team at the end of each day. At the end of the lesson, the point totals for each team are converted to a score that determines whether each team is a Super, Great, or Good Team.

To determine the score, place the overlay over the poster so the highest score in the class aligns with the top of the blue band. Any teams with scores that fall into the range of the blue band are super teams. Those with scores in the yellow band are great teams, and those with scores in the red band are good teams. Place a Super, Great, or Good Team sticker on the poster, and lead the class in a celebration cheer for each team. Super, Great, or Good Team certificates are also prepared for each student and awarded on the first day of the next lesson.

Reading Roots Data Tools will generate printable, completed student certificates once the teacher enters the scores into the system.

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## Celebration Cheers

While team celebration points are used to recognize student progress related to working together cooperatively, celebration cheers can be used at any point to celebrate successes. It's fun to cheer, but doing it too loudly can disrupt nearby groups or classrooms. Doing a short, planned cheer is a fun way to celebrate without disturbing others. The following is a list of some of the most popular cheers that SFA teachers have developed. Have fun making up some of your own!

- Roller Coaster** Pretend to be sitting in a roller coaster car. Pantomime going up a steep hill and make a “chug, chug, chug” sound. When you go down the hill, throw your arms above your head and say, “Whoooooooooooo!”
- Silent Cheer** Wave your fists in the air and show excitement in your expression, without making any noise.
- Sizzler** Pretend to slap a burger on a hot grill with the palm of your hand. Hold your hand on top of the burger for a moment. Ask: “Is it done yet?” Peek under your hand, say: “Not yet,” and return your hand on top of the burger. Repeat this two or three times. The last time you look at the burger, say: “Yes! Well done!”
- Snap, Crackle, Pop** Snap fingers on both hands for “Snap.” Rub hands together for “Crackle.” Clap hands loudly for “Pop.”
- Truck Driver** Pretend to be holding onto a steering wheel and driving a truck. Make a pumping motion with your arm and say, “Honk! Honk!” Speak into your CB radio and say, “10-4! Good job, good buddy.”
- Seal of Approval** Stiffen your arms, extend them in front of you, and cross them over each other. Then clap them like a seal would clap its flippers.
- Wow Cheer** Without making a noise, put both of your hands up with three fingers extended to make a W (pointer, middle, and ring fingers). Put one hand on each side of your mouth while making your mouth into a circle to spell W-O-W.
- Kiss Your Brain** Tell students to “Kiss their brains” while you demonstrate by kissing your fingertips and touching your head.
- Microwave** Hold your hands out in front of you with only your pinky fingers extended. Bend your pinky fingers, and have them wave at each other.
- Hip Hip Hooray** Slap one of your hips and say, “Hip.” Slap the other hip and say, “Hip.” Then clap your hands in front of you and say, “Hooray!”
- Cowboy Cheer** Put your arm up in the air, and move your wrist in a circle as if you were getting ready to throw a lasso. Say, “Yee haw!”

# Introduction . . . . .

## Participation Strategies

It is important to encourage all students to talk during instruction. Below are some participation strategies that are used throughout the lessons.

### Think-Pair-Share (T-P-S)

The students think of an answer individually, and then they pair up and share ideas with their partners. Then, together, they raise their hands and report to the whole class.

### Whole Group Response (WGR)

At your signal, all students respond together with either a one-word or a short-phrase answer.

### Dramatization

Students act out situations.

### Retelling Stories

Students dramatize or relate parts of stories through words, actions, or written activities.

### Random Reporter (formerly known as Numbered Heads)

Students in each team are assigned a number. When a question is asked, the team must ensure that all team members understand the answer. After discussion time, the teacher calls a number and the student with that number in each team must respond. Once the number is called, other team members may not be consulted.

## SFA Management Signals

Using simple and consistent signals ensures effective management of a cooperative learning classroom. Since students go to a different teacher for reading, it is important that all teachers use the same signals and that they be practiced and reinforced by everyone.

### Zero Noise Signal

The purpose of the Zero Noise Signal is to get students focused on the teacher and ready to listen quickly. Raise your hand. Students respond to the signal by: (1) quickly finishing their sentence, if they are explaining something to a teammate, and then STOPPING the discussion, (2) focusing their eyes on the person who has given the signal, and (3) returning the signal by raising their hands in return. The return of the signal by raising a hand is very important. You should set an expectation that students respond quickly to the signal and that you will not begin talking until you have seen the signal returned by every student. The Zero Noise Signal should not be used simply to remind students to quiet down. Use it only when you need students' quiet, focused attention to hear what you have to say.

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## Active Listening Signal

Sometimes, once you have used the Zero Noise Signal and are talking to the students, you may need to remind them that you expect Active Listening. Raise your hand as you would for the Zero Noise Signal, but form a V with your fingers (like the V for victory). Teach your students that this is a silent reminder for them to use the active listening skills that you have taught them.

## Think Time Signal

Often, when we ask our students a question, we do not give them adequate time to think before we begin calling on students to answer. We call on the first students who raise their hands, thus rewarding students for the fastest answer rather than the most thoughtful answer. Use the Think Time Signal to remind your students that it is important to THINK about the answer before they share it. Point your index finger at your temple. Silently count to three before calling on students to answer. Young students may also enjoy pointing to their own temples as a reminder that they are supposed to be thinking about their answers. During think time, there is no talking and there is no writing; we are THINKING!

## Think-Pair-Share

The Think Time Signal can also be used as a part of Think-Pair-Share, an essential cooperative learning strategy used in Success for All classrooms. After giving students time to THINK about their answers, ask them to turn to their partners and talk about their answers or their ideas. This is the PAIR part of the strategy. Rather than having only one student in the classroom actively involved when called upon by the teacher to answer, ALL students are actively involved in thinking and then in responding to the question by talking with their partners. Signal time to PAIR by holding up your hand with your first two fingers crossed. Following PAIR, you might call on several students to then SHARE their thoughts with the entire class. Sometimes you may want to ask a student what his or her partner answered, to reinforce the importance of actively listening to one's partner.

## 1-2-3 Move Signal

Sometimes it is necessary for students to move from one location in the classroom to another during the course of a lesson. (Example: The students may be sitting in a rainbow circle around the teacher during a lesson and need to return to their seats to work on Adventures in Writing.) Using a simple 1-2-3 count can quickly and efficiently organize your students to move from one place to another with a minimum amount of time and disruption.

Say “one”: Students gather materials.

Say “two”: Students stand and push chairs in.

Say “three”: Students move to new location and sit down.

# Introduction . . . . .

## Partner Pyramid

When a student partnership discusses a question and agrees on an answer, they hold hands and put them up in the air in the shape of a pyramid. The Partner Pyramid lets the teacher know when a partnership is finished with their discussion.

## Thumbs Up Signal

This signal is useful in two ways. It can be used as an “up the volume” signal if students are reading out loud too softly, or it can be used if you cannot hear a student’s answer. It is also a “ready” signal when students are pairing with partners or working with their teams to discuss the answer to a question. Everyone involved can give the “thumbs up” signal to let the teacher know that they are ready.

## Strategies for English Language Learners

Students who are learning English as a second language face a number of challenges. While trying to acquire the skills they need to decode written English, they are also trying to learn new vocabulary, improve their comprehension, and speak with fluency. The *Reading Reels for Roots* series is an optional media support piece to assist these students. However, the lessons in Reading Roots 4th Edition already contain a number of built-in support strategies to accommodate English language learners. The support strategies are also helpful to other students who need additional language support.

## ELL Icons

These icons are found in the left-hand margin of the Shared Story lessons in the Teacher’s Manual. Each icon represents a research-based teaching strategy that you can use to help your students understand words or concepts throughout the lesson.



### Pantomime

Demonstrate a word or idea by acting it out for the students. This is often the quickest and most effective way to teach vocabulary.



### TPR (Total Physical Response)

Direct the students to demonstrate a word or an idea by acting it out and saying the word(s) associated with the action. Research shows that when students combine movement with a word, it increases their ability to retain vocabulary.



### Realia

Realia are actual objects to show to the class. Realia are chosen on the basis of the story themes. (Example: If the students are reading a story about fishing, you may use a fishing rod and a net to demonstrate how they work.) Using real objects improves the students’ ability to retain the vocabulary words.

# Introduction . . . . .



## Picture Cards

Many times realia are not available or practical for the purposes of demonstration. (Example: An iceberg, which caused the destruction of the *Titanic*, would be impossible to bring to class.) Detailed and colorfully illustrated Picture Cards can often fulfill the same role as the actual objects. Cards illustrating important concepts in the Shared Stories are provided as well.



## Point

Many times, the best explanation of a word or a concept is through the book's illustrations. By carefully selecting the words and concepts that are important to understanding the story's theme and then pointing to those illustrated objects in the book and repeating the vocabulary words, you help the students learn and retain new words while they enjoy the story.

## ELL Boxes

The Shared Story and STaR lessons contain additional, optional language development material located in dotted boxes. This material is intended for English language learners but can be used with ANY group that needs language support. If your class does not need the additional language support, you can simply skip the boxes and move on to the next part of the lesson.

An ELL box is found on Day 1 of every Shared Story lesson and contains teacher text and directions for using the Reading Reels to aid students in previewing the story they are about to read. ELL boxes are also found in every STaR lesson. The material in these boxes gives teachers additional strategies to ensure that all students understand the story concepts and key vocabulary. It also contains follow-up comprehension questions for students at lower levels of language proficiency, so even students who are not yet fluent in English can participate by responding to questions about the text.

## Monitoring Student Progress

Monitoring and tracking student progress is a major, essential, and integrated part of teaching and learning in Reading Roots. The students' progress and mastery of the desired student outcomes are determined using multiple measures.

Information and guidance for administering periodic assessments, recording data, and tracking students' progress is described in the *Reading Roots 4th Edition Informal Assessment Booklet*. The teacher will use this information to offer frequent and specific feedback to the students through encouragement, the use of rubrics, and by awarding team celebration points.

# Introduction . . . . .

## Support

Working with other Reading Roots teachers as a professional learning community is the most effective way to support one another and move forward as educators work collectively to advance the students enrolled in Reading Roots in a school. Teachers should also maintain an open dialogue with their Success for All facilitator, who can provide additional support or address concerns.

Each school will also be assigned a Success for All Foundation coach who supports the school's staff in implementing Reading Roots and other components of the Success for All program in the most effective way possible, to help all students reach their full potential in reading.

Teachers can get information and documents, post questions, and participate in discussion forums with other Reading Roots teachers nationwide on the Reading Roots Resource Center website. Consult with your Success for All facilitator for a password that will enable access to the site.

## Materials

### Reading Roots 4th Edition—Interactive Teacher Manuals

- Teacher manual, level 1
- Teacher manual, level 2
- Teacher manual, level 3
- Teacher manual, level 4

### *Reading Roots 4th Edition Informal Assessment Booklet*

### Reading Roots Student Shared Stories (First-Grade Level)

- A class set of Shared Stories 4–48 for students (class set of 25)
- Level 1: lessons 1–15
- Level 2: lessons 16–25
- Level 3: lessons 26–37
- Level 4: lessons 38–48

# Introduction . . . . .

## **Reading Roots Teacher Shared Stories 4–48, Color**

Shared Stories 4–48 in slightly larger format with teacher instructions

## **Reading Roots STaR Book Kit**

Forty-eight children’s literature selections

Reading Roots 4th Edition Sequence Cards

## **Reading Roots Classroom Kit**

Puppet house

Alphie the Alligator puppet

Bett the Bear puppet

Cami the Bee puppet

Poster set (Story Star, Idea Tree, and Story Map)

Team Celebration Points poster

## **Reading Roots Teacher Materials Set**

Key cards, wall set

Letter-Blending Cards, D’Nealian: Decks 1 and 2

Letter-Blending Cards, Manuscript: Decks 1 and 2

Word cards

Student cue cards

Cooperative Learning Cue Cards

Reading Strategy Cue Cards

## **Reading Roots Student Materials Set**

FastTrack Phonics Partner Practice Booklets (1–7)

## **Reading Roots Consumables (Levels 1–3)**

Reading Celebration certificates

Reading Roots team certificate—Super Team

Reading Roots team certificate—Great Team

Reading Roots team certificate—Good Team

Fluency Flyer (level 2) sheets 1 and 2

Fluency Flyer (level 3) sheets 1 and 2

Read & Respond bookmarks, levels 1–3

English alphabet letter strips

# Introduction . . . . .

## **Reading Roots Consumables (Level 4)**

- Reading Roots Story Test booklet, level 4
- Reading Roots Team Score Sheet
- Reading Roots team certificate—Super Team
- Reading Roots team certificate—Great Team
- Reading Roots team certificate—Good Team
- Reading Roots Reading Celebration certificate
- Reading Roots Fluency Flyer (level 4) sheets 1 and 2
- Reading Roots Read & Respond bookmarks, level 4
- Alphie’s Word Bingo

## **Reading Roots Formal Assessment Kit**

- Reading Roots Formal Assessment—directions for administration
- Reading Roots Formal Assessment—Student Record Form
- Reading Roots Quarterly Assessment Summary
- Reading Roots Grade Summary Assessment Form
- Reading Roots Formal Assessment Student Booklet

**The following materials are *only* included in the traditional version of Reading Roots 4th Edition. They are not needed by Reading Roots–Interactive users.**

### *Reading Reels for Roots DVD Set*

### **Reading Roots Language Development Cards Set**

- Reading Roots Language Development Cards Set: Box 1 (levels 1 and 2)
- Reading Roots Language Development Cards Set: Box 2 (levels 3 and 4)

### **Reading Roots Phonics Picture Card Set**

**The following materials are *only* used in schools that are using the Reading Roots–Interactive version of the program.**

### **Reading Roots 4th Edition–Interactive Software Set**

- Reading Roots 4th Edition—Interactive DVD, levels 1–4, PC software
- Reading Roots 4th Edition—Interactive User’s Guide*
- Reading Roots 4th Edition—Interactive DVD, levels 1–4, Mac software

### **Reading Roots 4th Edition–Interactive Key Card Set**

# Introduction . . . . .

## Description of Materials

### **Reading Roots 4th Edition Teacher Manuals**

The teacher's manuals contain specific, detailed instructions for daily Shared Story, FastTrack Phonics, STaR, and Adventures in Writing lessons. The lesson format makes it easy for teachers to implement and use the program in their classrooms right away. These manuals are for use with both the traditional and interactive versions of Reading Roots 4th Edition.

### ***Reading Roots Informal Assessment Booklet***

This booklet contains everything that the teacher needs for daily monitoring and tracking of student progress throughout the grading period. This includes instructions for collecting general observation data through rubrics, and instructions and materials for administering periodic assessments in phonics and oral language.

### **Reading Roots Student Shared Stories (First-Grade Level)**

These full-color, illustrated, decodable textbooks give students at all levels an opportunity to demonstrate their reading skills. The books also contain a list of story words, sentences, and comprehension questions for practice in class and at home. Students can take the books home and practice reading them to parents or other listeners. Students are ready to read at a second-grade level when they have completed level 4.

### **Reading Roots Teacher Shared Stories**

Teachers receive a slightly larger edition of each of the student Shared Stories. The teacher edition contains suggestions for enhancing comprehension and directions for helping and encouraging language development for English language learners.

### **Reading Roots STaR Book Kit**

This book set contains forty-eight children's literature selections to be used with the STaR lessons. The set comprises both fiction and nonfiction texts with themes related to the Shared Stories. The kit also includes a set of sequencing cards to be used during some STaR lessons.

### **Reading Roots Classroom Kit**

The classroom kit, housed in the puppet house, contains materials teachers will use in class for Reading Roots lessons. Three colorful puppets and a poster set keep the lessons varied and fun.

# Introduction . . . . .

## **Reading Roots Teacher Materials Set**

This set includes word cards, student cue cards, key cards, and Letter-Blending Cards. Word cards are large-print, color-coded cards used for word presentation. The package for each level contains lesson and alphabetical indices and sets of Green Word Cards (phonetic) and Red Word Cards (sight). These cards are arranged by lesson within each color. The level 4 package also includes white Location Word Cards (geographical words) and tan Challenge Word Cards (words that are partially phonetic).

Student cue cards are small, laminated reference cards that students use while they are reading Shared Stories with their partners. The cue cards remind the students of the team cooperation goals and various reading strategies that help them with difficult words and passages they may encounter in the text.

This set also contains materials that are used in daily phonics lessons. Key cards introduce the letter-sound focus for the day and provide the students with an entertaining mnemonic device to help them associate letters and their sounds. The Letter-Blending Cards are a set used to demonstrate sound blending and segmenting.

## **Reading Roots Student Materials Set**

The class sets contains the Partner Practice Booklets used with FastTrack Phonics. The booklets provide an opportunity for daily reading practice with phonemic-awareness and phonics activities. This set also includes the consumable kits described below.

## **Reading Roots Consumables (Levels 1–3)**

Teachers receive class sets of materials that are used during lessons and as documentation of homework. Reading Celebration certificates reward the students for reading for the whole class. Fluency Flyers provide motivation for partners to work together and demonstrate reading mastery for each of the Shared Stories. Read & Respond forms are used to document completion of homework. The alphabet letter strip is a mini version of the key cards that students can keep and use for quick reference.

## **Reading Roots Consumables (Level 4)**

This kit contains additional items that are only used in level 4. Story Test booklets are used to assess the students' mastery of each of the Shared Stories. The students use Alphonse's Word Bingo to play the bingo game in later FastTrack Phonics lessons.

# Introduction . . . . .

## ***Reading Reels for Roots DVD Set***

Reading Reels is a series of video segments that accompanies the FastTrack Phonics and Shared Story parts of each lesson. The video clips are embedded into the Reading Roots–Interactive program, making the DVD set unnecessary for interactive whiteboard users.

Reading Reels includes:

### **Animated Alphabet**

This is an animated version of the illustrations from the key cards in FastTrack Phonics. These delightful segments reinforce letter sounds.

### **The Sound and the Furry**

Engaging puppets introduce sound-blending strategies, starting with basic CVC words and working up through multisyllabic words. Segments also show puppets modeling fluency, reading strategies, and various cooperative-learning routines.

### ***Between the Lions***

Content from the award-winning PBS television program *Between the Lions* is used to introduce and reinforce letter sounds, sound blending, chunking, and word-meaning strategies. Wacky puppets, animations, and actors ensure that students have fun learning.

### **Word Plays**

Lively skits introduce the key vocabulary and story theme for each of the Shared Stories. Word Plays are essential for English language learners, but English-proficient students love them (and learn from them) as well.

## **Reading Roots Language Development Cards Set**

The Reading Roots Language Development Cards Set provides opportunities for vocabulary development for both native English speakers and English language learners. These colorful picture cards, used in each Reading Roots lesson, are arranged by lesson to make planning easy for teachers.

## **Reading Roots Phonics Picture Card Set**

Colorful phonics picture cards are used to give students practice hearing and identifying specific sounds and also aid in vocabulary development.

## **Reading Roots 4th Edition–Interactive Software Set**

This set contains the Reading Roots 4th Edition –Interactive installation software for PCs and Macs and a user’s guide for the program.

## **Reading Roots-Interactive Key Cards**

This set includes all sixty-two key cards used in FastTrack Phonics.

# Introduction . . . . .

## What's new in level 4?

Your students' reading and writing skills have grown rapidly as they have progressed through the first three levels of Reading Roots 4th Edition. In level 4, longer stories with more challenging vocabulary stimulate continued growth in reading skills. Lesson presentations, team practice opportunities, and motivating team feedback build students' skills in breaking down and reading multisyllabic words, reading with fluency, and demonstrating comprehension of both narrative and expository reading.

In level 4, your students will read and be read to about many different parts of the world. About half the stories provide information about life in other cultures, and the other half expose your students to folk and fairy tales from other cultures. The content of the Shared Stories and the STaR Stories in level 4 is interesting and challenging. It will stimulate the students to continue to develop background knowledge and vocabulary skills and become strong readers.

If you are continuing your instruction from level 3, you will find that many of the classroom procedures, teaching strategies, and lesson components are the same as in earlier levels. You will also find some new elements in the level 4 lessons and materials, which have been added to adapt to the longer stories and more challenging objectives. Some of these elements are designed to motivate the students to be more responsible for their own learning. New elements are described below.

### Cooperative-Learning Teams

Just as they did in earlier levels, your students will work in four- or five-member teams. Teamwork focuses around team discussion and sharing. During discussions, the students challenge one another to express their understanding of the story and provide evidence to support their thinking. Team members also listen to one another as they practice reading for fluency. All the students are taught to listen carefully to one another as they read and provide feedback on accuracy, attention to punctuation, expression, and rate of reading. You also guide the students to provide one another with feedback on their writing as they respond to both Shared Stories and STaR Stories.

These teamwork opportunities are designed to speed up the learning process. During cooperative-learning activities, all the students must be thinking and participating. The students have to try out their skills, explain their thinking to others, and help other students with problems similar to theirs. They cannot be passive observers of the lesson. Oral expression and oral vocabulary development are strongly supported as the students are constantly involved in helping one another with accurate reading, discussing story questions, planning writing, and providing one another with feedback.

In levels 1–3, team members earned their Super, Great, or Good Team status solely through earning team celebration points. Team celebration points were awarded for returning completed homework and working well with one another during the various partner and team practice activities throughout the lesson. At the end of each lesson, the total number of points was converted to a score of 100, 90, or 80, which determined Super, Great, or Good Team status.

# Introduction . . . . .

In level 4, teams will continue to earn team celebration points. However, the score earned from the total number of points will contribute to a larger score, which also includes individual students' averages on a series of activities for which they will earn points. This includes Words Out Loud and Story Test assessments, which are administered on the fourth day of each lesson.

**Read & Respond**—Each student can earn 2 points for each day that his or her form is returned signed and includes a written response, or 1 point if he or she has only a signature or written response. The total, of up to 8 points, is determined on the fourth day of the lesson.

**Fluency Flyer**—Up to 8 points can be earned for each Shared Story based on criteria met on the level 4 Fluency Flyer.

- 2 points – Most words correct
- 2 points – Smooth
- 2 points – Expressive
- 2 points – All words correct (bonus)

**Words Out Loud**—8 points possible per team member

- The students will read all the words on the inside front cover of the Shared Story, or specific words selected by the teacher.
- Each student can earn a total of 8 points if all the words are read correctly. You will subtract 1 point for each word missed to determine the student's score. If a student misses more than two words, allow more time for practice, and retest.

**Story Test**—8 points possible per team member

- The students demonstrate their comprehension by answering short-answer and multiple-choice questions.
- 2 points – There are two vocabulary items worth 1 point each on the Story Test.
- 6 points – There are two comprehension questions worth 3 points each.
- You will add both the vocabulary and comprehension scores and record the student's resulting score in the "Story Test" column of the teacher cycle record form.

**Adventures in Writing**—Adventures in Writing assignments will now earn a score of up to 8 points.

- 2 points – Completes the task (teacher defines the number of sentences expected)
- 2 points – Addresses the writing prompt
- 2 points – Uses complete sentences
- 2 points – Includes STaR words or Shared Story words

# Introduction

At the beginning of each lesson, you will provide each team with a team score sheet. The team celebration points and average score of each individual team member from the previous lesson are included on the top part of the form. If you are using the Reading Roots Data Tools, the team score sheets will be generated automatically, and this information plus the students' names, team names, and the lesson will print. Otherwise, you will need to enter the information onto a blank team score sheet, duplicated from the appendix, by hand.

## Sample team score sheet

**Reading Roots**  
4th Edition

Teacher: Kathy Simpson


**Super Readers**

Level 4 Team Score Sheet

Start Date: \_\_\_\_\_

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Lesson 42: A Farm in China


Team Celebration Score	Individual Score Averages	Previous Team Goal	Team Score
Includes: Team Cooperation Goals Partner Reading STaR Alphie's Bingo Alphie's Question Quiz Reading Olympics	Read & Respond Fluency Flyer Words Out Loud Story Test Adventures in Writing	Goal not met	 <p>Super: 122-136 Great: 108-121 Good: 95-107</p>
Score: 0 +	Score: 0 +	Points: 0 =	Total Score: _____

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Lesson 43: Woo Zen, a Cinderella Story

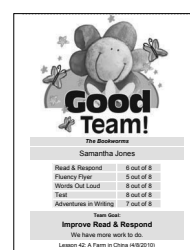
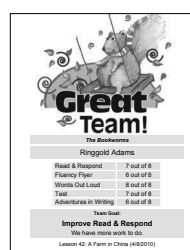
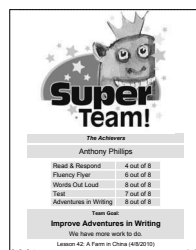
Our Team goal is to improve our average on: \_\_\_\_\_

Tally boxes for Team Celebration Points <small>(use during partner reading and team practice; transfer to poster at end of each lesson)</small>	Read & Respond	Day 1	Day 2	Day 3	Day 4
Day 1	Carmen Allen (4) Ringgold Adams (2) Samantha Jones (3) Virginia Smith (1)				
Day 2					
Day 3					
Day 4					



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On the first day of each lesson, the students will review their scores from the previous lesson and determine an area on which they would like to focus as a team during the new lesson (e.g., Read & Respond, Fluency Flyers, the Words Out Loud test, the Story Test, or Adventures in Writing.) This is called their team goal. They will write their team goal on the line in the bottom section of the team score sheet. If at the end of the lesson cycle they have met or exceeded their score for the team goal in the previous lesson, they will earn 2 bonus points on the team score sheet. The total score will determine the team status: 138–122 for Super Team, 108–121 for Great Team, and 95–107 for Good Team. The Reading Roots Data Tools database will print certificates for the students that include their names, team name, team status, and individual scores for the lesson. Otherwise, you may create certificates by duplicating those found in the appendix.



# Introduction . . . . .

## Shared Stories

Level 4 Shared Stories have no teacher text. The student text is written in paragraphs. Because of the increased difficulty of the student text in level 4, the students read the story in three parts. The ends of parts 1 and 2 are indicated by “Alphie’s paws.”

The inside front cover contains story words in four boxes. The first three boxes contain the Green Words and challenge words for each part of the story. The last box contains the Red Words. The challenge words have asterisks in both the teacher and student versions of the Shared Stories. The numbers in parentheses after the words in the teacher’s Shared Stories show the page number where the word first occurs. Help your students understand the meaning of underlined words in your Shared Story by using these words in oral sentences as needed. Sample sentences are provided in the teacher’s manual for those words that have a special meaning in the story or which need special clarification.

The partner story questions on the inside back cover are in a numbered box for each part of the story. One item is a comprehension question, and the other deals with vocabulary. The teacher’s Shared Story contains the questions for modeling and the partner story questions with suggested answers.

As the students read the Shared Stories, they will continue to use the word strategies from the front of the Reading Strategy Cue Card, as they did in levels 1–3. In level 4, we also introduce the sticky note technique. If the students encounter a word that they cannot pronounce or do not know the meaning of, they mark the word with a sticky note. If after consulting with their partners they still cannot read the word, they discuss it in their teams. Any unresolved issues are brought to the class for discussion. This strategy, guided by the back of the Reading Strategy Cue Card, draws attention to the process of resolving comprehension issues and underlines the importance of full comprehension.

Another important comprehension skill that is enhanced in level 4 is summarizing. In levels 1–3, with each of the STaR stories, the students used story stars and story maps to summarize the essentials of narrative text and idea trees to summarize the main ideas and supporting details of expository text. In level 4, the students will continue to use these tools with STaR stories, but they will also use them with the Shared Stories.

## Word Cards

In level 4, there are four different types of word cards: Location Word Cards, Green Words, Red Words, and challenge words. You will present the words only on the days when they are included in the section that the students will read. Scan the margin lists next to the Word Presentation section for each day’s lesson to select the appropriate cards for that day. The words included are only samples of new and review words that the students will encounter in the story. The students are challenged to use their word strategies and get help from their partners and teammates to read many of the other words.

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**Location Words**—The white Location Word Cards will help you to teach your students about where places in the story are located. Unless you are using Reading Roots–Interactive, you will need to provide a large map or globe that you can label with the Location Word Cards. The cards come in two versions: small versions that can be used to label your map and larger versions that you can use to review the words with your students.

**Green Words**—Just as in levels 1–3, the Green Words are phonetic words that the students should be able to sound out by using Stretch and Read. We teach them that green means go, so they can go ahead and sound out the word.

**Red Words**—Red Words continue to contain some phonetic irregularity that qualifies them as sight words. The students can memorize the words with the Say-Spell-Say game. We teach the students that red means stop. They must stop and think about a Red Word, and, if they don't remember the word, they should ask someone or keep reading to try to figure out the word from context.

**Challenge Words**—Challenge words contain a combination of phonetic and unphonetic elements and, therefore, are colored brown (the result of combining green with red.) They may contain Red Words, silent letters, letters or letter groups with two possible pronunciations, or vowels that need adjusting. When challenge words occur in a section of the Shared Story, you will encounter a table in the Word Presentation section that lists many possible mispronunciations and a sample sentence using the words. You may wish to write the sample sentences on the board to help the students learn to make the correct adjustments to the letter sounds as they read the words in context.

## Fluency—Reading at the Appropriate Rate

Fluent reading, which is the ability to read quickly and accurately, is critical because it frees the students to pay attention to understanding what they read rather than figuring out individual words. In the first three levels of Reading Roots 4th Edition, the development of fluency has been supported in a variety of ways.

**Teaching**—The meaning of fluency was directly taught.

**Modeling**—Fluent reading was modeled in STaR readings and in the rereading of the Shared Stories.

**Guided Practice**—Partner Reading and Guided Group Rereading provided many opportunities for practice with appropriate teacher support.

**Feedback and Celebration**—Evidence of success in accurate, smooth, and expressive reading was provided on the Fluency Flyers. Accurate, smooth, and expressive reading was also celebrated for two individual students on Days 1 and 2 of each lesson.

In level 4, you continue to use a Fluency Flyer to reinforce accurate, smooth, and expressive reading. However, the students now receive points on their Fluency Flyers that contribute to their team scores. (See the Teacher Page on The Fluency Flyer in level 4, volume A, page 22.) The first three levels of Reading Roots focus on the development of accurate, smooth, and expressive reading. In level 4, your lessons continue to support the earlier objectives, but also you begin to monitor reading rate

# Introduction . . . . .

so you can help the students build the number of words they can read accurately per minute. The most common expectation is that the students read 60 words correctly per minute (wcpm) by the end of first grade.

In the Reading Olympics Warm-up segment on Day 3 of each lesson, you teach and model reading at an appropriate rate and provide practice opportunities that tell half of the students whether they are reading at the rate of 60 wcpm. When the students think they are reading quickly and accurately enough, they ask to be timed for the Reading Olympics. Students who succeed receive a Reading Olympics Gold Medal certificate, which is posted on a bulletin board, and a copy is sent home. The *Reading Reels for Roots* video provides a skit that models reading at the right speed. (See the Teacher Page on The Reading Olympics in level 4, volume A, page 39.)

## The Four-Day Lesson Cycle

In level 4, the longer stories are broken into three parts. Each lesson is taught using the following four-day lesson plan. On each of the first three days, one part of the story is read, discussed, and responded to in writing. On the fourth day, the story is reviewed and summarized and the Story Test is taken. FastTrack Phonics and STaR continue as shown on the following chart. Adventures in Writing is a two-day process on the third and fourth days.

Day 1	Day 2	Day 3	Day 4
<b>Team Celebration</b> (20 minutes)	<b>FastTrack Phonics</b> (20 minutes)	<b>FastTrack Phonics</b> (20 minutes)	<b>FastTrack Phonics</b> (20 minutes)
<b>Shared Story</b> Guided Partner Reading of part 1 (50 minutes)	<b>Shared Story</b> Partner Rereading of part 1  Guided Partner Reading of part 2 (50–70 minutes)	<b>Shared Story</b> Partner Rereading of part 2  Guided Partner Reading of part 3  Reading Olympics Warm-ups (50–70 minutes)	<b>Shared Story</b> Partner Rereading of part 3  Story map/ Idea tree  Story Test (40–50 minutes)
<b>STaR</b> First Reading (20 minutes)	<b>STaR</b> Retell (20 minutes)	<b>Adventures in Writing</b> Planning and drafting (20 minutes)	<b>Adventures in Writing</b> Planning and sharing (30–40 minutes)



# Start-Up Lesson

## You will need:

### Introductions

Student nametags  
(teacher acquired)

Team Celebration  
Points poster  
with overlay

Cups and plastic chips  
or other point-tracking  
system supplies  
(teacher acquired)

Cooperative Learning  
Cue Cards

List of celebration  
cheers (see front matter)

Markers (or crayons):  
a set of four different  
colors per team  
(teacher acquired)

Construction paper or  
small piece of poster  
board for each team  
(teacher acquired)

### Curriculum Overview

Puppet house (box) and  
puppets: Alpie, Bett,  
and Cami

Assorted Shared Stories  
(Try to select books from  
different levels.)

Assorted STaR stories  
(your choice)

*Reading Reels for Roots* DVD\*

### FastTrack Phonics

Key card for /ge/, /dge/\*  
Partner Practice Booklet 7

\* Not needed for interactive whiteboard users

- This lesson will be used on the first day that you meet with your students for Reading Roots class. It is only used once, at the beginning of the school year, even if your reading group has changed after the students have been regrouped.
- In this lesson, the students will meet you and their new classmates on the first day of instruction. They will get to know their partners and teammates and create a team name. You will also introduce them to the fun and interesting activities they will do together in Reading Roots.
- In preparation for this lesson, you will need to create four- or five-member teams using the Reading Roots Data Tools. Within each team, you will have two two- or three-member partnerships. Strive to balance teams by ethnicity and gender. If you know the students, you can also take into account their behavior and personalities.
- We recommend that your students' desks be arranged in a way that accommodates teamwork.

# Introductions

## Students, Partnerships, and Teams

Zero Noise Signal

- Use the following text as a guide to introduce your students to the Reading Roots classroom. Maintain a sense of enthusiasm as you discuss it with your students.
- Have the students gather together in front of you, on a rug if possible. Teach the Zero Noise Signal by raising your hand and placing your finger to your lips to give a “quiet” signal.
- **Welcome to Reading Roots, class! I am your teacher, Ms. Smith. We’re going to have a lot of fun in this class as we learn together. The first thing that we will learn is called the Zero Noise Signal. Did you see how I raised my hand when I was ready for you to be quiet just now? When you see me raise my hand like that, you will finish what you are saying to someone if you are talking and then raise your hand too. When you start to see other boys and girls raise their hands, then you will know it’s time to do the same thing. Let’s try it. When I say “go,” I want you to tell someone sitting close to you what you ate for breakfast this morning. Ready? Go!** Give the students a moment to share information about what they ate, and then raise your hand. Be careful not to speak yourself when your hand is raised. Smile and give other gestures to encourage the students to also stop talking and raise their hands. Once all the students are quiet and have their hands raised, put down your own hand and say, “Hands down.” Emphasize that the students can finish their thoughts first before raising their hands. Repeat the practice if necessary.
- **Let’s get to know our classmates.** Call each student to come to the front of the room and receive a nametag. Introduce each student to the class as you do this.
- **Now that we know everyone’s names, let’s find out a little more about one another. In our class, you will work together with a partner. You will talk to your partner about what you read, help your partner to plan for writing, and practice reading and writing together.** Announce the student partnerships. Have partners sit together. Assign each partner a role such as “A” or “B” or “Peanut Butter” or “Jelly.”

Think-Pair-Share

- **One thing that we will do in our class a lot is called Think-Pair-Share. Sometimes when I ask you a question, I will give you some quiet time to think about the answer and then have you pair, or tell your answer to your partner and listen to his or her answer. After you talk to your partner, I will call on some of you to share what you and your partner talked about with the entire class.**

## Start-Up Lesson. . . . .

- **Let’s practice Think-Pair-Share by answering the question “What are some things you like to do?” For example, I like fishing, skating, and reading books. What do you like to do? Think about that first, without talking.** Point to your head to indicate think time. **Now share what you like to do with your partner and listen to what he or she likes to do. Jellies, you can talk first this time. Tell your partner some things that you like to do, and then the Peanut Butters will share.** Give the students a minute or two to talk. Then have the students introduce their partners and tell about some things that they like.
- **In our Reading Roots class, your partnership will be a part of a team. Now that you and your partner know something about each other, you will join another partnership to become a team.** Announce the teams. Have each team move to their desks or tables.

## Team Celebration Points

- **Each day you will practice reading, writing, and sharing ideas with your partners and teams. When you do a good job with that, you will earn team celebration points!**
- Introduce the Team Celebration Points poster. **You have all done a great job so far with sharing about your partners, so each team has earned some points!** Add points to the poster. Demonstrate how the overlay will be used to determine which teams are Super, Great, or Good teams at the end of each lesson. If you are also using a point-tracking system to be used at the students’ desks, introduce this system as well. Explain that at the end of each day, the points earned at the students’ desks will be added to the poster.
- Distribute the Cooperative Learning Cue Cards. **You can earn team celebration points by following directions or doing your homework. You can also earn points by working well together with your partners and teammates. We will all have fun learning and helping our classmates learn too. To be able to do this, we need to have some rules in our class. These rules will help us become good students and good learners.**
- Introduce the students to the team cooperation goals printed on the Cooperative Learning Cue Cards (Practice Active Listening, Explain Your Ideas/Tell Why, Everyone Participates, Help and Encourage Others, and Complete Tasks). Explain and model each of the goals. Use the following text as a guide.

## Start-Up Lesson. . . . .

**Teacher’s Note:** You may have already introduced the team cooperation goals to the students in your school within the context of Getting Along Together or SECURe lessons during the first few weeks of school. If so, use this opportunity to remind the students of the expectations for each goal and clarify that the same goals will be used in reading class too.

**Practice Active Listening**—When I am speaking or another student is speaking, it is important to be quiet. BUT, you have to do more than that. You have to LISTEN CAREFULLY to everything that is being said. That is called active listening. Active listening means that you are doing your best to hear, understand, and think about every word that is being spoken. I will do this to remind you when it is time to practice active listening. Show the students the Active Listening signal (a “V” formed with your middle and index fingers held high over your head). Ask: **Why is it important for us to practice active listening in class?** Discuss answers with the class.

**Explain Your Ideas/Tell Why**—In this class, you will spend time working with a partner. You and your partner will work together and share your ideas. Do you think it’s a good idea to work and learn with a partner? Why? Call on different students to share their ideas with the class. Point out how discussion helps both partners to learn.

**Everyone Participates**—When we learn together, it is important that everyone take part in the lessons. I need to hear from every single student in this room every single day. Lead a discussion by asking the students to think about why it is important for everyone in the class to take part in the learning activities. Be sure to point out to the students that they learn by taking part in class.

**Help and Encourage Others**—It is important that we learn a lot in class, but it is also important that we help our classmates learn too. One of the things we can do to help our classmates is to encourage them. For example, if Maria and I are reading a book together, and she gets stuck trying to read a hard word, I can say something like, “That’s okay, Maria. Start from the beginning, and try again. You can do it!” When she reads the word, I can say, “Good job, Maria! I knew you could do it!” Ask the students if they would like to work with someone who encourages them and tell why. Ask the students to think of different ways they could encourage their classmates.

**Complete Tasks**—Explain that completing tasks means finishing class work. Ask the students to think about why this is important. Have the students share their ideas with the class.

## Start-Up Lesson. . . . .

### Team Building

- **Each team will need a name. Now you can talk with your teammates to find out some other interesting things about one another. That may help you to decide on a team name. For example, if you find out that everyone on your team likes to play soccer, you might decide to call yourselves the Soccer Champs.** Give the students some time to talk about their team names. If a team is having a difficult time determining a name, or they are all choosing similar names, engage the team members in conversation to guide them toward a name that will describe their team. Once all teams have decided on names, invite each team to tell the class the name they have chosen.
- **To help everyone remember the names of all the teams in our class, each team can make a poster with the team name and a picture that tells about the team. You should also write your names on the poster.** Distribute a piece of construction paper or poster board and a set of four different colored markers (or crayons) to each team. **Now you may make your team poster. You may decorate it any way you like to show which team you are. Each person on your team will choose a different color marker to work with. You will only use the color marker you've chosen to make your part of the poster. Because this is a team project, when the poster is finished, there should be equal amounts of each color on your poster.**
- Give the students enough time to plan and create their posters. Circulate as they work to offer encouragement or answer their questions about this assignment as needed. As you notice most teams finishing up, provide a two-minute warning to have all the teams complete their posters.
- Invite each team to share its poster and explain how the poster identifies the team.

If you do not have a space in your classroom to hang team posters, the students may make a table tent instead by folding the paper in half.

### Curriculum Overview

- **In Reading Roots, we will be doing all kinds of things to become better readers and writers! Let's find out about some of the things that we will be using as we learn.**
- Pull out the Alphie (alligator), Bett (bear), and Cami (bee) puppets. **I won't be your only teacher. These are my three helpers.** Allow each puppet to talk to the students, welcoming them to class and expressing great excitement about the fun they are all going to have together in class.
- Display the puppet box. **The puppets live in this house.** Point out that there are three different houses on the box. Discuss the qualities of each house, and ask the students to guess who or what might live in the houses.

## Start-Up Lesson. . . . .

- Distribute a few Shared Stories to each team. **We will be using these books, called Shared Stories, to learn how to read. We will read them as a class, and you will read them with your partners. When you're finished, you even get to take the books home!** Give the students a few minutes to look through the stories. If you have provided books from different levels, point out how the books get harder and harder as the students learn to read more and more.
- Display a few STaR stories. **I'll also be able to read some of these great stories to you. We will learn lots of new words from hearing and talking about these stories. We will also write sentences about them.**
- **One of the fun things we will do in this class is watch short movies of Alphie, Bett, Cami, and their friends as they learn how to read. They'll help us learn how to work together and be good learners. Let's take a look at some of the things we'll get to see.**
  - **Reading Roots–Interactive users:** Select lesson 8 from the menu on the interactive white board. Follow the paths to find sample clips in each of the categories below:
    - Word Play—Day 1 / Shared Story / Previewing
    - Animated Alphabet—Day 1 / Shared Story / Word Presentation
    - Sound It Out—Day 1 / Shared Story / Word Presentation
    - *Between the Lions*—Day 2 / Shared Story / Celebration
  - **Noninteractive whiteboard users:** Insert disc 1 of the Reading Reels for Roots DVD into the player. Choose the Shared Story option from the menu. Select lesson 8 from the menu. After you select lesson 8, the following segments will play: Word Play, Animated Alphabet for “p,” Sound It Out, and *Between the Lions*.
- Introduce each skit, and tell the students how each one helps them to learn.

**Word Plays—We'll read lots of books in this class. These skits, called Word Plays, will help you with story words and ideas.**

**Animated Alphabet—Every day we'll learn a new sound. These cartoons will help us remember each sound.**

**Sound It Out—Alphie and his friends will show us how to read hard words.**

***Between the Lions*—These skits will help us to read.**

- **You've done a great job of learning about our classroom today. You've done such a good job that we're going to cheer for ourselves!** Explain to the students that the cheers will be used every day to celebrate their good work. Choose several cheers to demonstrate to the class. Have the class stand up and join you.

## Start-Up Lesson. . . . .

### FastTrack Phonics—Presenting /ge/ and /dge/

- The letter groups included in level 3 are each introduced over two days. In lesson 37, the last lesson in level 3 of Reading Roots 4th Edition, the students are introduced to the letter groups “ge” and “dge.” Present this FastTrack Phonics segment at the end of your start-up lesson to prepare your students for the continuation of work with these letter groups in lesson 38.
- Reading Roots—Interactive users will find the necessary supports for this lesson segment by selecting Lesson 37 / Day 3 / FastTrack Phonics on the interactive whiteboard.



Key Card

## FastTrack Phonics

### Presenting /ge/ and /dge/

#### Hear the Sound

**Review**—Display the letter side of the key card “ph.” As you hold up the card, ask: **What sound do these letters make?** (WGR)

**Hear the Sound**—Tell the students that they are going to listen for a special sound in some words. Say each word below. Slightly exaggerate the /j/ sound at the end of each word.

**cage page edge fudge**

Whole Group Response →

- **What sound did you hear at the end of all those words?** (WGR) **That’s right. All those words end with the sound /j/. Let’s listen for it in some more words.** Say each word below. Slightly exaggerate the /j/ sound at the end of each word. Have the students repeat each word after you.

**stage barge judge ledge**

#### Introduce the New Letter Group

Whole Group Response →

- **How do we spell the /j/ sound?** (WGR) **That’s right. We spell the /j/ sound with the letter “j.”** Write the letter “j” on the board. **Today we are going to learn two new ways to spell this sound. Sometimes the sound /j/ is spelled with these letters.** Erase the “j,” and write the letter groups “ge” and “dge.” Point to the letter groups, and say: /j/. Have the students make the /j/ sound with you as you point to the letters.
- **Sometimes we see these letter groups at the end of a word. Whether it’s just “ge” or “dge,” we always say /j/ when they’re at the end of a word.**
- Show the students the “ge”/“dge” key card, “Large badge.” **This picture will help us remember one of the ways to spell the /j/ sound. This is a boy who is wearing a large badge.** Have the class repeat the phrase “Large badge” and exaggerate the /j/ sound in the words. Post the key card above the letter “j” in the alphabet wall frieze. **We’ll put this picture with the letter “j” because it also makes the /j/ sound.**

Start-Up Lesson. . . . .

## Stretch and Read Words with the Letter Group

Interactive  
Whiteboard Users

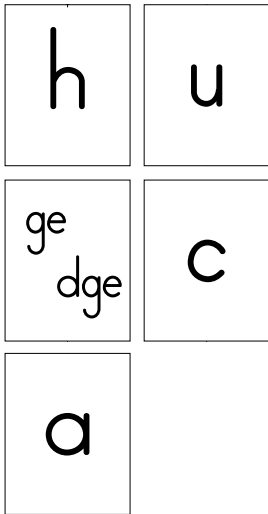
Method varies

### With the teacher

- **Let’s look at some words that have “ge” and “dge” and read them together.** Use the Letter-Blending Cards “a” and “ge” to spell the word “age.”
- **I see a pattern that I recognize.** Point to the “a” and the “e.” **I remember that when the “a” and the “e” have a letter between them, they make the /ā/ sound. /ā→ā/.**

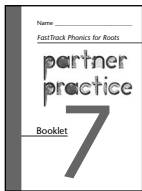
Whole Group Response

- **Now I just need to make the sound in the middle.** Point to the “g.” **This letter says /g/. Make the “hard g” sound. That means that this word is /ā g/. /ā g/. Hmm. That doesn’t sound right. Wait! I remember. When the “g” has an “e” after it, it usually says /j/. Slide the card “ge” over. Point to it and say: /j/, /j/. Have the class join you. Slide the card back. That means that this word is “a...ge.” “Age.” What is the word? (WGR) Use the word in a sentence to clarify the meaning. You’re going to notice that when the letter “g” is between the “a” and the “e,” it usually makes the /j/ sound. Let’s look at some more words.**



Letter-Blending Cards

- Use the Letter-Blending Cards to spell the words “huge” and “cage.” Repeat the reading process as described above. Demonstrate sounding out the words with the “hard g” sound to show the students how to self-edit while they are reading. Use the following sample text as a guide.
- **/c...ā...g/, /c ā g/** (pronounced with a “hard g” sound). **Hmmm. That doesn’t sound like any word I know. Wait! I remember that the “g” makes the /j/ sound when it’s between the “a” and the “e.” And I know that the letters “ge” usually say /j/ when they’re together. /c...a...ge/. Cage. Yes, that it! The word is “cage.” A bird lives in a cage.**
- **Now let’s read some words that use the letters “dge” to make the /j/ sound.** Use the Letter-Blending Cards to spell the following words: “fudge,” “bridge,” and “edge.” After you read each word with the class, use it in a sentence to clarify the meaning.



Partner Practice  
Booklet 7

**With a partner**—Have the students turn to page 3 of their Partner Practice Booklets and take turns reading the words in the top box twice. Then read the words as a group. After you read each word with the class, use it in a sentence to clarify the meaning.

**cage page judge trudge**

- Use Random Reporter to select a student from each team to read the words to the class.
- Award Team Celebration points to students who are able to read the words correctly.

Random Reporter

## Write the Letter Group

- We need to remember that when we see the letters “g” and “e” together, they make the sound /j/. Let’s write these letters in the air while we say: “The ‘g’ sees the ‘e,’ and they both say /j.../j/.” Demonstrate for the students how to write the letters in the air while you chant the phrase. Have the students join you in writing the letters in the air and saying the phrase at least three times.
- Have the students write the letter group on their hands and legs, on their partners’ hands, etc. while saying the phrase.
- Have the students write the letter group in the middle box of their Partner Practice Booklets while saying the phrase.
- We also need to remember that sometimes it’s the letters “d,” “g,” and “e” that make the /j/ sound. Let’s write those letters in the air while we say: “‘D,’ ‘g,’ and ‘e’ say /j.../j/.” Demonstrate for the students how you write the letters in the air while you chant the phrase. Have the students join you in writing the letters in the air and saying the phrase at least three times.
- Have the students write the letter group on their hands and legs, on their partners’ hands, etc. while saying the phrase.
- Have the students write the letter group in the middle box of their Partner Practice Booklets while saying the phrase.
- **Let’s count the different sounds we hear in some of these words.** Stretch and count the word “page.” Hold up a finger for each sound as you slowly say the word: **P...a...ge. How many sounds are there in the word “page”?** (WGR) **Yes, there are three sounds. Let me see if I can write each of those sounds.**
- Make the sounds in the word “page” as you write the corresponding letters on the board. Then repeat the word: **Page.**
- **Now it’s your turn to write words with the /j/ sound. Let’s write words that use “ge.”** Stretch and count the following words with the students. When the students have counted the sounds, have them write the word in the bottom box in their Partner Practice Booklets.



age      large      huge

- **Now let’s write some words that use “dge” to make the /j/ sound.** Read the following words to the students. Have them sound them out and write them as described above.

edge      badge      fudge

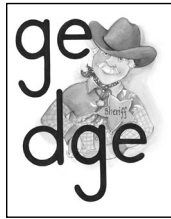
Start-Up Lesson. . . . .

## Partner Check

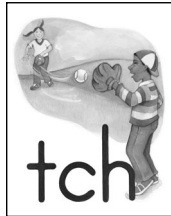
- When the students have finished writing, have them check their work with their partners. Partners can work together to discuss and settle any differences in their words.
- Have the class spell each word for you as you write it on the board. Have the students correct their work if necessary.
- Ask the class to write:
  - two different ways to spell /f/ (“f” and “ph”).
  - three different ways to spell /j/ (“j,” “ge,” and “dge”).
- Have partners check their work with each other, and then review the letter groups as a class. Have the class tell you the different ways to spell the sounds /f/ and /j/ while you write them on the board.

## At a Glance

### FastTrack Phonics

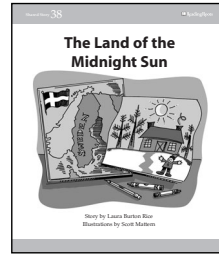


**Day 2:**  
New sound: /ge/  
and /dge/



**Days 3 and 4:**  
New sound: /tch/

### Shared Story



**Shared Story:**  
*The Land of the  
Midnight Sun*  
by Laura Burton Rice



**Review Sound:** /aw/

**Thematic Focus:**  
Sweden

**Strategies/Skills:**  
Understanding  
geographical information  
Getting factual  
information from text  
Summarizing to identify  
main ideas  
Understanding papers  
Understanding “\_est”  
endings  
Reading at the  
appropriate rate

### STaR

**STaR Story:**  
*Living in the Arctic*  
written by Allan Fowler

Students will summarize  
the main ideas of the text.

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 describe  
the Arctic.

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.

**You will need:****Team Celebration**

Pocket or file folder and markers or crayons for each team (teacher acquired)

Team score sheet for lesson 38 (print from the Reading Roots Data Tools)

Super Team, Great Team, and Good Team celebration certificates earned in lesson 37

Cooperative Learning Cue Cards

**Shared Story**

Shared Story 38:  
*The Land of the Midnight Sun*

Language development cards for lesson 38\*

Word cards for part 1\*

Map with labels\* (map is teacher acquired)

Reading Strategy Cue Cards

Sticky notes (teacher acquired)

Editing Checklist (teacher created)

Read & Respond forms

**STaR**

STaR story:  
*Living in the Arctic*

Editing Checklist (teacher created)

Writing Strategies Bank (teacher created–optional)

Partner writing books (teacher acquired)

Sentence strip and marker for each team (optional)

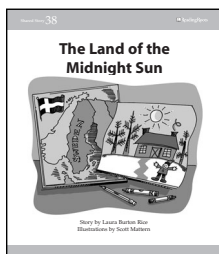
\*Not needed for interactive whiteboard users

## Team Celebration

- Distribute Super Team, Great Team, and Good Team certificates to the students based on their team celebration scores from lesson 37. Cheer for each team as its certificate is awarded.
- Introduce level 4. **We are beginning a new group of stories about different places in the world. As we work with the stories, we will be doing some new things that will get us ready for Reading Wings. Today instead of working on FastTrack Phonics, we will talk about some of the things that will be different.**
- Unless you have not changed them, announce new partnerships and teams, and have the students move to sit in their newly assigned seats. Have each team choose a team name and decorate a team folder with the team name. The folder will be used to store the team score sheets and Fluency Flyers. Have each team member choose a different colored marker. Each team member will use only one marker to contribute to the design of the team poster. Once teams have completed their folders, have them share their new team names with the class.

## Lesson 38 **Day 1** . . . . .

- Distribute a team score sheet to each team. **This is a team score sheet. So far, we have been working with each of our Shared Stories for three days. Now we will work with each of them for four days. You will get to show what you know by reading the words from the story to me, answering some questions, writing, and reading a page for fluency. Each person will get points for these things. Then all the points from everyone on your team will be added together for a team score. Your team score will be used along with your team celebration points to determine whether you are a Super, Great, or Good Team. Every single team in our class can be a Super Team!** Guide the students to write their team names on the team score sheets.
- **Today is the first day. You will earn team celebration points like we have been doing all along. You can still earn team celebration points for our team cooperation goals as well.** Refer the students to the Cooperative Learning Cue Card. Tell them which of the team cooperation goals you are emphasizing in this lesson. **Working well together will help you to get better scores and help your team to be a Super Team!**
- **Another thing you can do now is help one another to remember to do your homework. You need to read and get your Read & Respond form signed, and you need to write a sentence about your story on the back of the form. Each person will earn 1 point every time the form is signed and 1 point each time he or she writes a sentence. If you get the forms signed and write your sentences for all four days, you will earn 8 points. How many points will you earn if you have it signed each day but do not write a sentence each day?**  
*[Four points.]*
- **We can start today. You brought your Read & Respond forms from our last story.** The students in level 3 were not required to write a sentence, but they were asked to write one or two favorite words on the back of their forms. Guide the students to write a “2” in the Read & Respond box next to their names on the team score sheet if they brought their forms back signed and they have written words on the back. If the students have only gotten the forms signed, or only have words written on the back, they should write a “1” in the Read & Respond box on the team score sheet.
- **We will learn about the other things that you see on the team score sheet and how they can help you earn more points as we move through the four days of our lesson. Are you ready to see our first new Shared Story?**



# Shared Story

## Previewing

- We will be reading two types of stories about other places in the world. Some will give true information about the places. Other stories will be folktales from those places.
- Today we are going to read a story about a boy who lives in Stockholm, Sweden. Point out Sweden on a map. Life in Sweden is different from our life here. We will find out some facts (some true information) about Sweden as we read this story.
- Point to places on your map labeled with the small versions of the Location Word Cards. Sweden is a country in the northern part of the world. The part of Sweden near the North Pole is in the Arctic. Stockholm is the capital city of Sweden. Say the individual words again, and have the students say them with you.
- What have you heard about Sweden or countries near Sweden? (T-P-S) Do you know anyone who comes from this part of the world? (T-P-S)
- Let's preview the story by looking at 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 book about Sweden is *The Land of the Midnight Sun*. On page 1, I see a map of Sweden and a picture with some crayons. The name of the boy is Erik Nilsson. What do you think his picture shows?

### Location Words

Arctic      Sweden  
Stockholm

**Picture Cards**

- sea
- Stockholm
- lake
- straw bed
- ship
- Sweden
- shawl
- office

**Video Words**



- |      |         |
|------|---------|
| sea  | drawing |
| lake | summer  |
| map  | closed  |
| city | winter  |
| ship | office  |



**Animated Alphabet**



**The Sound and the Furry**

**Green Words**

- |        |         |
|--------|---------|
| saw    | drawing |
| winter | drawn   |

**Picture Cards**

- |           |       |
|-----------|-------|
| straw bed | shawl |
|-----------|-------|

*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 features mentioned. **We see a picture of Erik with a picture he has drawn. In the picture, we can see a ship on the sea. There are also roads, houses, and a car. It looks like Erik drew a map. Do you think he will go someplace?** (T-P-S)

**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 38 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—Part 1**

- **Let’s practice the special letter group we’ll see a lot of in today’s story.** Play the Animated Alphabet segment for lesson 38 of *Reading Reels for Roots*, or display the key card for “aw.”
- **Now let’s practice reading some words.** Show the video segments for Finger Detective and Sound It Out.
- Stretch and read with the students any Green Words for part 1 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.
- Use Quick Erase to practice some other “aw” words. Use the words in sentences, as needed, to make sure that the students recognize them as words they know.  
**drawings...drawing...drawn...dawn...fawn...lawn...law...raw...saw...straw...shawl**
- Show the picture cards for “straw bed” and “shawl.”

In level 4, the students will read many multisyllabic words that present special challenges. In earlier levels of Reading Roots, the Finger Detective helped the students to break down difficult words in a variety of ways. He showed them how to:

- read long, single-syllable words like “string” or “squash” one sound at a time.
- cover the “\_ed” or “\_ing” ending of a word and read the base word.
- break compound words apart, read them one at a time, and put them back together.

Finger Detective can help with multisyllabic words too. Model for your students how to use the Finger Detective to break long words into chunks that have a vowel in them. There will be lots of effective ways to break long words down and some ineffective ways that will not work. Finger Detective tries out possibilities until the word makes sense.

For example, Finger Detective could break up the word “possibility” in several ways that would lead to effective word recognition:

pos si bi li ty    poss i bil i ty  
pos sib il it y

Model trying different break points to see what happens.

Encourage the students to use their Finger Detective when they have difficulty with a word during their reading. Congratulate the students on their success when you observe them using this strategy effectively as you monitor them during Guided Partner Reading and Partner Reading. Encourage partners, as always, to help each other use the strategy rather than simply reading a difficult word for their partners.

***Remind the students that they can combine strategies. Encourage them to use their Read Again and Think and Read On and Think strategies with Finger Detective to check to see if the word makes sense.***

In level 4, many words will be somewhat less phonetically regular. We have included these words in a category called challenge words. Here are some examples of challenge words:

ahead    earthquake    practice  
apartment    second    medicine

If each of these words is pronounced exactly as it is spelled, it is pronounced almost correctly, but not quite. The students might fail to recognize the word. Often, the sound of the vowel is somewhat different than would be expected. Help the students learn to try variations of the vowel sounds as they read these words. For instance, after reading “practice” with a long “i,” encourage the students to think about other sounds the “i” might make. Have them try it with a short “i.” They will then understand the word.

Sometimes the students will have to try emphasizing different parts of the word to identify the word. Here are ways that the students might emphasize different parts of our example word:

pos si bil i ty    pos si bil i ty  
pos si bil i ty    pos si bil i ty

Encourage the students to keep trying until the word makes sense. Again, they may need to reread the word in a sentence or read on to help them figure out the word.

Your constant modeling of and encouragement in the use of these strategies will guarantee that your students will become independent and confident readers.

**Challenge Words**

city capital  
lives office

Challenge words are partially phonetic. Vowel sounds may sound a little different.

Teacher Modeling →

Guided Practice →

**Challenge Words**

- Model how to sound out one or two of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

Word	Possible Mispronunciations	Sentences for Checking
<b>cap-i-tal</b>	<b>kap-I-tal</b> <b>kap-i-TAL</b>	I'll say it faster. I'll read it in the sentence. _____ is the <u>capital</u> of (our state). Oh, it is KAP-i-tal.
<b>cit-y</b> Hint: "c" often has the /s/ sound when followed by "i."	<b>KIT-ty</b>	New York is a big <u>city</u> .
<b>live+s</b> base word + ending	(Pronunciation and meaning depend on sentence.)	A cat has nine <u>lives</u> . Alphie <u>lives</u> in his box.
<b>of-ice</b>	<b>off-ICE</b>	My dad works in an <u>office</u> .

**Red Words**

old work warm  
even some does

- Use Say-Spell-Say to introduce the Red Words. Use the words in oral sentences, as needed, to clarify their meanings.
- Sample oral sentence:  
**Tonia does not like spinach. I do like spinach.**  
**"Does" sure looks like it would have a long "o."**
- Post the Red Words on the word wall, and conduct a rapid review of the word wall. Keep the Red Words posted until the students learn them.
- **I am going to write the name of the boy in the story on the board. It is "Erik Nilsson."** Repeat the name, and have the students repeat it.

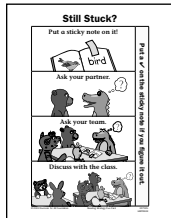
**Partner Word Reading**

- Have the students sit with their assigned partners. Distribute the Shared Story, and have the students turn to the inside front cover. Have partners take turns reading the story words in the first box and the Red Words in the last box to each other.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.

**Team Celebration Points** →

- Award team celebration points to students who share strategies they used to read difficult words.

## Guided Partner Reading—Part 1



Reading Strategies Card

- The basic steps in Guided Partner Reading do not change in level 4, but one step is added. The students use sticky notes to mark words that they and their partners cannot figure out and take them to their teams or the class for help. Once they figure out the word, they put a check mark on the sticky note. The sticky note helps them to remember to figure out all the words in the story so they will understand the story. The process for using sticky notes is shown on the back of the Reading Strategies Cue Card. Model the Guided Partner Reading process with a student using sticky notes and the steps below.

- **We will do some new things when we read this group of stories. First let's talk about how we will figure out hard words.**
- Introduce the use of sticky notes. **Sometimes when I am reading, I come to a place where I do not know how to say a word. Here is what you can do if this happens to you. Let's review what we will do during Guided Partner Reading in level 4.**
  1. **Partner A will read page 1. Partner B will help.**
    - **If you cannot read a word, use a strategy.** Review strategies listed under “Stuck?” on the Reading Strategy Cue Card.
    - **If you and your partner still cannot read or understand a word, place a sticky note by the word. If you figure out the word, place a check mark on the sticky note.**
  2. **After you have finished your retelling with your partner, I will give you some time to ask your team members about any difficult words you marked with a sticky note. If you and your team members figure out a word, you can put a check mark on that word's sticky note.**
  3. **Then we will discuss the page as a class. At that time, your team can share the strategies you used to figure out some of your words. The whole class will help with words that your team could not figure out.**
- **Look at the other side of your Reading Strategy Cue Card. It says, “Still Stuck?” It shows the things you can do if you are still stuck on a word after trying your other word strategies! Review the strategies. This card is a reminder of things you can do to get more help with words.**
- **On the next page of the story, we will do the same thing, except that Partner B will read first and Partner A will help, etc.**
- **One more thing is different now. We will read our stories in three parts. You can tell where each part ends because you will see Alphie's paws. Point to the end of parts 1 and 2 on pages 4 and 8. In other words, you will pause (or stop) when you see Alphie's paws. Today we will read part 1 on pages 1–4. Now let's turn to the first page of our story.**

**Teacher Shared Story** →

## Lesson 38 Day 1 . . . . .

- Distribute one or two sticky notes to each student, and begin Guided Partner Reading. Encourage the students to put a sticky note on any word that is difficult for them.
- Listen to student partners as they read to understand which strategies they are using successfully and which are troublesome for them.
- Monitor to be sure that partners are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page. Comment when you see a student:

Monitor →

- stop to figure out a word.

**You are a great reader. You didn't just skip that word!**

- use a Reading Strategy Cue Card.

**That's a great way to find the right strategy.**

- use a strategy.

**You used the Finger Detective on each part and blended the parts. Did it work?**

- help his or her partner or team members.

**Keisha is lucky to have you as a partner!**

- Assist, as needed, to model strategies for pronouncing words and understanding their meanings. Encourage the students to make sure that their reading is accurate and not guesswork.
- After partners are finished reading, have the teams discuss any difficult words.
- Lead a brief class discussion of each page, asking the questions in your Shared Story, as needed, to ensure accurate reading and comprehension.
- As part of this discussion, encourage teams to tell how they figured out a word that they marked with a sticky note. Then have the class work on any words that teams did not figure out.

Team Celebration Points →

- Award team celebration points to students who share strategies they used to read difficult words.

Focus on Fluency →

Read Smoothly

- Reread sentences or whole pages in unison, if needed, to develop fluency.

**Teacher's Note:** To ensure that both partners interact with the entire text, partners switch the reading of the pages on Day 2. Partner B will begin the reading in both Partner Reading of part 1 and Guided Partner Reading of part 2, etc.

## Partner Story Questions—Part 1

Teacher Modeling →

- Write the two items for modeling on chart paper or the chalkboard. Model discussing the answer, finding evidence in the story, and writing the answer. Refer to the Writing Strategies Bank, as needed, as you write words. Refer the students to the Editing Checklist to help you check your sentence for errors.
- **Beginning with this story, you will answer a question about the story in a complete sentence and fill in a sentence about words with your partner. Let me show you how I think when I do this.** Read the question. **I know that I can go back to the part of the book that talks about Erik in Stockholm.**
- **Name one thing that Erik does in Stockholm.** [*Erik goes skating on the lake in the winter. Erik sees ships stuck in the ice on the sea. Erik can see a ship leave when the ice melts.*]

Think-Pair-Share →

- **Now let's try putting the right words in the blanks for this group of sentences. We need to choose the correct word on the right side. Let's read the first sentence together.** Use Think-Pair-Share to fill in the blanks. Continue with the other two sentences. Write the answers on the blank lines.

Erik has [drawn] his home. winter

In [winter], Erik goes ice skating. sea

Big ships get stuck in the ice on the [sea]. drawn

- **Now turn to the inside back cover of your Shared Story, and read the question and sentences in the first box with your partner. Discuss what you think the answers should be. Find the sentence in the book that gives you evidence for your answer. After you and your partner have discussed the answers, both of you write your own answers. (You may have different answers!) You may ask your partner for help with your writing. Have your partner check your writing when you are done.**

Model: Name one thing that Erik does in Stockholm.

*[Erik goes skating on the lake in the winter. / Erik sees ships stuck in the ice on the sea. / Erik can see a ship leave when the ice melts.]*

Model: Write the answer on the blank line.

Erik has [drawn] his home. winter

In [winter] Erik goes ice skating. sea

Big ships get stuck in the ice on the [sea]. drawn

1. How do you know that Stockholm is cold in the winter?

*[The sea freezes. / Ships can get stuck in the ice. / The lake freezes, and Erik can skate on the lake.]*

2. Write the answer on the blank line.

Erik's mom and dad drive to their [office]. drawings

Stockholm is a [city]. city

Erik made [drawings] of ships. office

Monitor



- Monitor the partnerships as they work, commenting and giving team celebration points when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter



- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the chalkboard or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.
- Ask the students to tell you which sentences tell you facts about Sweden.



Focus on Fluency



Read Smoothly

## All Together Now

- **Now we are all going to reread part 1 together to celebrate. This is a time for us to show how well we have learned to read, so let's all read together smoothly. That means we won't stop between words. We'll drop our voices a bit when we see periods and pause a bit when we see commas.** Reread pages 1–4 in unison.
  - Celebrate by leading a class cheer.
  - Conduct a rapid review of the word wall.

### STaR Words

Arctic	igloo
north	hides

### Background Words

dark	frozen
sunlight	reindeer

## STaR

### STaR story:

### *Living in the Arctic*

Written by Allan Fowler

**Summary:** *This expository text teaches the students some basic, and interesting, facts about the Arctic. The students learn about the climate, the landscape, native animal species, and indigenous people of the area. Vivid and colorful photographs capture images of life in the Arctic.*

## 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 text, without giving away the ending. Review the underlined STaR words as appropriate.

## Lesson 38 Day 1 . . . . .

- Cover: **The name of the book is *Living in the Arctic*. It is an expository text. Remember that expository texts tell us about people, places, and things that are real and give us information about them. Expository texts have “big topics,” or main ideas. That is what the texts are about. The sentences that tell us a main idea are called topic sentences.**
- **Expository texts have special features that help us understand the information better. This expository text has an index. Point out the index on page 32. An index is an alphabetical listing of topics along with page numbers where those topics are found in the book. “Alphabetical” means that the list goes from A–Z. For example, we can find information about reindeer on page 22.**
- **We read about the Arctic in the Shared Story. What do you remember about the Arctic? Wait for the students’ responses. Very good! The Arctic Circle is an area of land and water around the North Pole. How do you think life is in this region of the world? Wait for the students’ responses.**
- **Page 17: Can anyone tell what this is? Wait for the students’ responses. Right. This is an igloo. An igloo is a house made out of blocks of ice. Do you think it is warm or cold inside an igloo? Wait for the students’ responses.**
- **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 each 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.**

### STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
Arctic	3	an area of land and water around the North Pole	Winters are very cold and dark in the <i>Arctic</i> .
north	5	opposite of south	The <i>North Pole</i> is on the opposite side of the globe from the South Pole.
igloo	17	house made out of blocks of ice or snow	<b>Picture Walk, page 17</b>
hides	22	skins of animals	The Inuit use animal <i>hides</i> to make clothes that will keep them warm in the winter.

## Lesson 38 Day 1

- 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
dark	10	without light	After sunset, the sky is <i>dark</i> when there is no moon.
sunlight	10	the light of the sun; sunshine	The <i>sunlight</i> is very bright today because there are no clouds in the sky.
frozen	12	to become ice because of the lack of heat	The water Kate put in the freezer last night is now <i>frozen</i> .
reindeer	22	deer that live in cold northern regions	Male <i>reindeer</i> grow horns when they become adults.

This book is about life in the Arctic. During the winters, days are as dark as nights. “Dark” means without light. Can you imagine living in a place where days are as dark as nights? What do you do when it’s dark? If the students are unable to respond, prompt them with questions such as: What games do you play when it’s dark? When it’s dark, can you do the same things that you do when there is light?

The Arctic is also very cold during the winter. Lakes and even the earth are frozen during the cold winter months. Frozen is when something becomes ice because of the lack of heat. Have you ever frozen anything in the freezer? What did you freeze?

However, there is much sunlight during the summers in the Arctic. Sunlight is the light from the sun, or sunshine. In the Shared Story, we read about the Arctic during the summer. Can you imagine living in a place where there is as much sunlight during the night as during the day? What would you do if there were so much sunlight? What did Erik do at night even though there was sunlight?

In the Shared Story, Erik found a baby reindeer. Reindeer are deer that live in cold northern regions. Reindeer have heavy coats to protect them from the cold. Who is someone who has reindeer? Invite the students to describe the reindeer.

## Interactive Reading

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

Page 3      **“Arctic” is one of our STaR words. The book says that on a cold, snowy day, people sometimes say, “It’s arctic weather.” This helps me understand that the Arctic is a place that is very cold. The Arctic is an area of land and water around the North Pole that is very cold.**



Page 5      **“North” is one of our STaR words. I know the Arctic is the region around the North Pole. But what does “north” mean? North is the opposite of south. Point to the North Pole on the globe. This is north, and this is south. Point to the South Pole.**

Page 6      Use Think-Pair-Share to ask the students: **Why can ships sail along the coasts of the Arctic during the summer?** Provide the following sentence stem for the students to complete. **Ships can sail along the coasts of the Arctic during the summer because \_\_\_\_\_.**

Think-Pair-Share



Page 9      Use Think-Pair-Share to ask the students: **What are nights like in the Arctic during the summer?** Provide the following sentence stem for the students to complete. **Nights are \_\_\_\_\_ in the Arctic during the summer.**

Page 10      Use Think-Pair-Share to ask the students: **Why is there little sunlight in the Arctic during the winter?** Provide the following sentence stem for the students to complete. **There is little sunlight in the Arctic during the winter because \_\_\_\_\_.** Have the students repeat the complete answer with you.

Page 12      Use Think-Pair-Share to ask the students: **What is this part mostly about?** Provide the following sentence stem for the students to complete. **This part is mostly about \_\_\_\_\_.**

Page 14      Use Think-Pair-Share to ask the students: **When do you wear a parka?**

Page 17      **“Igloo” is one of our STaR words. The book shows a house made out of snow. This helps me understand that an igloo is a house made out of blocks of ice or snow. Use Think-Pair-Share to ask the students: **What do you think it’s like being inside an igloo?****

Think-Pair-Share



Page 18      Use Think-Pair-Share to ask the students: **What is this part mostly about?** Provide the following sentence stem for the students to complete. **This part is mostly about \_\_\_\_\_.**

Page 22      **“Hides” is one of our STaR words. The book says that the Sami use the hides for clothing. What are hides? A hide is the skin of an animal. People in the Arctic region use hides to stay warm.**

Page 24      Use Think-Pair-Share to ask the students: **How are the coats of these animals different from other animals you know?**



## STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.

Let's **cel-e-brate** a **word** we've **learned**.

We'll **make** a **sentence**. It's **our** turn.

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

## STaR Writing

### 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?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

- Restate each of the STaR words.
- Explain that the students will now write a team sentence using the STaR words. Challenge each team to work together to think of a sentence that uses more than one STaR word, changing the tense of verbs if necessary. The students should also help one another to think of descriptive words or other information that will make their teams' sentences more interesting.
- Instruct each student on the team to write the team sentence in his or her partner writing book.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.

## Lesson 38 **Day 1** . . . . .

Random Reporter

- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)

Team Celebration Points

- Use Random Reporter to select one student from each team to share the team's written sentence with the class.
- 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.
- Use the second question with another student if time allows.

Team Celebration Points

#### Alphie's Questions:

What is arctic weather?

Where is the Arctic Circle?

**Fostering Richer Language**


Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>cold</i>	Good answer. Can you say that in a complete sentence? <i>Arctic weather is cold.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Arctic weather is cold."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Arctic weather is cold.</i>	Good answer. Can you add some details to your sentence? <i>Arctic weather is cold because the Arctic is around the North Pole.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why is it cold?</i>

**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.



**Read & Respond**

### Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

**You will need:****FastTrack Phonics**

Key card for /ge/  
and /dge/\*

Partner Practice Booklet 7

Chart paper (optional)

Partner writing books  
(teacher acquired)

**Shared Story**

Shared Story 38:  
*The Land of the  
Midnight Sun*

Language  
development cards  
for lesson 38\*

Word cards for part 2\*

Reading Strategy  
Cue Cards

Sticky notes  
(teacher acquired)

*Reading Reels for  
Roots DVD\**

Fluency Flyers

Reading Celebration  
certificates

**STaR**

STaR story:  
*Living in the Arctic*

Idea tree poster\*

Editing Checklist  
(teacher created)

Writing Strategies Bank  
(teacher created–optional)

Partner writing books  
(teacher acquired)

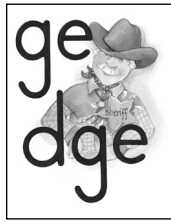
\*Not needed for interactive whiteboard users



Read &  
Respond

**Check Day 1 Homework**

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Card

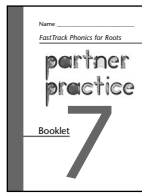
# FastTrack Phonics

## Presenting /ge/ and /dge/—Part 2

**Teacher’s Note:** The sound /j/ spelled with “ge” or “dge” was introduced in the last lesson of Reading Roots level 3. If you are starting Reading Roots at the beginning of level 4, first introduce the key card for /ge/ and /dge/ along with the phrase “large badge.” Explain that /ge/ and /dge/ are two other ways to spell the /j/ sound, just like the letter “j.” Then move into the FastTrack Phonics activities described below.

### Partner Reading

- Have the students sit with their partners and open their Partner Practice Booklets to page 4. **You and your partner are going to read a little story together. You’ll each read one sentence at a time. You may find some tricky words. Remember that you can use the Finger Detective to help you read those words.**
- Review how to use the Finger Detective to read a word. Write a sample word on the board, and demonstrate sounding it out with the Finger Detective. (Sample word: “fudge”)
- Designate each student in a partnership as either Partner A or Partner B. Have the students take turns reading each sentence of the passage, with the Partner As reading first.
- After partners have read the story, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**
- Ask the students to choose a difficult word they encountered and demonstrate how they used the Finger Detective to read it. If the students don’t have any examples to share, suggest the word “verge” by writing it on the board. Sound it out using the Finger Detective.



Partner Practice Booklet 7



Finger Detective

### Whole Group Response →

### Find Words with the Sounds

- **Let’s read this story one more time and circle all the words that have the /j/ sound. Remember, the /j/ sound can come at the beginning, middle, or end of a word. We also know that it can be spelled different ways, so you need to listen carefully to each word. Do you think you can find all the words with the /j/ sound? (WGR)**
- Have the Partner Bs read the first sentence of the student text while the Partner As listen and follow along. Then both partners will discuss and identify the /j/ words that they heard in the sentence. When both partners agree on the words, they will circle them in their Partner Practice Booklets. Then partners will switch roles.

My sister's bird (Jack) escaped its (cage)! My sister was on the (verge) of tears and (rage)! "Act your (age)," my brother (John) (jeered). He (jumped) to close the door, but (Jack) flew out with a (page) of newspaper from his (cage). He perched high on a (huge) (hedge) and would not (budge). (John) tried to (nudge) him down with a (wedge) of cardboard. Then (Jack) flew to the (ledge) of a courtroom building down the street! A kind (judge) rode the elevator to the roof and caught the silly bird. We celebrated (Jack's) return by making (fudge)!

### List Words on the Chart

- When partners have completed the task, ask: **Did you find lots of words with the /j/ sound?** (WGR) **Did you see the /j/ sound spelled in different ways?** (WGR) **What three ways can you spell the /j/ sound?** (WGR)
- **Let's make a chart and list all the words that you circled. We'll make three columns for words with "j," "ge," and "dge."**
- Draw two lines down a piece of chart paper to make three columns. Label the columns "j," "ge," and "dge." The students will have this chart in their Partner Practice Booklets. Have them label their columns "j," "ge," and "dge."

j	ge	dge

- Reread the passage with the students one sentence at a time. Stop at the end of each sentence, and ask: Did you find any words with the /j/ sound in that sentence? Decide with your teams what column the word belongs in.
- Use Random Reporter to select students to share any words that contain the /j/ sound from the sentence. Award team celebration points to students who can correctly identify the column on the chart in which the word belongs.
- Remind the students to check their papers to see if they have identified and circled the word in their booklets. Then write the word in the appropriate column on the chart paper. The students will write the word on their charts in their Partner Practice Booklets.

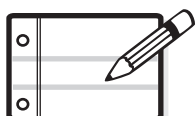
Random Reporter →  
 Team Celebration Points →

## Lesson 38 Day 2

- The completed chart will look like this:

j	ge	dge
Jack, John, Jack's, jeered, jumped	cage, verge, rage age, page, huge	hedge, budge, nudge, wedge, ledge, judge, fudge

- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used. For example, when the sound /j/ comes at the end of a word, it is spelled with “ge” or “dge.” The /j/ sound is never spelled “dge” at the beginning of a word.



### Dictation

- Read each sentence below. Make sure that the students can repeat each sentence before they try to write it.
  - Jack flew from his cage to a hedge.**
  - The judge jumped on the ledge.**
  - Let's have some fudge.**

### Partner Check

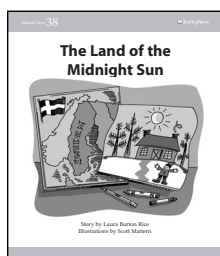
- When the students have finished writing, have them check their work with their partners. Partners can work together to discuss and settle any differences in their sentences.
- Write each sentence on the board, and have the class help you spell selected words with the new letter group. Have the students correct their sentences if necessary.
- Ask the class to write:
  - two different ways to spell /f/ (“f” and “ph”).
  - three different ways to spell /j/ (“j,” “ge,” and “dge”).
- Have partners check their work with each other, and then review the letter groups as a class.
- Select a partnership to share the two ways to write the sound /f/. Have another partnership share the three ways to spell the sound /j/. Award team celebration points to partnerships that provide the correct answers.

Team Celebration Points →

The Fluency Flyers in levels 2, 3, and 4 provide an informal way to assess and celebrate progress in fluent reading. In level 2, the students receive a sticker for reading individual words accurately. In level 3, they receive one sticker for reading a page accurately and another for reading smoothly and expressively. In level 4, the Fluency Flyers provide more specific individual feedback that celebrates accurate, smooth, and expressive reading.

In level 4, you listen to each student read a page from the story at some time during the four-day lesson and award points on the Fluency Flyer

that contribute to his or her team's score based on the quality of his or her reading. You award 2 points if a student makes no more than two word-reading errors, 2 points for smooth reading (appropriate attention to punctuation), 2 points for reading with expression, and 2 bonus points for perfect accuracy. The average total score for all members of a team will be printed on the team score sheet for each Shared Story. Encourage the students to spend some time practicing with a teammate when they have a spare moment and practicing at home so they can help their teams to be super teams.



# Shared Story

## Partner Reading—Part 1

- Distribute a level 4 Fluency Flyer to each student. Explain the new scoring system to the students. They will get 2 points for reading accurately (getting most words correct on a page), 2 points for reading smoothly, 2 points for reading with expression, and 2 bonus points if they read every single word correctly. These points will help to determine whether they are a Super, Great, or Good Team. Tell the students that you will be listening to them read sometime during Partner Reading on Days 2, 3, or 4 for each story.
- Depending on your students' past experiences with Reading Roots, you might want to say something like the following when you distribute the Fluency Flyers: **Put your finger on the title for today's story. What is it?** [The Land of the Midnight Sun.] **Put your finger on the first box. It says, "I can read most of my words correctly."** The "2" underneath means that you will get 2 points for reading most of your words correctly and in the right order, just as they are written, when you read a page. **Put your finger on the second box. It says, "I can read smoothly."** That means you will stop at periods or question marks. You can earn another 2 points for reading smoothly. **Move your finger to the next box. It says, "I can read with expression."** You will get 2 points in the third box if you can read with a storytelling voice. (Model the difference between reading in a monotone and showing excitement or anger, pausing for commas or periods, etc. if needed.) Move to the last box. **What is a "bonus"?** [*Something extra, like a prize.*] **If you read all of your words correctly on a page, you will get 2 bonus points in the last box. When you can do all these things, we say that you can read with fluency. On the last day of a lesson, you will add up the total number of points on your Fluency Flyer for this story for your team score sheet.**
- **Keep your Fluency Flyer on your desk during Partner Reading so I can listen to you read when I come by your desk. Now it is time for Partner Reading of part 1 on pages 1–4. This is the first time you are reading this story with just your partner, so the most important thing right now is to read all the words correctly. Today Partner B will read first. Partner A will help Partner B sound out any words that give him or her trouble. Partner B will retell what happened. Partner A will add details. Each of you should reread the page until you can read every word correctly. Remember that you will switch roles on the next page, so Partner A will read first then. Continue taking turns reading pages until you get to Alpie's paws.**
- Have the students read part 1 (pages 1–4) of the story for accuracy. Partners should take turns so one reads aloud and retells while the other helps and adds details. Partner B reads first today.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.

# Lesson 38 Day 2

- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.

## Word Presentation—Part 2

### Green Words

#### Green Words

lawn shawl fawn  
 crawled straw raw  
awful sounds

- Stretch and read together any Green Words for part 2 that you think might be difficult for your students. Use each word in an oral sentence as needed. Pay special attention to the meaning of any underlined word.

Sample oral sentence:

**Ice cream sounds like a good snack.**

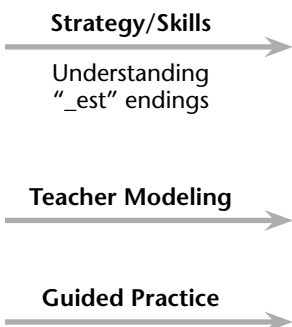
**“Sounds” means the same as “seems” in this sentence and in this story.**

#### Challenge Words

grandma coldest  
 reindeer

### Challenge Words

- Model how to sound out one of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Then use Think-Pair-Share to have the students try to sound out the other challenge words as needed.



Word	Possible Mispronunciations	Sentences for Checking
<b>cold+est</b> Red Word + ending	<b>CAHLD+est</b>	This is the <u>coldest</u> winter I can remember. <b>Adding “est” to a word makes it mean the most of something.</b>  (Examples: fastest, slowest, smallest)
<b>grand-ma</b>	<b>grand-MA</b>	It is fun to visit <u>Grandma</u> .
<b>rein-deer</b> compound word	<b>REEN-deer</b> <b>RINE-deer</b>	<u>Reindeer</u> live in the Arctic.

### Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

## Partner Word Reading

- Have partners take turns reading to each other the story words in the second box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

Team Celebration Points →

### Picture Cards

Arctic    cooked fish  
lawn    reindeer  
raw fish

## Guided Partner Reading—Part 2

**Let’s review some of the words we will see in this part of the story.** Display each picture card for part 2 (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat after you. Give a brief explanation of each card. Review picture cards from part 1, especially “shawl” and “straw bed.”

Teacher Shared Story →

Monitor →

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 2 (pages 5–8). Encourage the students to put a sticky note on any word that is difficult for them. Partner B reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class. Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.
- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Focus on Fluency →  
Read Smoothly

## Partner Story Questions—Part 2

**Teacher Modeling** →

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

**What did Erik do with Grandma and Granddad in the Arctic?** *[Erik and Grandma had a picnic on the lawn. They saw a fawn. Grandma made a straw bed to keep it warm. Erik went fishing with Granddad.]*

- **Now turn to the back cover of your Shared Story, and read the questions in the second box with your partner. Discuss what you think the answers should be. Find the sentence in the book that gives you evidence for your answer. After you and your partner have discussed the answers, both of you write your own answers. (You may have different answers!) You may ask your partner for help with your writing. Have your partner check your writing when you are done.**

Model: **What did Erik do with Grandma and Granddad in the Arctic?**  
*[Erik and Grandma had a picnic on the lawn. / They saw a fawn. / Grandma made a straw bed to keep it warm. / Erik went fishing with Granddad.]*

**1. Think about all the things Erik did. Which would you like to do?**  
*[I would like to... / I would not like to...]*

**2. Write the answer on the blank line.**

Erik saw a <u>[fawn]</u> .	straw
Grandma made a <u>[straw]</u> bed for it.	fawn
Erik wore a <u>[shawl]</u> to keep warm.	shawl

**Monitor** →

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

**Random Reporter** →

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the board or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.

**Team Celebration Points** →

- Award team celebration points to students who share correct responses to question #1.
- Ask the students if any of these answers or sentences tell you facts about Sweden.  
*[No, but they do show us things that a Swedish boy might do.]*



**Focus on Fluency**

Read Smoothly

## All Together Now

- Now we are going to reread part 2 (pages 5–8) together to celebrate. This is a time for us to show how well we have learned to read, so let’s all read together smoothly. We’ll drop our voices a bit when we see periods and pause a bit when we see commas.
- Celebrate by leading a class cheer.



**Focus on Fluency**

Read with Expression

## 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.

**Team Celebration Points**

- 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 1 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.

**STaR**

Think-Pair-Share →

**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 Living in the Arctic.*] **What is the weather like in the Arctic?** [*The weather in the Arctic is cold and snowy.*] **The weather in the Arctic is cold and snowy because...**

**Where is the Arctic Circle?** [*The Arctic Circle is close to the North Pole.*] **Why can you see the sun nearly all night long in the Arctic during the summer?** [*You can see the sun nearly all night long in the Arctic during the summer because the North Pole is facing the sun.*] **You can see the sun nearly all night long in the Arctic because...**

Display page 8. **Are nights dark in the Arctic during the summer? Are nights dark where you live?**

Display page 10. **How much sunlight is there in the Arctic during the winter? How much sunlight is there where you live during the winter?**

Display page 12. **Why is the soil in the Arctic frozen during the winter? Does the frozen soil in the Arctic thaw in the summer?**

**What is an igloo?** [*An igloo is a house made out of blocks of ice or snow.*] **You can live in an igloo in the Arctic because...**

**What do the Sami do with animal hides?** [*The Sami use the hides for clothing.*] **The Sami wear clothes made from animal hides because...**

Display page 25. **What do the Sami get from the reindeer?**

**What other animals live in the Arctic?** [*Oxen, foxes, walruses, and puffins are some of the animals that live in the Arctic.*]

## Structure Review

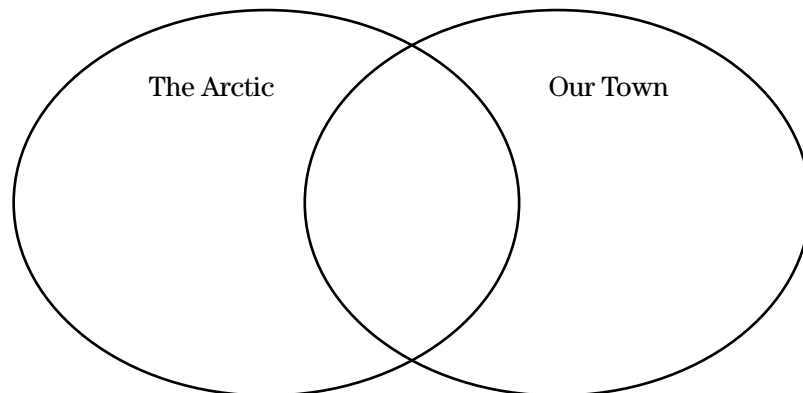
Whole Group Response →  
Think-Pair-Share →

- Display the idea tree poster. **Let's use our idea tree to help us think about important parts of the text.**
- WGR: **What is the title of the story?** [*Living in the Arctic.*]
- T-P-S: **What is one main idea from this book?** [*It is very cold in the Arctic.*]
- Write the topic on the trunk of the tree. Use the prompts below to help the students generate main ideas and supporting details from the text. Draw branches on the tree to record main ideas, and smaller branches to record details.
- **Remember, authors give us supporting details that tell about the main ideas. What is a supporting detail that tells about the cold Arctic?** [*It is near the North Pole. Most of the Arctic is water.*]
- T-P-S: **What is another main idea from the book?** [*How people live in the Arctic.*]
- T-P-S: **What are some supporting details about how people live in the Arctic?** [*They wear heavy clothes, they travel in kayaks and umiaks, and they live in igloos and homes made of stone.*]
- T-P-S: **What is another main idea from *Living in the Arctic*?** [*There are certain animals that live in the Arctic.*]
- T-P-S: **What are some supporting details about Arctic animals?** [*They all have heavy coats. They are tough.*]

## Retell

- Expand understanding about story details by using one of the following retell activities.

### Option 1: Graphic Organizer: Compare and Contrast



## Lesson 38 **Day 2** . . . . .

- Tell the students how graphic organizers can help them remember a story or text. Display a Venn diagram. Explain the graphic organizer, telling the students what should go in each part. Label one circle “The Arctic” and the other with the name of your city or town.

Random Reporter

- Ask the students to talk in their groups about what they remember about each subject. Use Random Reporter to have the students share their answers. Fill in the appropriate circles as the students respond.
- Ask the students to talk in their groups about what they remembered that was the same about both subjects. Use Random Reporter to have the students share their answers. Fill in the overlapping parts of the circles as the students respond.
- Summarize the similarities and differences. (The Arctic and our town are the same because.... They are different because....)

### 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.

Think-Pair-Share

**Why can ships sail along the coasts of the Arctic during the summer?**

**What plants can you find in the tundra in the summer?**

**Where do the Inuit live?**

**How do the Inuit travel?**

**What do the Inuit artists make?**

**Would you like to live in the Arctic?**



### STaR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in their teams. Ask the students to pick a favorite part of the book (e.g., a part they enjoyed learning about, 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 teams.
- Ask them to tell to which part of the idea tree 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.

Random Reporter

Team Celebration Points

## STaR Writing

### 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?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

- Explain to the students that they will now write a team sentence about their favorite parts of the book.
- Challenge the students to help one another think of descriptive words or other information that will make their teams' sentences more interesting.
- Instruct each student on the team to write the team sentence in his or her writing notebook.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.
- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)
- Use Random Reporter to select one student from each team to share the team's written sentence with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

## 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.

**Team Celebration Points** →

- Invite the class to give the student a cheer.
- Use the second question with another student if time allows.

**Alphie’s Questions:**

What do the Inuit use to make igloos?

What do the Sami do with animal hides?

**Fostering Richer Language**


Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>snow</i>	Good answer. Can you say that in a complete sentence? <i>The Inuit use snow.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, “The Inuit use snow.”</i>
The student responds in a complete, but not very elaborate, sentence. <i>The Inuit use snow.</i>	Good answer. Can you add some details to your sentence? <i>The Inuit use hard snow to make an igloo.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Do they pile up soft snow?</i>

**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.



**Read & Respond**

**Homework**

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

**You will need:****FastTrack Phonics**

Key card for /tch/\*  
 Letter-Blending Cards\*  
 Partner Practice  
 Booklet 7  
 Chart paper (optional)


**Shared Story**

Shared Story 38:  
*The Land of the  
 Midnight Sun*  
 Language  
 development cards  
 for lesson 38\*  
 Word cards for part 3\*  
 Reading Strategy  
 Cue Cards  
 Sticky notes  
 (teacher acquired)  
 Fluency Flyers  
*Reading Reels for  
 Roots DVD\**  
 Reading Celebration  
 certificates

**Adventures in Writing**

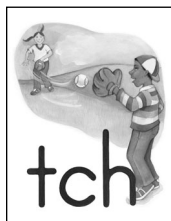
Writing Strategies Bank  
 (teacher created—optional)  
 Partner writing books  
 (teacher acquired)

\*Not needed for interactive whiteboard users



### Check Day 2 Homework

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Card

## FastTrack Phonics

### Presenting /tch/—Part 1

**Review**

- Display the letter side of the key cards for “ph” and “ge”/“dge.” As you hold up each one, ask: **What sound do these letters make?** (WGR)

**Hear the Sound**

- Tell the students that they are going to listen for a special sound in some words. Say each word below. Slightly exaggerate the /ch/ sound at the end of each word.

**itch    patch    scratch    catch**

## Lesson 38 Day 3

Whole Group Response

- **What sound did you hear at the end of all those words? (WGR) That's right. All those words end with the sound /ch/. Let's listen for it in some more words.** Say each word below. Slightly exaggerate the /ch/ sound at the end of each word. Have the students repeat each word after you.

ditch pitch witch match

Whole Group Response

### Introduce the New Letter Group

- **How do we spell the /ch/ sound? (WGR) That's right. We spell the /ch/ sound with the letters "ch."** Write the letters "ch" on the board. **Today we are going to learn a new way to spell this sound. Sometimes the sound /ch/ is spelled with these letters.** Erase the "ch," and write the letters "tch" on the board. Point to the letters, and say: /ch/. Have the students make the /ch/ sound with you as you point to the letters.
- Show the students the "tch" key card, "Pitch and catch." **This picture will help us remember one of the ways to spell the /ch/ sound. This is a picture of two children playing. One is pitching the ball, and the other is catching the ball. "Pitch and catch."** Have the students repeat the phrase "Pitch and catch" and exaggerate the /ch/ sound in the words. Post the key card above the vowel digraph "ch" in the wall frieze.

Interactive  
Whiteboard Users

Method varies

### Stretch and Read Words with the Letter Group

**With the teacher**—Let's look at some words that have "tch" in them and read them together. Use the Letter-Blending Cards to spell the word "watch." Separate the letters so there is some space between "wa" and "tch." Point to the letters "tch," and ask: **What sound do these letters make when they're together? (WGR) Yes, the sound is /ch/.../ch/.../ch/. Now let's put that sound with the rest of the word.** Sound out the word as follows: /w...a...tch/, /w..a..tch/, /w.a.tch/—watch. **What is the word? (WGR)**

- If necessary, demonstrate how to self-edit while you read by pronouncing the word with the short a sound and then changing the vowel sound until you say "watch." Use the word in a sentence to clarify the meaning.
- Use the Letter-Blending Cards to spell the word "catch." Repeat the reading process as described above.

### With a partner

- Have the students turn to page 5 of their Partner Practice Booklets and take turns reading the words in the top box twice.

Then read the words as a group. After you read each word with the class, use it in a sentence to clarify its meaning.

catch witch pitch scratch



Partner Practice  
Booklet 7

tch

## Write the Letter Group

- We need to remember that when we see the letters “t,” “c,” and “h” together, they make the sound /ch/. Let’s write those letters in the air while we say, “‘t,’ ‘c,’ and ‘h’ say /ch...ch...ch/.” Demonstrate for the students how to write the letters in the air while you chant the phrase. Have the students join you in writing the letters in the air and saying the phrase at least three times.
- Have the students write the letter group on their hands and legs, on their partners’ hands, etc., while saying the phrase.
- Have the students write the letter group in the middle box of their Partner Practice Booklets while saying the phrase.



Whole Group Response →

## Stretch and Count/Stretch and Spell

- Let’s count the different sounds we hear in some of these words. Stretch and count the word “patch.” Hold up a finger for each sound as you slowly say the word: “p...a...tch.” Ask: **How many sounds are there in the word “patch”?** (WGR) **Yes, there are three sounds. Let me see if I can write each of those sounds.**
- Make the sounds in the word “patch” as you write the corresponding letters on the board. Then repeat the word: **“patch.”**
- **Now it’s your turn to write some words with the /ch/ sound.** Stretch and count the following words with the students. When the students have counted the sounds, have them write the word in the bottom box of their Partner Practice Booklets.

**latch      scratch      ditch**

## Partner Check

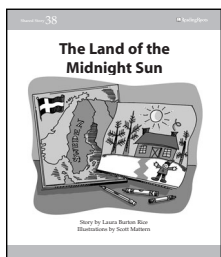
- When the students have finished writing, have them check their work with their partners. Partners can work together to discuss and settle any differences in their words.
- Have the class spell each word for you as you write it on the board. Have the students correct their work if necessary.

Ask the class to write:

- two different ways to spell /f/ (“f” and “ph”).
- three different ways to spell /j/ (“j,” “ge,” and “dge”).
- two different ways to spell /ch/ (“ch” and “tch”).
- Have partners check their work with each other, and then review the letter groups as a class.

Team Celebration Points →

- Select partnerships to share the two ways to write the sound /ch/. Have other partnerships share the different ways to spell /f/ and /j/. Award team celebration points to partnerships that provide the correct answers.



Monitor →

# Shared Story

## Partner Reading—Part 2

- Review the Fluency Flyer with the class.
- Have the students reread part 2 (pages 5–8) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.

## Word Presentation—Part 3

### Picture Cards

summer  
midnight  
shining  
shared

### Green Words

- Stretch and read together any Green Words for part 2 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word. Review dropping the “e” before adding “\_ing” or “\_ed” endings if needed.

Sample oral sentences:

**shin(e) + ing** I wear sunglasses when the sun is shining.

**shar(e) + ed** I shared my collection of dolls with my class.

In this sentence and this story, “shared” means showed or looked at together. Note that both of these words have the shy “e.”

### Challenge Word

opened

## Challenge Word

- Model how to sound out the challenge word. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence.

Word	Possible Mispronunciations	Sentence for Checking
open+ed Red Word + ending	AHP-en+ed o-PEN+ed	Keisha <u>opened</u> the door and walked inside.

Teacher Modeling →

### Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

## Partner Word Reading

- Have partners take turns reading to each other the story words in the third box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

Team Celebration Points →

Picture Cards  
pine cone

## Guided Partner Reading—Part 3

**We have just one new picture card for part 3.** Display the picture card for part 3 if needed. Name it, and have the students repeat it after you. Give a brief explanation of the card. Review picture cards from Days 1 and 2 if needed.

Teacher Shared Story →

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 3 (pages 9–12). Encourage the students to put a sticky note on any word that is difficult for them. Partner A reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension.
- If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.
- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Monitor →

Focus on Fluency →  
Read Smoothly

## Partner Story Questions—Part 3

Teacher Modeling →

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

**Would you like to live in the Arctic? Tell why or why not.** *[I would like to live in the Arctic because.... I would not like to live in the Arctic because....]*

- Now turn to the back cover of your Shared Story, and read the questions in the third box with your partner. Discuss what you think the answers should be. Find the sentences in the book that gives you evidence for your answers. After you and your partner have discussed the answers, both of you write down your own answers. (You may have different answers!) You may ask your partner for help with your writing. Have your partner check your writing when you are done.

1. **Why is the Arctic called the Land of the Midnight Sun?**

*[The sun shines at midnight in the summer.]*

2. Write the answer on the blank line.

In the Arctic, the sun was [shining] at night.

shared

Erik [crawled] into bed.

shining

Erik [shared] his drawings with his pals.

crawled

Monitor →

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter →

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the chalkboard or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.

Team Celebration Points →

- Award team celebration points to students who share correct responses to question #1.
- Ask the students to tell you which sentences tell you facts about Sweden.



## All Together Now

Focus on Fluency →

Read Smoothly

- **Now we are going to reread part 3 (pages 9–12) together to celebrate. This is a time for us to show how well we have learned to read, so let's all read together smoothly. We'll drop our voices a bit when we see periods and pause a bit when we see commas.**
- Celebrate by leading a class cheer.

In levels 1–3 of Reading Roots, you focus on the development of accurate, smooth, and expressive reading. In level 4, you continue to support the earlier objectives, but you also begin to monitor reading rate to help the students build the number of words they can read accurately per minute. The most common expectation is that the students will read 60 words correctly per minute (wcpm) by the end of first grade.

In the Reading Olympics Warm-up segment of each lesson, you teach and model reading at an appropriate rate and provide practice opportunities that tell the students whether they are reading at the rate of 60 wcpm. When the students think they are reading 60 wcpm, they ask to be timed for the Reading Olympics. Students who succeed receive a Reading Olympics Gold Medal certificate. The *Reading Reels for Roots* video provides a skit that models reading at the right speed. Here's how the practice works:

In lessons 38–41, you gradually prepare the students for success in the Reading Olympics. In lessons 38 and 39, you introduce the process and give students two minutes to read sixty words. Half the class reads in each lesson, so all the students have had a two-minute practice after these two lessons. In lessons 40 and 41, you give students one and a half minutes to read 60 words. Half the class practices in each lesson. Starting

in lesson 42, you use the same process but give the students one minute to read sixty words.

On the third day of lessons 42–48, you conduct warm-ups for the Reading Olympics. While you measure one minute, half the students in the class read aloud while their partners listen for accuracy. At the end of the minute, the reading students see if they got to the end of the reading with no more than two errors. If they did, they are ready to read for the Olympics! You put their names on a list and then listen to and time each student's individual reading, when you have a chance, during partner practice times. If the student is successful, he or she receives a Reading Olympics Gold Medal certificate. Post one copy of the medal on a Reading Olympics bulletin board, and send another copy home.

The key to success with the Reading Olympics is your enthusiasm and your belief that, with practice, every student in your class can succeed. Some students will succeed easily; others will need to practice quite a bit. Since the readings are part of a familiar story, all the students can simply keep practicing until they are successful with any story. Encourage them to reread on their own, practice with their partners when they have a spare moment, and practice at home. Your high expectations and encouragement will keep the students trying and ensure their success.

## Reading Olympics Warm-up

Focus on Fluency

Appropriate Rate



The Sound and the Fury

- This warm-up will help the students prepare for the timed assessment of reading rate that you will conduct with individual students later in level 4. During the warm-up, the students will work together. One student will read while a partner keeps track of accuracy (counting any words missed with his or her fingers) and how far the student reads. You will be the timekeeper. During the next Shared Story, the other partner will be the reader, etc.

- **Today we are going to begin warming up so we can read at the right speed. Let's see how Alphie practices reading at the right speed as he trains for the Reading Olympics. To win the gold medal certificate in the Reading Olympics, we need to read 60 words correct per minute.** Show the video segment for Fluency: Speed (optional), or model reading 60 words correctly per minute with a student.

- **Today we will prepare for the Reading Olympics, just like Alphie. Just like athletes, we need to warm up and practice a lot before we actually try out for the Reading Olympics. For this Shared Story lesson, we will have two minutes to read a page or two of the story. With practice, we will be able to read the same number of words in one minute. Partner Bs will read today, and Partner As will listen and keep track of accuracy. (That means the listeners will have to read along carefully in their own books and count any mistakes the readers make!) I will time you for two minutes. Then we will see if you can read 60 words correctly in two minutes. Remember that this is something we will practice many times. People in sports have to practice a lot and keep improving their scores a little at a time until they qualify for the Olympics. We will practice during each Shared Story, and you can practice at home also.**

Focus on Fluency

Appropriate Rate

- **Let's practice. I will read a few lines while you listen to see if I read accurately. If I make only one or two mistakes, that will count as accurate reading. Keep track of any mistakes with your fingers. When I stop, put your finger on the last word I read. Here I go.**

- Read a few lines from the beginning of Shared Story 38, and make one mistake. When you have finished, ask the class to tell you whether you read accurately. Then check to see if the students put their fingers on the last word you read. Read a few more lines, and make three mistakes. Ask the class again whether you read accurately, and check to see if the students put their fingers on the last word you read. Repeat until the students understand the activity.

- **Turn to page 7, and get ready to read with your partners. Partner Bs, read quickly, smoothly, and accurately for two minutes. Partner As, keep track of accuracy by counting any mistakes with your fingers. Remember to put your finger on the last word your partner reads when I say, "Stop." Ready, set, go.**

- Allow the students to read for two minutes, and then discuss whether the readers met the goal.

- **Partner As, raise your partners' hands if they read accurately. Now look at where you stopped. Our fluency goal was to finish page 7. Partner As, raise your partners' hands if they finished page 7.**

Start Reading Olympics Warm-up on page 7. The goal is to read accurately to the end of page 7 in two minutes.

- **Remember, this is a warm-up. You can also practice with your partner and at home, and you will keep getting closer to the goal. During our lessons for Shared Story 39, Partner As will be the readers.**



Focus on Fluency  
 Read with Expression  
 Team Celebration Points

## 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 1 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.

## Adventures in Writing

- **In level 4, we are going to do our Adventures in Writing over two days. On the first day, we will work together on the content of our writing. That means that we will work on thinking of good ideas and making our sentences interesting. On the second day, we will check our sentences for errors and make corrections. We will rewrite our corrected sentences in our very best handwriting to share with others.**
- **You have been learning about our new team score sheet this week. You will earn a score for Adventures in Writing. You can get up to 8 points for your paper. The points for everyone on your team will be averaged together. The average score will be added to your team score sheet and can help your team be a Super Team!**

## Prewriting

- Explain the writing assignment. **We read two books that tell about life in the Arctic. Now that we know so much about the Arctic, we can write a paper about it.** Write “The Arctic” on the board.
- Demonstrate the process of taking notes about the writing topic. **The Arctic is the topic of our paper. We’re going to tell three different things about our topic. We’re going to tell where the Arctic is, what it looks like, and what you can do there. I’ll make some notes on my paper to help me remember these ideas.** Divide a space on the board into three sections. Label the sections “Where,” “Looks Like,” and “Do.”

Think-Pair-Share

- Use Think-Pair-Share to have the students answer questions that will help to generate ideas within each category. **What is one way to describe where the Arctic is? What does it look like? What is something that you can do there?** Write one or two responses as words or phrases in each column.
- **You're going to do the same thing now with your partner. You'll discuss these three things that tell about the Arctic. Then you'll take some notes in your partner writing books. You can include the ideas that we thought of together and also add other ideas to your chart.**

## Partner Planning


- Ask the students to return to their seats and sit with their partners. Have the students copy the headings "Where," "Looks Like," and "Do" in their partner writing books and then create lists of ideas for each category. They should include at least two ideas in each category.
- Encourage the students to use the Writing Strategies Bank for words they do not know how to write.
- As the students finish their notes, ask them to work with their partners to think of complete sentences they could make with the ideas on their charts.
- Encourage the students to help their partners think of details that will make their sentences more interesting.

## Writing

### Drafting

- Tell the students that they are ready to write their sentences. Remind them that they need to include a sentence that tells where the Arctic is, another sentence that tells what it looks like, and a third sentence that tells what you can do there.
- Ask individual students to read their writing to you as you circulate, offering suggestions or asking questions that lead them to write descriptive details. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words the students do not know how to write.

**Teacher's Note:** Keep the papers for tomorrow's lesson.



**Read & Respond**

### Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

**You will need:****FastTrack Phonics**

Key card for “tch”\*  
 Chart paper (optional)\*  
 Partner Practice Booklet 7  
 Partner writing books (teacher acquired)

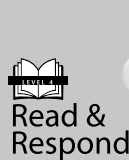
**Shared Story**

Shared Story 38:  
*The Land of the Midnight Sun*  
 Fluency Flyers  
 Idea tree poster\*  
 Reading Olympics Gold Medal certificates (duplicate from appendix)  
 Story Test booklets  
 Colored pens or pencils

**Adventures in Writing**

Partner writing books (teacher acquired)  
 Alphonse puppet  
 Alphonse’s paper (teacher prepared)\*  
 Editing Checklist (teacher created)  
 Adventures in Writing Scoring Guide for each team (duplicate from appendix)  
 Writing paper (teacher acquired)

\*Not needed for interactive whiteboard users

**Check Day 3 Homework**

Check each student’s Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.

## FastTrack Phonics

### Presenting /tch/



Partner Practice Booklet 7

**Partner Reading**

- Have the students sit with their partners and open their Partner Practice Booklets to page 6. **You and your partner are going to read a little story together. You’ll each read one sentence at a time. You may find some tricky words. Remember that you can use the Finger Detective to help you read those words.**
- Review how to use the Finger Detective to read a word. Write a sample word on the board, and demonstrate sounding it out with the Finger Detective (sample word: “match”). Self-edit as you read by mistakenly pronouncing the “t.” Example: **m...a...t...ch. That doesn’t sound right. Oh! I know. Sometimes the “t” goes together with the letters “ch” to say /ch/. M...a...tch. Match!**



Finger Detective

## Lesson 38 Day 4

- Designate each student in a partnership as Partner A or Partner B. Have the students take turns reading each sentence of the passage with the Partner As reading first. After partners have read the story, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**
- Ask the students to choose a difficult word they encountered and demonstrate how they used the Finger Detective to read it. If the students don't have any examples to share, suggest the word "patches" by writing it on the board. Sound it out using the Finger Detective. Use the following text as a guide: /p...a...t...c/. /p.a.t.c/. **Hmmm. That doesn't sound right. Oh! I know. The letters "tch" go together to say /ch/. I'll circle them to remind me. Circle the letters "tch." Now I can sound it out: /p...a...tch...es/—patches.**

Whole Group Response →

### Find Words with the Sound

- **Let's read the story one more time and underline all the words that have the /ch/ sound. Remember, the /ch/ sound can come at the beginning, middle, or end of a word. We also know it can be spelled in different ways, so you need to listen carefully to each word. Do you think you can find all the words with the /ch/ sound? (WGR)**
- Have Partner Bs read the first sentence of the student text while the Partner As listen and follow along. Then both partners will discuss and identify the /ch/ words that they heard in the sentence. When both partners agree on the words, they will circle them in their Partner Practice Booklets. Then partners will switch roles.

A pirate's life seems lots of fun to me! I bet they sit on their ship eating a lunch of fish and chips with bunches of bananas. Then they sing and march around the ship wearing patches over their eyes. Next they set sail, because pirates have an itch to get rich. They may catch a lot of fish, but fish are no match for treasure! So they sail the far reaches of the world until they find gold. When I grow up, I will ask a pirate to teach me how to find treasure!

Whole Group Response →

### List Words on the Chart

- When partners have completed the task, ask: **Did you find lots of words with the /ch/ sound? (WGR) Did you see the /ch/ sound spelled in different ways? (WGR) What two ways can you spell the /ch/ sound? (WGR)**
- **Let's make a chart and list all the words that you circled. We'll put "ch" words on one side and "tch" words on the other side.**

## Lesson 38 Day 4

- Draw a line down the center of a piece of chart paper to make two columns. Label one column “ch” and the other column “tch.” The students will have this chart in their Partner Practice Booklets. Have them label their columns “ch” and “tch.” Your chart paper will look like this.

ch	tch

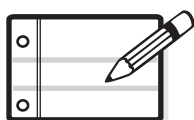
- Reread the passage with the students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any words with the /ch/ sound in that sentence? Decide with your teams what column the word belongs in.**
- Use Random Reporter to select students to share any words that contain the /ch/ sound from the sentence. Award team celebration points to students who can correctly identify the column on the chart in which the word belongs.
- Remind the students to check their papers to see if they have identified and circled the word in their booklets. Then write the word in the appropriate column on the chart paper. The students will write each word on their charts in their Partner Practice Booklets.

Random Reporter

Team Celebration Points

ch	tch
lunch, chips, bunches, march, rich, reaches, teach	patches, itch, catch, match

- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used. For example, in English, the /ch/ sound is never spelled “tch” at the beginning of a word. “Ch” can be at the beginning or end of a word.



### Dictation

- Read each sentence below. Make sure the students can repeat each sentence before they try to write it.
  1. **A pirate wears a patch.**
  2. **Can you teach me how to catch a fish?**
  3. **Let’s eat fish and chips.**

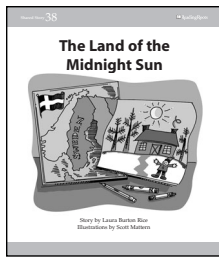
### Partner Check

- When the students have finished writing, have them check their work with their partners. Partners can work together to discuss and settle any differences in their sentences.
- Write each sentence on the board, and have the class help you spell selected words with the new letter group. Have the students correct their sentences if necessary.

# Lesson 38 Day 4 . . . . .

- Ask the class to write:
  - two different ways to spell /f/ (“f” and “ph”).
  - three different ways to spell /j/ (“j,” “ge,” and “dge”).
  - two different ways to spell /ch/ (“ch” and “tch”).
- Have partners check their work with each other, and then review the letter groups as a class.
- Select partnerships to share the two ways to write the sound /ch/. Have other partnerships share the different ways to spell /f/ and /j/. Award team celebration points to partnerships that provide the correct answers.

Team Celebration Points →



Monitor →

## Shared Story

### Partner Reading—Part 3

- Review the Fluency Flyer with the class.
- Have the students reread part 3 (pages 9–12) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner B reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.
- Listen to the students read, and record points on the students’ Fluency Flyers.

Fluency Flyer →  
Award Team Points

Strategies/Skills →  
Summarizing to identify main ideas

### Summarization

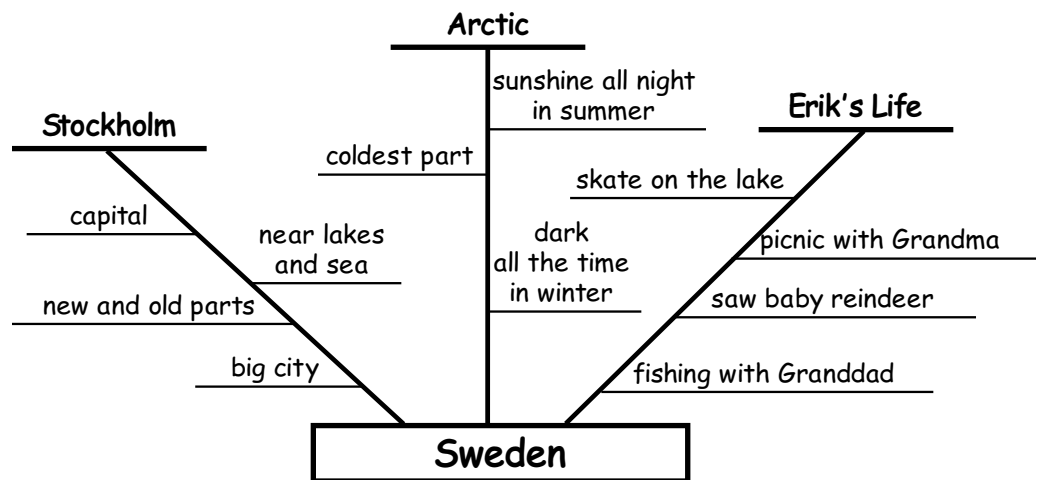
- **This story was a little different from other Shared Stories we have read. This story was about a real place. We learned new information about this place and learned about what life is like for the people who live there.** Point out that Erik and his family were made-up people, but everything else in the story was real. **Through Erik’s eyes and activities, we learned some things a Swedish boy might do.**
- **We can remember facts we learned from the story by writing the information on an idea tree. An idea tree helps us remember the different facts we learned from a book.**
- Post the idea tree. Point to the bottom of the tree. **We’ll write the topic of the book here. Remember, the topic is the main idea of the whole book. This book told us lots of facts about Sweden. “Sweden” is the topic we will use for our idea tree.** Write “Sweden” on the trunk of the idea tree.

## Lesson 38 Day 4

- Now that I know the topic we will use, I can think about some more main ideas. What did the story tell me about life in Sweden? We learned facts about Stockholm. Write “Stockholm” on the branch of the idea tree. We learned other facts about Sweden too. We learned about the part of Sweden that is in the Arctic. Make a new branch on the idea tree, and write “Arctic” on it. We also learned about Erik’s life in Sweden and the different things a Swedish boy your age might do. Make a new branch on the idea tree, and write “Erik’s Life” on it. Can you see why we call this an idea tree? Every time we add a new fact or idea to it, we make a branch on the tree. As we add more ideas to the tree, we’ll add more branches.

Think-Pair-Share →

- Go back to the first branch. **This branch says, “Stockholm.” What facts did we learn about Stockholm?** (T-P-S) Record the students’ responses on small branches on the “Stockholm” branch.
- Use as many main ideas and supporting details as time and the readiness of your students allow. If the students give an unrelated fact, write it on the correct branch. The important thing is to practice recalling information in an organized way. Your completed idea tree should look similar to the following sample although you and your class may have different ideas about how to group the facts they learned.



- Review the information on the idea tree. **The idea tree helps us remember important information that we read. Instead of trying to recall everything that we read in the book, we can use an idea tree to help us remember the most important parts.**
- Orally summarize the Stockholm branch in a sentence or two. Use Think-Pair-Share to have the students create oral sentences about the Arctic branch. This will be difficult at first.
- **What looks different about the pages in this book? (T-P-S) The stories you will be reading from now on will have paragraphs like these. A paragraph is a group of sentences that go together because they talk about the same idea. The first line of a paragraph is usually indented.**

## Assessment of Growth

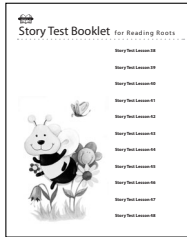
### Partner Prep Time/Words Out Loud and Fluency

- Have the students take turns reading the words on the inside front cover of the Shared Story to be sure that they are ready for Words Out Loud. Explain that they will get points on their team score sheet for the Words Out Loud activity. The students will each get 8 points if they can read all the words correctly. One point will be subtracted for each word that a student misses. If a student misses more than two words, he or she should practice and try again. The students need to help their partners so they can be part of a Super Team.
- **When you are sure that both of you can read the words quickly and easily, you will read the story with your partner. Since you already know what happens in the story, you can use this time to practice reading the whole story in your best storytelling voice. A storytelling voice is nice and smooth. We read as fast as we can. But we still want our partners to understand us. And we want to read with expression. You can also help each other prepare for the Story Test. Ask each other the questions at the end of the story.**
- During this time, have the students read eight words that you have selected from the inside front cover of the Shared Story for a Words Out Loud score.
- You may also listen to the students read and award points for their Fluency Flyers.

Assess →

**Teacher’s Note:** For Words Out Loud, choose eight words from the inside front cover of the Shared Story for the students to read. You may wish to simply select two words from each box. To tailor Words Out Loud to class or individual needs, select eight words that will make success likely if the students are working together well and will provide challenge needed for growth. Use difficult words for any students who need a challenge. For struggling students, you may wish to select specific kinds of words. For instance, you might choose mostly words with “\_ed” and “\_ing” endings, multisyllabic words, or words that use a specific sound or pattern, and then add some Red Words. Some individualized lists for lesson 38 might look like this:

Challenge	Endings	“aw” Words	Blends and Digraphs
office capital reindeer grandma shining opened warm even	drawing crawled shining shared opened some does work	drawn saw shawl raw lawn fawn	drawn grandma crawled shining shared old even some



Story Test Booklet

## Story Test

- When most students have finished practicing their words and you have finished Words Out Loud, have the students complete the Story Test individually. Remind them that their scores on the Story Test will help them earn points for their team score sheets. An answer to a story question must be correct to get any points. A very short phrase gets 1 point. A more complete phrase, or incomplete sentence, gets 2 points. A complete sentence that is a complete answer gets 3 points. All parts of a vocabulary item must be correct to get 1 point for each item.
- Possible answers, separated by slashes, are suggested, but accept any reasonable answers that can be justified.
- If needed, use the first question as a modeling question to show how answers will be scored for points on the team score sheet.

Answer these questions in complete sentences.

**1. What tells you that it is cold in the Arctic?**

*1 pt. — shawl in May (partly correct)*

*2 pts. — wore shawl for picnic on lawn (correct, but not in a complete sentence)*

*3 pts. — Erik needed a shawl to keep warm for a picnic./He wore a coat and hat in the summer./The story said that the Arctic is the coldest place in Sweden. (correct, and uses a complete sentence)*

**2. Would you like to live in the Arctic? Tell why or why not.**

*1 pt. — yes/no and one or two words*

*2 pts. — yes/no with a phrase such as “night all the time in winter”*

*3 pts. — I would like to live in the Arctic because.../I would not like to live in the Arctic because....*

Write the answer on the blank line.

**3. I felt [awful] when I had a cold.**

**My dad works in an [office].**

**After the big snow, [even] cars were hidden.**

**office**

**even**

**awful**

**4. The sun was [shining] all day.**

**The boy [shared] his dog for Show and Tell.**

**I made a [drawing] to go with my story.**

**drawing**

**shared**

**shining**

- When the students are finished, collect pencils or pens, but have the students retain the test. Give a colored pen (e.g., red or green ink) to each student.
- Have the teams discuss each question and agree on the answer. Use Random Reporter to review the test answers and evidence with the class.
- If the students provide answers for questions #1 and #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use Think-Pair-Share to have the students rephrase the answers into complete sentences.

Random Reporter →

## Lesson 38 **Day 4** .....

- Tell the students to use their colored pens to write the answers to questions #1 and #2 in complete sentences if necessary.
- Collect the Story Test booklets so you can score them and enter points on the students' team score sheets.
- Award 1 bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed 8 points.

# Adventures in Writing

## Writing Review

- Ask the students to locate the sentences they wrote in their partner writing books telling information about the Arctic.
- Yesterday we started writing a paper about the Arctic. We decided we would tell three things about the Arctic. We told where the Arctic is, what it looks like, and what you can do there. We took notes and practiced writing our sentences. Today we're going to check our sentences to make sure they are just right. Then we'll make a final copy.

## Writing

### 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?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

- Display the Editing Checklist. Ask the students to take turns reading their sentences to their partners. Partners should look together to identify and correct mistakes in each sentence. The students should only correct mistakes in writing on their own papers.

## Lesson 38 **Day 4** . . . . .

- **We have been using this Editing Checklist to help us remember the things we need to look for when we check our sentences for mistakes. Work with your partner to check your sentences together. Remember that you will only make changes on your own paper.**
- Distribute a copy of the Adventures in Writing Scoring Guide to each team (or display a chart-paper version.) Explain to the students how you will award points for their writing assignments. Use Alpie's paper as an example.
- **Alpie wrote a paper about the Arctic too. As we look over Alpie's paper, let's think about what Alpie needs to do to get points to contribute to his team on the team score sheet.**
- **First, Alpie needs to complete the task for 2 points. That means he has to do his writing paper.**
- **Second, Alpie needs to follow the directions for the writing assignment to get 2 more points. For today, that means he needs to tell where the Arctic is, what the Arctic looks like, and what things you can do there.**
- **Third, Alpie needs to use complete sentences to get 2 more points. He must begin each sentence with a capital letter and end each sentence with a period.**
- **Fourth, Alpie needs to use STaR story or Shared Story words for 2 points. That will help make his writing more descriptive. After we check Alpie's paper, we will see how many points he earned.**

### The Arctic

The Arctic is around the North Pole. It is at the top of the world.  
The Arctic has a lot of snow. The lakes have ice in them. You can ride a boat. You can make an igloo. You can see reindeer.

#### Sample text for awarding points to Alpie:

- **Alpie completed his paper, so he gets 2 points.** Write the number "2" on Alpie's paper.
- **Did Alpie write what he was supposed to about the Arctic?** Use Think-Pair-Share to have the students respond. **Yes, he told where the Arctic is, what it looks like, and what things you can do there. He gets 2 more points.** Write another "2" on the paper.
- **Did Alpie use complete sentences in his paper?** Use Whole Group Response to have the students answer. **Yes, every sentence is complete and begins with a capital letter and ends with a period. He earns another 2 points.** Write another "2" on the paper.

## Lesson 38 **Day 4** . . . . .

- **Did Alpie use some of the new words we learned from our books?** Use Think-Pair-Share to have the students respond. Help the students identify story words in Alpie's paper. [*Arctic, North Pole, igloo, etc.*] **Yes, Alpie gets 2 more points.** Write another "2" on the paper.
- **Let's add Alpie's points together. Alpie gets 8 points for his paper. You can get 8 points too and help your team become a Super Team!**
- Have the students work with their partners to check their writing. **Now you can check your own work. Work with your partner to make sure that your sentences will earn all the points for your team.** Circulate to monitor and assist with use of the scoring guide as needed.

### Polishing

- Instruct the students to write their polished copies of their sentences.
- Now that you've checked your writing, you're ready for the final step! You get to write your publication copy. This is a copy that we can show in the class and share with others. Use your best handwriting so your paper looks nice and neat! Lots of people will see your wonderful writing.
- Distribute writing paper so the students can make their final copies. Monitor to ensure that they include the title and all of their sentences in the correct order.



### 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.


## Lesson 38 Day 4 . . . . .

### Team Celebration Points →

- 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.

### Team Celebration Points →

- Award team celebration points to students who share an error that they or their partners 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.
- Post polished copies of the students' writing on a writing celebration bulletin board.



### Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

## Preparation for the Next Lessons

- Convert the total team celebration points to scores of 100, 90, or 80 points for each team. Enter these and the individual student scores into the Reading Roots Data Tools database. You will then be able to generate and print Super Team, Great Team, and Good Team certificates and team score sheets for your next lesson.

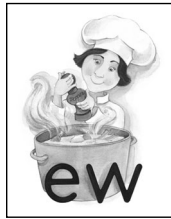
## Extension Activity (*optional*)

- Introduce and play a variation of the game Duck, Duck, Goose using the words “igloo” and “kayak.”
- **You already know how to play the game Duck, Duck, Goose. Today we’re going to play a game like Duck, Duck, Goose, but we’re going to change the words to “igloo” and “kayak.”** Select several students to model how to play the game. Have the students sit in a circle. Move around the outside of the circle, tapping each child on the head saying “igloo.” Randomly say “kayak” as you tap one child on the head. Have that child stand and follow you around the circle, pantomiming the action of paddling a kayak. When you get to the place the child sat, sit down.
- Place the students in small groups.
- Allow the students to play several rounds so each member has a turn to be “it.”
- If time allows, play the game again, substituting other new vocabulary words in place of “igloo” and “kayak.”



## At a Glance

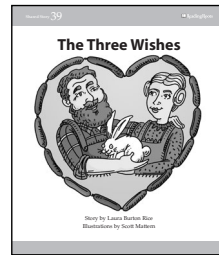
### FastTrack Phonics



**Days 2 and 3:**  
New sound: /ew/

**Day 4:**  
FTP Assessment 10  
SOLO Assessment 10

### Shared Story



**Shared Story:**  
*The Three Wishes*  
by Laura Burton Rice



**Review Sound:** /th/

#### Thematic focus:

Fairy tale genre

#### Strategies/Skills:

Summarize to describe narrative story plot

Understanding comparisons with “more than” and “less than”

Discriminating “there” and “their”

Understanding the prefix “dis”

### STaR

**STaR Story:**  
*Sausages*  
written by  
Jessica Souhami

Students will summarize the important events in a story.

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 about three wishes.

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.

**You will need:****Team Celebration**

Team score sheet for lesson 39 (print from Reading Roots Data Tools)

Super Team, Great Team, and Good Team celebration certificates earned in lesson 38

Cooperative Learning Cue Cards

**Shared Story**

Shared Story 39:  
*The Three Wishes*

Language development cards for lesson 39\*

Word cards for part 1\*

Map with labels\* (map is teacher acquired)

Reading Strategy Cue Cards

Sticky notes (teacher acquired)

*Reading Reels for Roots DVD\**

Read & Respond forms

**STaR**

STaR story:  
*Sausages*

Editing Checklist (teacher created)

Writing Strategies Bank (teacher created—optional)

Partner writing books (teacher acquired)

Sentence strip and marker for each team (optional)

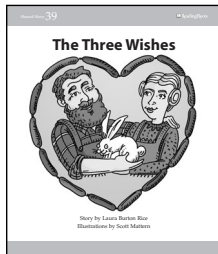
\*Not needed for interactive whiteboard users

## Team Celebration

- Distribute the team score sheets for lesson 39. Point out the section at the top of the page. **On the top part of the team score sheet, you can see the scores that your team earned from our last lesson.**
- Point out the section for total team celebration points. **These are the team celebration points that we were tracking on our poster. You used to earn Super Team, Great Team, or Good Team status only from your team celebration points. The team score sheet shows that now we also count the points that your team earned for completing your Read & Respond homework and also the points you earned on your Fluency Flyers, Words Out Loud tests, Story Tests, and Adventures in Writing assignments. The score that you see for Read & Respond, Fluency Flyer, Words Out Loud, Story Test, and Adventures in Writing is an average of the scores of all the members on your team.**
- Announce each team's standing, and distribute the Super Team, Great Team, and Good Team certificates to each student. Cheer for each team as the certificates for its team members are awarded. Point out to the students that their individual scores are printed on the certificates. By looking at the individual score, each student can see how much he or she contributed to the team average. Be sure to reinforce that our goal is to have **all** the teams reach the level of Super Team. Teams do not compete with one another.

## Lesson 39 Day 1

- **Now we will think about our scores from our last lesson and decide where we want to focus this week to get a higher team score.** Help each team identify a score from the Individual Score Averages section at the top of the team score sheet that they would like to improve. This will become their team goal for the lesson. They should write their team goal in the space provided at the bottom section of the team score sheet. **If, at the end of this lesson, you earn the same score or a higher score in your goal area, you will also be able to earn bonus points to help you be a Super Team!**
- Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.
- 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.



## Shared Story

### Previewing

- **Today after we practice some of the story words, we are going to read a fairy tale from Sweden. What have we already read about Sweden? What did we learn? (T-P-S) The story we are going to read today does not contain true information like *The Land of the Midnight Sun*. That story told us about Sweden. A fairy tale is a special kind of story. Do you know what a fairy tale is? (T-P-S) A fairy tale is a made-up story. It usually happened a long time ago, and it usually has magic.**
- **This story is a Swedish fairy tale called *The Three Wishes*. Sometimes people in different places told this fairy tale in different ways. After we read our Shared Story, *The Three Wishes*, we will read another version during STaR time.**
- **Display the book, and point out the features described. A wish is something that you want very much. I see a man and woman on the cover. Maybe they are the ones who are going to make three wishes. The man and the woman have a rabbit. Do you think they wished for a rabbit? (WGR)**
- **I see something else around the man and the woman. Point to the sausages. It looks like sausages! I wonder why sausages are in the picture? Do you think they wished for sausages? (WGR) Why? (T-P-S)**

*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.*

**Picture Cards**

woodcutter	path
beard	elf
hamlet (village)	

**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.**
- Point out features described on the following pages. Page 1: **Here is Garth, the woodcutter, chopping down a tree.** Pages 2 and 3: **Look! Now there’s a dog chasing a little rabbit. It looks like Garth is going to help the rabbit.** Page 4: **The rabbit is gone, but now there’s an elf! I wonder how that happened. (T-P-S) Let’s learn some new words and read the story to find out more!**

**Video Words**



path	forest
sorry	wish
sausage	soup
thick	thin
meal	gold
clothes	rabbits

**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 39 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—Part 1**



**Animated Alphabet**



**The Sound and the Furry**

**Green Words**

than	<u>forest</u>
hamlet	<u>dashed</u>
<u>stomped</u>	thanks
wishes	

**Green Words**

- **Let’s practice the special letter group we’ll see a lot in today’s story.** Play the Animated Alphabet segment, or display the key card for “th.” Have the students review the alliterative phrase and practice the sound.
- **Now let’s practice reading some words.** Show the video segments for Sound It Out for lesson 39.
- Stretch and read together any Green Words for part 1 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

Sample oral sentence:

than: I was mad because my brother got more candy than I did. **“Than” is a word used when we compare things. For example, we often talk about “more than” and “less than.”**

- Use Quick Erase to present some other “th” words. Use the following sequence:

**thick...thin...think...things...thrill...thrilled**

# Lesson 39 Day 1

- Now let's try Quick Erase with some words that end in "th."

**path...bath...math...with**

- Then present the "th" words below using Quick Erase. In these words, the "th" is voiced.

**then...than...that...those**

**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.

## Challenge Words

lived      around  
between    disappeared

### Strategy/Skills

Understanding the prefix "dis"

### Teacher Modeling

### Guided Practice

## Challenge Words

- Model how to sound out one or two of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

Word	Possible Mispronunciations	Sentences for Checking
<b>dis+ap-pear+ed</b> base word + prefix and ending	<b>dis-AP-pear-ed</b>	The elf appeared and <u>disappeared</u> in the story. " <b>Dis</b> " <b>added to a word often makes it mean the opposite.</b>
<b>liv(e)+ed</b> base word + ending Hint: "Lived" has a shy "e."	<b>LIVED</b> (long "i")	Garth <u>lived</u> in a hamlet.
<b>a-round</b>	<b>AE-round</b>	The cat ran <u>around</u> my legs.
<b>be-tween</b>	<b>BET-ween</b>	I sat <u>between</u> Sam and Nan.

## Red Words

there    sausage  
soup    again  
gone    didn't

### Strategy/Skills

Discriminating "there" and "their"

## Red Words

- Use Say-Spell-Say to introduce all the Red Words. Use the words in oral sentences, as needed, to clarify their meanings.
- Remind the students that "there" refers more to a place while "their" is used to show ownership.

**there**      **There are two boys named Bob in my class.**

**The pencil sharpener is over there.**

**Their books were over there.**

- Post the Red Words on the word wall, and conduct a rapid review of the word wall.

## Partner Word Reading

- Have partners take turns reading to each other the story words in the first box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

Team Celebration Points →

## Guided Partner Reading—Part 1

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 1 (pages 1–4). Encourage the students to put a sticky note on any word that is difficult for them. Partner B reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.
- Award team celebration points to students who share strategies they used to read difficult words.
- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Teacher Shared Story →

Monitor →

Team Celebration Points →

Focus on Fluency →  
Read Smoothly

## Partner Story Questions—Part 1

**Teacher Modeling** →

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

**How did Garth help the rabbit?** [*Garth hid the rabbit in his jacket. Garth saved the rabbit from the dog.*]

- Have partners discuss the questions in the first box on the back cover, write their individual answers, and then compare their answers.

**Partner Practice** →

1. **Where did the elf come from?**

[*The rabbit turned into an elf.*]

2. Write the answer on the blank line.

Garth chopped trees in the [*forest*] .

stomped

The rabbit [*dashed*] out of the trees.

forest

Garth [*stomped*] his feet to scare the dog.

dashed

**Monitor** →

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

**Random Reporter** →

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the chalkboard or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answer to question #2 so the students can check their work.



**Focus on Fluency** →

Read Smoothly

## All Together Now

- Reread part 1 (pages 1–4) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.
- Conduct a rapid review of the word wall.

**STaR Words**

elf	rushed
chimney	cross

**Background Words**

wish	sausages
waste	tug

# STaR

**STaR story:**

## *Sausages*

Written and illustrated by Jessica Souhami

**Summary:** *An elf rewards a man for his kindness by granting him three wishes. The man and his wife immediately began to imagine all the things they could wish for. Unfortunately, they were not careful with their first two wishes. They had to spend their last wish to correct the misfortune caused by the first two wishes. As a result, they learned a valuable lesson and enjoyed a delicious meal.*

**Teacher’s Note:** The pages of this book are not numbered. Before reading, number the pages. Page 1 begins “One day, a poor woodcutter....”

## 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 *Sausages*. Our Shared Story, *The Three Wishes*, was about a man, his wife, and a sausage. Look at the picture on the cover of this book. How do you think this might be similar to the Shared Story? Wait for the students’ responses. How do you think this book is different from the Shared Story? Wait for the students’ responses.**
- Page 1: **What is the man looking at? Wait for the students’ responses. Right! The man is looking at a small creature that looks like a tiny man with wings. This small person is an elf, a magical creature. It looks like the elf is stuck on a bush. What do you think the man is going to do?**
- Pages 8 and 9: **Where are the man and his wife sitting? Wait for the students’ responses. Yes, it looks like the man and his wife are sitting in a living room in front of a chimney. Does anybody know what a chimney is? Wait for the students’ responses. A chimney is the top part of a fireplace. What do you think the man and his wife are talking about? Wait for the students’ responses.**

## Lesson 39 **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 each 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.

### STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
<b>elf</b>	1	a small magical creature	<b>Picture Walk, page 1</b>
<b>rushed</b>	4	hurried	Jenna <i>rushed</i> home after school to tell her mom that she was given the part in the class play.
<b>chimney</b>	10	the top part of a fireplace	<b>Picture Walk, pages 8 and 9</b>
<b>cross</b>	21	angry	John's sister made him <i>cross</i> when she broke his toy truck.

## Lesson 39 Day 1

- 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
wish	3	something you want or desire	Ashley made a <i>wish</i> for a new doll before blowing out the candles on her birthday cake.
sausage	9	something you eat	Dad cooked spicy <i>sausage</i> on the grill for our lunch.
waste	11	spend carelessly	Luke doesn't <i>waste</i> his money buying things he doesn't really need or want.
tug	15	pull hard	<b>Pantomime.</b>

**This book is about a man, his wife, and their wishes. A wish is something we want or desire. Have you ever made a wish?** The students can respond with a show of hands. Invite the students to briefly describe their wishes. If the students have difficulty, prompt them with questions such as: **What did you wish for? Was your wish granted?**

**We read about sausages in the Shared Story. Sausages are meat, like hot dogs. How did the man and his wife eat the sausages in the Shared Story?** Wait for the students' responses. **Have you ever eaten sausage?** The students can respond with a show of hands. Invite the students to briefly describe eating sausage. If the students have difficulty, prompt them with questions such as: **Do you like sausage? How did you eat it?**

**When you waste something, you use it carelessly. For example, you waste water by leaving the faucet on while you brush your teeth. What other things do we waste? How can we stop wasting them?**

Demonstrate tugging at a piece of clothing. What am I showing you right now? Wait for the students' responses. **I am tugging the sweater** (or name of piece of clothing).

## Interactive Reading

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

Think-Pair-Share



Page 1      **“Elf” is one of our STaR words. The picture shows a tiny creature with wings on his back. This helps me understand that an elf is a small magical creature. Use Think-Pair-Share to ask the students: How is this elf different from the elf in the Shared Story? Provide the following sentence stem for the students to complete. This elf is different because \_\_\_\_\_.**

Page 3      Use Think-Pair-Share to ask the students: **Why do you think the elf tells John to be careful about what he wished for?** Anticipate that the students will remember the Shared Story and answer, “Sausages.” Engage them in conversation to guide them to the understanding that the man will waste his wishes if he isn’t careful.

Page 4      **“Rushed” is one of our STaR words. The picture shows John hurrying home. He is probably running. This helps me understand that “rushed” means to do something fast, in a hurry. John is in a hurry to share the good news with his wife.**

Page 5      Use Think-Pair-Share to ask the students: **How do you think Martha feels about the three wishes?**



Pages 6, 7      Point to the illustration. Use Think-Pair-Share to ask the students: **What were some of the things John and Martha thought about wishing for?**

Page 10      **“Chimney” is one of our STaR words. On the previous pages, there is an illustration of Martha and John sitting in front of a fireplace. The book says that out from the chimney shot a string of sizzling, succulent sausages. This helps me understand that a chimney is part of a fireplace.**

Whole Group Response



Page 15      Use Whole Group Response to ask the students: **Do you think Martha is going to be able get the sausages off John’s nose? Why not?**

Page 21      **“Cross” is one our STaR words. “Cross” can mean many things. In this story, “cross” means angry. Use Think-Pair-Share to ask the students: Why are John and Martha cross? Provide the following sentence stem for the students to complete. John and Martha are cross because \_\_\_\_\_.**

Page 23      Use Think-Pair-Share to ask the students: **What do you think John and Martha are going to do now?**

Page 25      Use Think-Pair-Share to ask the students: **How is John and Martha’s dinner different from that of Garth and his wife?**



## STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.

Let's **cel-e-brate** a **word** we've **learned**.

We'll **make** a **sentence**. It's **our** turn.

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

## STaR Writing

### 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?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

- Restate each of the STaR words.
- Explain that the students will now write a team sentence using the STaR words.
- Challenge each team to work together to think of a sentence that uses more than one STaR word, changing the tense of verbs if necessary. The students should also help one another to think of descriptive words or other information that will make their teams' sentences more interesting.
- Instruct each student on the team to write the team sentence in his or her partner writing book.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.

## Lesson 39 **Day 1** . . . . .

Random Reporter →

Team Celebration Points →

- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)
- Use Random Reporter to select one student from each team to share the team's written sentence with the class.
- Award team celebration points to students who successfully share a complete sentence.

### Alphie's Question Quiz

Team Celebration Points →

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

### Alphie's Questions:

What did the elf grant John in return for his kindness?

Why did John rush home?

**Fostering Richer Language**


Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>three wishes</i>	Good answer. Can you say that in a complete sentence? <i>He gave John three wishes.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "He gave John three wishes."</i>
The student responds in a complete, but not very elaborate, sentence. <i>He gave John three wishes.</i>	Good answer. Can you add some details to your sentence? <i>The elf gave John three magic wishes.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What was special about the wishes?</i>

**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.



**Read & Respond**

**Homework**

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

**You will need:****FastTrack Phonics**

Key card for /ew/\*  
 Letter-Blending Cards\*  
 Partner Practice Booklet 7  
 Chart paper (optional)

**Shared Story**

Shared Story 39:  
*The Three Wishes*  
 Language development cards for lesson 39\*  
 Word cards for part 2\*  
 Reading Strategy Cue Cards  
 Sticky notes (teacher acquired)  
*Reading Reels for Roots DVD\**  
 Fluency Flyers  
 Reading Celebration certificates

**STaR**

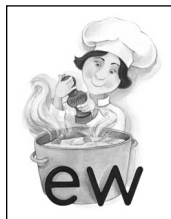
STaR story:  
*Sausages*  
 Story map poster\*  
 Editing Checklist (teacher created)  
 Writing Strategies Bank (teacher created–optional)  
 Partner writing books (teacher acquired)  
 Sentence strip and marker for each team (optional)

\*Not needed for interactive whiteboard users

  
 Read &  
 Respond

**Check Day 1 Homework**

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Card

**FastTrack Phonics**

## Presenting /ew/

**Review**

- Display the letter sides of the key cards “ph,” “ge”/“dge,” and “tch.” As you hold up each one, ask: **What sound do these letters make?** (WGR)

**Hear the Sound**

- Tell the students that they are going to listen for a special sound in some words. Say each word below. Slightly exaggerate the /ew/ sound at the end of each word.

**blew   flew   new   grew**

## Lesson 39 Day 2

### Whole Group Response

- **What sound did you hear at the end of all those words? (WGR) That's right. All those words end with the sound /ew/. Let's listen for it in some more words.** Say each word below. Slightly exaggerate the /ew/ sound at the end of each word. Have the students repeat each word after you do.

chew    brew    dew    stew

### Think-Pair-Share

## Introduce the New Letter Group

- **How do we spell the /ew/ sound? (T-P-S) Yes, we can spell the /ew/ sound in different ways. One way to spell it is by using the letters "oo," as in "moon." Write the letters "oo" on the board. Another way to spell the /ew/ sound is with the letters "ue." Write the letters "ue" on the board. We can also use the letters "u" and "e" with a space between them to make the /ew/ sound. Write "u\_e" on the board. Today we are going to learn a new way to spell this sound. Sometimes the sound /ew/ is spelled with these letters.** Erase the letter groups "oo," "ue," and "u\_e," and write the letter group "ew" on the board. Point to the letter group, and say: /ew/. Have the students make the /ew/ sound with you as you point to the letters.
- Show the students the "ew" key card, "New stew." **This picture will help us remember one of the ways to spell the /ew/ sound. This is a cook who has made something new. He made a "New stew."** Have the class repeat the phrase "New stew" and exaggerate the /ew/ sound in the words. Post the key card with the letters "oo," "ue," and "u\_e" in the vowel wall frieze.

### Interactive Whiteboard Users

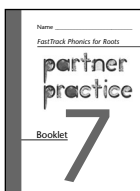
Method varies

## Stretch and Read Words with the Letter Group

- **With the teacher—Let's look at some words that have "ew" in them and read them together.** Use the Letter-Blending Cards "f," "l," and "ew" to spell the word "flew." Separate the letters so there is some space between "fl" and "ew." Point to the letters "ew," and ask: **What sound do these letters make when they're together? (WGR)**
- **Yes, the sound is /ew.../ew.../ew/. Now let's put that sound with the rest of the word.** Sound out the word as follows: /f...l...ew/, /f.l...ew/, /f.l.ew/, flew. **What is the word? (WGR)** Use the word in a sentence to clarify the meaning.
- Use the Letter-Blending Cards to spell the word "stew." Repeat the reading process as described above.

**With a partner—**Have the students turn to page 7 of their Partner Practice Booklets and take turns reading the words in the top box twice. Then read the words as a group. After you read each word with the class, use it in a sentence to clarify the meaning.

flew    stew    brew    new



Partner Practice Booklet 7

ew

## Write the Letter Group

- We need to remember that when we see the letters “e” and “w” together, they make the sound /ew/. Let’s write these letters in the air while we say, “‘E’ and ‘w’ together say /eeeeeeew/.” Demonstrate for the students how to write the letters in the air while you chant the phrase. Have the students join you in writing the letters in the air and saying the phrase at least three times.
- Have the students write the letter group on their hands and legs, on their partners’ hands, etc. while saying the phrase.
- Have the students write the letter group in the middle box of their Partner Practice Booklets while saying the phrase.



Whole Group Response →

## Stretch and Count/Stretch and Spell

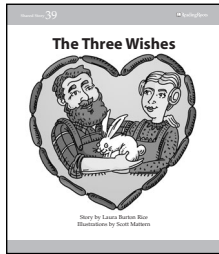
- Let’s count the different sounds we hear in some of these words. Stretch and count the word “grew.” Hold up a finger for each sound as you slowly say the word: **g...r...ew.** How many sounds are there in the word “grew”? (WGR) **Yes, there are three sounds. Let me see if I can write each of those sounds.**
- Make the sounds in the word “grew” as you write the corresponding letters on the board. Then say the word: **grew.**
- Now it’s your turn to write words with the /ew/ sound. Stretch and count the following words with the students. When the students have counted the sounds, have them write the word in the bottom box of their Partner Practice Booklets.

**Teacher’s Note:** Clarify the word “blew” by using it in a sentence to differentiate it from the word “blue.” Write both words on the board. Point out that they sound the same, but they are spelled differently and mean different things.

## Partner Check

- When the students have finished writing, have them check their work with their partners. Partners can work together to discuss and settle any differences in their words.
- Have the class spell each word for you as you write it on the board. Have the students correct their work if necessary.
- Ask the class to write:
  - two different ways to spell /f/ (“f” and “ph”).
  - three different ways to spell /j/ (“j,” “ge,” and “dge”).
  - two different ways to spell /ch/ (“ch” and “tch”).
  - four different ways to spell /ew/ (“ew,” “oo,” “ue,” and “u\_e”).
- Have partners check their work with each other, and then review the letter groups as a class.
- Select partnerships to share the four ways to write the sound /ew/. Have other partnerships share the different ways to spell /f/, /j/, and /ch/. Award team celebration points to partnerships that provide the correct answers.

Team Celebration Points →



# Shared Story

## Partner Reading—Part 1

- Have the students get out their Fluency Flyers. Remind the students that you will listen to some of them read a page in their story to earn points. Each student can earn 2 points for reading accurately, 2 points for reading smoothly, 2 points for reading with good expression, and 2 bonus points if he or she reads every single word on the page correctly.
- Have the students reread part 1 (pages 1–4) of the story for accuracy. Partners should take turns reading aloud and retelling what happened on each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.

## Word Presentation—Part 2

### Green Words

thing think those  
thrilled lunch chairs

### Challenge Words

clothes wasted

### Green Words

- Stretch and read together any Green Words for part 2 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

### Challenge Words

- Model how to sound out one of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it.
- Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Then use Think-Pair-Share to have the students try to sound out the other challenge word.

Teacher Modeling →  
 Guided Practice →

Word	Possible Mispronunciations	Sentences for Checking
<b>clothes</b> silent “th”	<b>CLOTH-ehs</b> (with short “o”)	We shopped for <u>clothes</u> .
<b>wast(e)+ed</b> base word + ending Hint: Wasted has a shy “e.”	<b>Short “a”</b>	We <u>wasted</u> our dimes on candy.

# Lesson 39 Day 2

## Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

## Partner Word Reading

- Have partners take turns reading to each other the story words in the second box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

Team Celebration Points →

### Picture Cards

hut  
soup  
sausage

## Guided Partner Reading—Part 2

**Let's review some of the words we will see in this part of the story.** Display each picture card for part 2 (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat after you. Give a brief explanation of each card. Review picture cards from part 1 if needed.

Teacher Shared Story →



The Sound and the Fury

- Show the video segment for reading strategies. After Alphie reads the Shared Story passage and the Strategy menu appears, ask the class to choose a strategy for Alphie to try. Then select that strategy from the menu to play it. If you have time, play the video segments for all the strategies. Discuss why a particular strategy did or did not work. (optional) **Let's see how Alphie uses strategies to figure out how to read a hard word. Which strategy do you think will help Alphie read this word?** (T-P-S)
- Provide sticky notes, and lead the students in a Guided Partner Reading of part 2 (pages 5–8). Encourage the students to put a sticky note on any word that is difficult for them. Partner A reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.

Interactive Whiteboard Users →

Method varies

Monitor →

## Lesson 39 Day 2

- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class. Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.
- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

### Focus on Fluency

Read Smoothly

## Partner Story Questions—Part 2

### Teacher Modeling

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

**What were Garth and his wife going to wish for?** [*Garth and his wife were going to wish for food, clothes, and a new home.*]

- Have partners discuss the questions in the second box on the back cover, write their individual answers, and then compare their answers.

### Partner Practice

1. **How did the sausage get stuck on Garth's wife's nose?**  
[*Garth was mad. Garth wished that the sausage was stuck to his wife's nose.*]
2. Write the answer on the blank line.

Garth's wife was <u>[thrilled]</u> to have wishes.	clothes
Garth's wife wanted to wish for <u>[clothes]</u> .	wasted
Garth <u>[wasted]</u> a wish when he was mad.	thrilled

### Teacher Modeling

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

### Random Reporter

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the board or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.

### Team Celebration Points

- Award team celebration points to students who share correct responses to question #1.



### Focus on Fluency

Read Smoothly

## All Together Now

- Reread part 2 (pages 5–8) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.



**Focus on Fluency**

Reading Smoothly  
with Expression

**Team Celebration Points**

- 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 1 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 *Between the Lions* segment for lesson 39.



*Between the Lions*

# STaR

**Think-Pair-Share**

## 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 Sausages.*] **How did John help the elf?** [*John freed the elf from the bush.*] **John helped the elf...**

Display page 3. **Why did the elf grant three wishes to John? How would you feel if an elf granted you three wishes?**

**Why did John rush home?** [*John rushed home to tell his wife about the wishes.*] **John rushed home because...**

Display pages 8 and 9. **Why did John wish they could have sausages? Would you wish you had sausages?**

**Why did sausages shoot out of the chimney?** [*Sausages shot out of the chimney because John said he wished they had sausages.*] **Sausages shot out of the chimney because...**

Display page 13. **How did Martha waste the second wish?**

Display pages 14 and 15. **Why did Martha tug at the sausages? Would you tug at the sausages if you had them stuck to your nose?**

**Why were Martha and John cross?** [*Martha and John were cross because they used their wishes carelessly.*] **Martha and John were cross because...**

**How did Martha and John feel about eating the sausages at the end of the story?** [*Martha and John felt happy about eating the sausages.*]

## Structure Review

Story Map

- Using the story map poster, prompt the students to give information about the story's characters, setting, events, and problem and solution in complete sentences. **Let's use the story map to help us think about important parts of the story.**

Think-Pair-Share

- **What is the name of the story?** [*The name of the story is Sausages.*]
- T-P-S: **What is the setting of the story?** [*This story has two settings: the woods and John and Martha's house.*]
- T-P-S: **Who are some of the characters in the story?** [*John, Martha, and the elf.*]
- T-P-S: **What is the problem in the story?** [*John and Martha wasted two of their three wishes and got sausages stuck to John's nose. They have to decide how to use their last wish.*]
- T-P-S: **What was the solution? How was the problem solved?** [*Martha uses the third wish to get the sausages off John's nose.*]
- **An important event that happens in the story is the elf gives John three wishes. What other important events in the story do you remember?**

## Retell

- Expand understanding about story details by using one of the following retell activities.

### Option 1: Dramatization

- Tell the students that to retell the story, they will act it out.
- Assign roles to as many students as possible.
- Lead the students through the story.
- Prompt the students to respond as necessary. If time allows, switch roles and/or parts of the story to allow all the students to participate.
- If dialogue exists, prompt the students for dialogue by reading one or two sentences from the story and then asking what their characters would say. Remind the students to speak as their characters.

**Example:**

**Roles: John, Martha, elf**

**Dialogue:**

**"In return for your kindness, I grant you three magic wishes."**

**"Dear Martha, we shall be rich for the rest of our lives."**

**Teacher's Note:** You may want to place the students in groups of three so all the students have the opportunity to participate in the reread. In this case, you can narrate the story while the students act it out.

## Lesson 39 **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.

**How do you think the elf feels when John helps him?**

**What would one of your three wishes be?**

**How do you think John feels when Martha wishes the sausages were stuck to his nose?**

**How is the STaR story different from the Shared Story? How are they similar?**

**Why do you think the elf laughs in the end?**

### STaR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in their teams. Ask the students to pick a favorite part of the story (e.g., characters, events, 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 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.

Random Reporter →

Team Celebration Points →

### STaR Writing

#### 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?**

**Are there any missing words?**

**Are there any extra words?**

**Do sentences that ask something end with question marks?**

## Lesson 39 Day 2 . . . . .

- Explain to the students that they will now write a team sentence about their favorite parts of the book.
- Challenge the students to help one another think of descriptive words or other information that will make their teams' sentences more interesting.
- Instruct each student on the team to write the team sentence in his or her writing notebook.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.
- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)
- Use Random Reporter to select one student from each team to share the team's written sentence with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

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

Team Celebration Points →

#### Alphie's Questions:

Where did the sausages come from?

Why are John and Martha cross?

### Fostering Richer Language

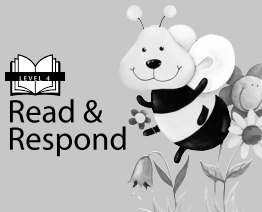
Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>the chimney</i>	Good answer. Can you say that in a complete sentence? <i>The sausages came out from the chimney.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The sausages came out from the chimney."</i>
The student responds in a complete, but not very elaborate, sentence. <i>The sausages came out from the chimney.</i>	Good answer. Can you add some details to your sentence? <i>A string of sizzling, succulent sausages came out from the chimney.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Can you tell something more about the sausages?</i>

### 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 a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

**You will need:****FastTrack Phonics**

Key card for "ew"\*  
 Chart paper (optional)\*  
 Partner Practice Booklet 7  
 Partner writing books (teacher acquired)


**Shared Story**

Shared Story:  
*The Three Wishes*  
 Language development cards for lesson 39\*  
 Word cards for part 3\*  
 Reading Strategy Cue Cards  
 Sticky notes (teacher acquired)  
*Reading Reels for Roots DVD\**  
 Fluency Flyers  
 Reading Celebration certificates

**Adventures in Writing**

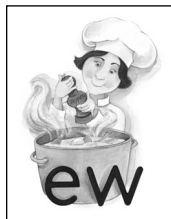
Writing Strategies Bank (teacher created–optional)  
 Partner writing books (teacher acquired)

\*Not needed for interactive whiteboard users

  
 Read &  
 Respond

**Check Day 2 Homework**

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Card

**FastTrack Phonics**

Presenting /ew/



Partner Practice Booklet 7

**Partner Reading**

- Have the students sit with their partners and open their Partner Practice Booklets to page 8. **You and your partner are going to read a little story together. You'll each read one sentence at a time. You may find some tricky words. Remember that you can use the Finger Detective to help you read those words.**

## Lesson 39 Day 3



Finger Detective

- Review how to use the Finger Detective to read word chunks and individual letters or letter groups. For example, “cockatoo” is read as three word chunks: cock-a-too. “Chew” is read as two letter groups: ch-ew.
- Designate each student in a partnership as either Partner A or Partner B. Have the students take turns reading each sentence of the passage, with the Partner As reading first. After partners have read the story, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**
- Ask the students to choose a difficult word they encountered and demonstrate how they used the Finger Detective to read it. If the students don’t have any examples to share, suggest the word “jewel” by writing it on the board. Sound it out using the Finger Detective.

### Whole Group Response

## Find Words with the Sound

- **Let’s read the story one more time and circle all the words that have the /ew/ sound. Remember that the sound can be spelled four different ways, so you need to listen carefully to each word. Do you think you can find all the words with the /ew/ sound? (WGR)**
- Have the Partner Bs read the first sentence of the student text while the Partner As listen and follow along. Then both partners will discuss and identify the /ew/ words that they heard in the sentence. When both partners agree on the words, they will circle them in their Partner Practice Booklets. Then partners will switch roles.

A cockatoo is a bird I saw at the zoo. My friend Sue has one too. He’s as bright as a blue jewel. He can say “Sue.” It’s true! He can sing a tune too! Her jolly cockatoo lives in her room. But he can swoop down and fly loose in the afternoon after school. He will land on the kitchen counter where Sue’s mother brews coffee. He will chew on a cracker. Sometimes he leaves crumbs and Sue must sweep the room with a broom. I will ask for a new cockatoo for my birthday.

### List Words on the Chart

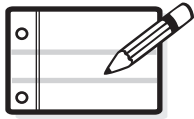
- When the students have completed the task, ask: **Did you find lots of words with the /ew/ sound?** (WGR) **Did you see the /ew/ sound spelled in different ways?** (WGR) **What four ways can you spell the /ew/ sound?** (WGR)
- Say: **Let’s make a chart that lists all the words that you circled. We’ll put four columns in it for words with “oo,” “ue,” “ew,” and “u\_e.”**
- Draw three lines down the center of a piece of chart paper to make four columns. Label the columns “oo,” “ue,” “ew,” and “u\_e.” The students will have this chart in their Partner Practice Booklets. Have them label the columns “oo,” “ue,” “ew,” and “u\_e.” Your chart paper will look like this:

oo	ue	ew	u_e

- Reread the passage with the students one sentence at a time. Stop at the end of each sentence, and ask: Did you find any words with the /ew/ sound in that sentence? Decide with your teams what column the word belongs in.
- Use Random Reporter to select students to share any words that contain the /ew/ sound from the sentence. Award team celebration points to students who can correctly identify the column on the chart in which the word belongs.
- Remind the students to check their papers to see if they have identified and circled the word in their booklets. Then write the word in the appropriate column on the chart paper. The students will write the word on their charts in their Partner Practice Booklets.
- The completed chart will look like this:

Random Reporter →  
Team Celebration Points →

oo	ue	ew	u_e
cockatoo, zoo, too, room, swoop, loose, afternoon, school, broom	Sue, blue, true, Sue’s	jewel, brews, chew, new	tune



## Dictation

- Read each sentence below. Make sure that the students can repeat each sentence before they try to write it.
  1. **A bird can swoop down and zoom in the room.**
  2. **Sweep with a broom.**
  3. **Sue has a new blue jewel.**

## Partner Check

- When the students have finished writing, have them check their work with their partners. Partners can work together to discuss and settle any differences in their sentences.
- Write each sentence on the board, and have the class help you spell selected words with the new letter group. Have the students correct their sentences if necessary.
- Ask the class to write:
  - two different ways to spell /f/ (“f” and “ph”).
  - three different ways to spell /j/ (“j,” “ge,” and “dge”).
  - two different ways to spell /ch/ (“ch” and “tch”).
  - four different ways to spell /ew/ (“ew,” “oo,” “ue,” and “u\_e”).
- Have partners check their work with each other, and then review the letter groups as a class.
- Select partnerships to share the four ways to write the sound /ew/. Have other partnerships share the different ways to spell /f/, /j/, and /ch/. Award team celebration points to partnerships that provide the correct answers.

Team Celebration Points →

## Shared Story

### Partner Reading—Part 2

- Review the Fluency Flyer with the class.
- Have the students reread part 2 (pages 5–8) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner B reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.

Monitor →

## Word Presentation—Part 3

### Green Words

yanked thinking

### Green Words

- Stretch and read together any Green Words for part 2 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

### Challenge Words

second gold  
sorry use  
tasted

### Challenge Words

- Model how to sound out a challenge word. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Then use Think-Pair-Share to have the students try to sound out other challenge words.

Teacher Modeling →

Guided Practice →

Word	Possible Mispronunciations	Sentences for Checking
<b>gold</b> Hint: contains known Red Word	short “o” instead of long “o”	<b>This doesn’t sound right with short “o.” But it looks like the Red Word “old” with /g/ in front. Yes, “gold.”</b> The rich man had <u>gold</u> rings.
<b>sec-ond</b>	<b>SEE-cond</b>	I was <u>second</u> in line.
<b>sor-ry</b>	“sor” rhyming with “or”	I am <u>sorry</u> I stepped on your foot.
<b>use</b>	<b>yoos</b> /s/ instead of /z/	I will <u>use</u> a pen to write my letter.
<b>tast(e)+ed</b> Hint: “Tasted” has a shy “e.”	short “a” instead of long “a”	The candy <u>tasted</u> good.

## Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

## Partner Word Reading

- Have partners take turns reading to each other the story words in the third box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.

## Lesson 39 Day 3

### Team Celebration Points

- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

### Teacher Shared Story

## Guided Partner Reading—Part 3

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 3 (pages 9–12). Encourage the students to put a sticky note on any word that is difficult for them. Partner A reads first.

### Monitor

- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension.
- If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.
- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

### Focus on Fluency

Read Smoothly

## Partner Story Questions—Part 3

### Teacher Modeling

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words.

**How did Garth and his wife use their last wish?** [*Garth wished the sausage would go back on the plate.*]

- Have partners discuss the questions in the third box on the back cover, write their individual answers, and then compare their answers.

### Partner Practice

**1. Why didn't Garth wish for gold?**

[*Garth wanted his wife to be happy. / Garth wanted his wife to smile. / Garth did not want his wife to have a sausage on her nose all her life.*]

**2. Write the answer on the blank line.**

Garth's wife [*yanked*] at the sausage on her nose.                      soup

They [*wished*] the sausage back on the plate.                              yanked

They put the sausage in the [*soup*].    wished

## Lesson 39 Day 3 . . . . .

Monitor

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the chalkboard or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.

Team Celebration Points

- Award team celebration points to students who share correct responses to question #1.



Focus on Fluency

Read Smoothly

### All Together Now

- Reread part 3 (pages 9–12) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.

### Reading Olympics Warm-up

Start the Reading Olympics Warm-up on page 4. The goal is to read accurately to the end of page 4 in two minutes

- Provide practice, if the students need it, by reading a few lines to the class before you start timing. Ask the students to report whether you were accurate and where you stopped.
- **Turn to page 4, and get ready to read with your partners. Partner As, read quickly, smoothly, and accurately for two minutes. Partner Bs, keep track of accuracy. Remember to put your fingers on the last word that your partners read when I say, “Stop.” Ready, set, go.**

Focus on Fluency

Appropriate Rate

- Allow the students to read for two minutes, and then discuss whether the readers met the goal.
- **Partner Bs, raise your partners' hands if they read accurately. Now look at where you stopped. Our fluency goal was to finish page 4. Partner Bs, raise your partners' hands if they finished page 4.**
- **If you didn't reach your goal today, practice on your own. During Shared Story 40, we'll see if we have improved and can read a little faster.**



Focus on Fluency

Read with Expression

## 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.
- 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 1 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 *Between the Lions* segment for lesson 39.

*Between the Lions*

# Adventures in Writing

## Prewriting

- Have the students gather in front of the board. Introduce the writing assignment. **We read two stories about people who got to make wishes. It's fun to think about making wishes, isn't it? There are so many things to wish for! Let's make a list of things we could wish for.** Have the students help you make a list of possible wishes on the chart paper. Model using strategies from the Writing Strategies Bank as needed by your students.
- Model writing an introductory sentence and supporting sentences. **Today we will pretend that three wishes will be granted to you. First, you will write a sentence that tells what the three wishes are about. Then, you will write sentences that tell more about each wish.**
- Write a title such as "My Three Wishes" on the board. Model writing an introductory sentence and a supporting sentence using ideas from the list. **I will show you what that might look like. My first sentence will say, "I wish that I could get a pet alligator, go camping, and be taller."** Write the sentence on the chart paper. Point out your use of commas between each wish. **Now I need to write sentences that tell more about each of my three wishes. My first wish was to have a pet alligator. What more could I tell about a pet alligator?** Use Think-Pair-Share to have the students respond. Write a sentence or two, incorporating their ideas, after your introductory sentence. Continue this process for the second and third wishes.

## Partner Planning

- Ask the students to share their own three wishes with their partners.
- Explain that they should discuss how to express their ideas in complete sentences. Encourage the students to help their partners think of details that will make their sentences more interesting.

## Writing

### Drafting

- Tell the students that they are ready to write their sentences. Guide the students to write topic sentences that tell what their three wishes are in their partner writing books. Remind them that after the topic sentence, they should write one or more sentences about each wish.
- Ask individual students to read their writing to you as you circulate, offering suggestions or asking questions that lead them to write descriptive details. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words the students do not know how to write.



### Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

**You will need:****FastTrack Phonics**

Reading Roots Informal  
Assessment Booklet

**Shared Story**

Shared Story 39:  
*The Three Wishes*

Fluency Flyers

Story map poster\*

Story Test booklets

Colored pens  
or pencils

**Adventures in Writing**

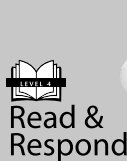
Partner writing books  
(teacher acquired)

Editing Checklist  
(teacher prepared)

Copies of the Adventures in  
Writing Scoring Guide

Writing paper  
(teacher acquired)

\*Not needed for interactive whiteboard users



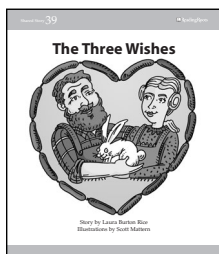
Read &  
Respond

**Check Day 3 Homework**

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.

**FastTrack Phonics****Assessment 10**

- Administer the FastTrack Phonics Assessment 10 and the Structured Oral-Language Observation (SOLO) 10 as guided by the Reading Roots Informal Assessment Booklet.



Monitor

**Shared Story****Partner Reading—Part 3**

- Review the Fluency Flyer with the class.
- Have the students reread part 3 (pages 9–12) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.

## Lesson 39 Day 4 . . . . .

- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.

### Summarization

- **You have read a story about Garth and his wife making three wishes. Was this a true story? (WGR) Of course not. If we want to remember how to tell the main events of a made-up story to a friend, the story map can help us remember the important things about the story. First we want to remember the title, characters, and setting of the story. What is the title? [The Three Wishes.] Write the title on the story map poster. Let's think about the characters and setting. Who were the characters in this story? [Garth, his wife, and a rabbit that turned into an elf.] On the story map, write "Garth, wife, rabbit/elf."**
- **What is the setting? [A small town near Stockholm.]**
- Use Think-Pair-Share to have the students identify a problem, a solution, and the events that led to the solution from the story. Record their responses on the story map. (See possible responses below.)

The form is a vertical rectangle with several sections. At the top, it says 'Title:' with a small icon of a book and a blank line. Below that is 'Setting:' with a small icon of a house and a blank line. Then 'Characters:' with a small icon of three people and a blank line. The next section is 'Problem:' with a question mark icon and a shaded box containing a question mark. Below that is 'Events:' with a blank line. The final section is 'Solution:' with an exclamation point icon and a shaded box containing an exclamation point.

Story Map Poster

Title: The Three Wishes

Setting: a small town near Stockholm

Characters: Garth, wife, rabbit/elf

Problem: The woodcutter and his wife made bad choices with their wishes.

Events:

1. Garth saved a rabbit from a dog.
2. The rabbit turned into an elf. It granted him three wishes.
3. They wasted the first two wishes.

Solution: They had to use the last wish to get the sausage off the wife's nose!

- **This is a summary because it retells the story in a few sentences. It has a beginning, middle, and an end. A summary is a short description of what happens in a story.**

## Assessment of Growth

### Partner Prep Time/Words Out Loud and Fluency

Assess →

- Have the students prepare for Words Out Loud by practicing the words on the inside front cover of the Shared Story with their partners.
- Have the students take turns reading the Shared Story with expression with their partners.
- During this time, choose students to read eight words that you have selected from the inside front cover for a Words Out Loud score.
- You may also listen to the students read and award points for their Fluency Flyers.
- If they have time, partners may help each other prepare for the Story Test by rereading or asking and answering the partner story questions.

### Story Test

- When most of the students have finished practicing their words and you have finished Words Out Loud, have the students complete the Story Test individually.
- Distribute the test, and preview it with the students without providing information about the answers. Point out that questions #1 and #2 should be answered with complete sentences. Remind the students that their scores on the Story Test will help them earn points for their team score sheets. Possible answers are suggested, but accept any reasonable answers that can be justified.

Answer these questions in complete sentences.

**1. How did Garth get three wishes?**

*1 pt. — rabbit*

*2 pts. — rabbit that was an elf*

*3 pts. — Garth saved a rabbit. It turned into an elf.*

**2. How did Garth and his wife use their last wish?**

*1 pt. — got rid of the sausage*

*2 pts. — got the sausage off her nose*

*3 pts. — They wished for the sausage to go back on the plate.*

**3. Write the answer on the blank line.**

**I [dashed] out of the house to catch the bus.**

**I [stomped] my feet because I was mad.**

**I was [thrilled] to get a new bike.**

**stomped**

**thrilled**

**dashed**

**4. We went shopping for new [clothes].**

**She [wished] for new toys.**

**Mom made chicken [soup] for lunch.**

**soup**

**clothes**

**wished**

Random Reporter →

- When the students are finished, collect pencils or pens, but have the students retain the test. Give a colored pen or pencil (e.g., red or green ink) to each student.
- Have the teams discuss each question and agree on the answer. Use Random Reporter to review the test answers and evidence with the class.
- If the students provide answers for questions #1 and #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use Think-Pair-Share to have the students rephrase the answers into complete sentences.
- Tell the students to use their colored pens to write the answers to questions #1 and #2 in complete sentences if necessary.
- Tell the students they can earn bonus points if they revise their answers and write them in complete sentences.
- Collect the Story Test booklets so you can score them and enter points on the students' team score sheets.
- Award 1 bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed 8 points.

## Adventures in Writing

### Writing Review

- Ask the students to locate their draft sentences about the three wishes that they wrote about in their partner writing books.
- **Yesterday we started writing papers about three wishes we would like to make. Let's review what we did. First, we made a list of lots of things we would like to wish for. After that, we picked three things from the list that we wanted the most. Then, we wrote a draft of our paper telling about the wishes.**
- **Yesterday we worked hard to make sure that we had sentences about each wish and that our sentences were interesting to read. Today we will check our sentences to make sure that we spelled words correctly and used correct punctuation.**

## Writing

### 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?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

- Display the Editing Checklist. Add a new question to the list, “Are there commas between things in a list?”
- **We have been using this Editing Checklist to help us remember the things we need to look for when we check our sentences for mistakes. On my paper about my three wishes, I did something new. I put commas to separate each of my wishes.** Point out the commas on your paper. **To help you remember to look for that in your sentences, we can add a new question, “Are there commas between things in a list?” to our chart.**
- Ask the students to take turns reading their sentences to their partners. Partners should look together to identify and correct mistakes in each sentence. The students should only correct mistakes in writing on their own papers.
- **Work with your partner to check your sentences together. Use the Editing Checklist to remember everything that you should look for. Remember that you will only make changes on your own paper.**
- Distribute a copy of the Adventures in Writing Scoring Guide to each team (or display a chart-paper version.) Remind the students how you will award points for their writing assignments. Guide them to check their papers for any corrections or additions that need to be made so the students can earn points for this week’s team score for Adventures in Writing.
- **To earn the first 2 points, you have to have at least four sentences. Count your sentences to make sure that you have four, or more than four, sentences.**
- **To earn the next 2 points, your sentences need to tell about three wishes that you would like to make.**

- **To earn the next 2 points, your sentences must be complete. Make sure that you began the first word with a capital letter and put either a period or an exclamation mark at the end of each one.**
- **Did you use any STaR words, Green Words, Red Words, or challenge words in your sentences? Underline any words from either our STaR story or the Shared Story that you included in your writing. If you used any, you can earn the last 2 points!**
- Provide time for the students to make any necessary changes to their sentences.

### Polishing

- Instruct the students to write their polished copies of their sentences. **Now that you've checked your writing, you're ready for the final step! You get to write your publication copy. This is a copy that we can show in the class and share with others. Use your best handwriting so your paper looks nice and neat! Lots of people will see your wonderful writing.**
- Distribute writing paper so the students can make their final copies. Monitor to ensure that they include a title and all of their sentences in the correct order.



### 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.
- 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.

Team Celebration Points →

- Award team celebration points to students who share an error that they or their partners found and corrected.

Team Celebration Points →

- 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.
- Post polished copies of the students' writing on a writing celebration bulletin board.



## Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

## Preparation for the Next Lesson

- Convert the total team celebration points to scores of 100, 90, or 80 points for each team. Enter these and the individual student scores into the Reading Roots Data Tools database. You will then be able to generate and print Super Team, Great Team, and Good Team certificates and team score sheets for your next lesson.

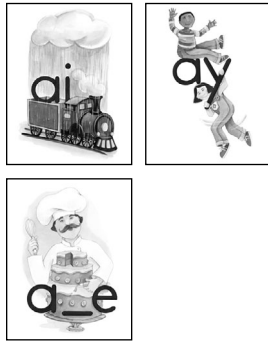
## Extension Activity (*optional*)

- Have the students work in groups to think of a new ending for the Shared Story and STaR story if the characters in Sausages and The Three Wishes hadn't wished the sausages off their noses.
- Tell them that each group will have to choose an ending and tell their ending to the rest of the class.
- **We read two different versions of the same story. In both stories, the couple made two wishes that caused sausages to stick to one of the character's noses. Let's think about how the story would end if they didn't decide to use their third wish to get the sausages off their noses.** Have the students talk in their groups about possible scenarios. Give them a few minutes to talk about possible endings.
- **You probably thought of more than one way the story could end if the couple didn't wish for the sausages to get off. I'd like each group to pick one ending to tell the class. After you decide on the ending, think about some details to make it interesting.**
- Select a group to tell their ending to the class. Repeat until all the groups' ideas are presented, if time allows.



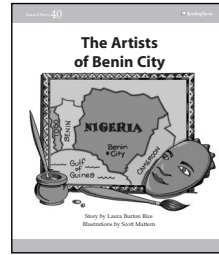
## At a Glance

### FastTrack Phonics



Days 2–4:  
Long a letter groups

### Shared Story



**Shared Story:**  
*The Artists of Benin City*  
by Laura Burton Rice



**Review Sound:** /q/

#### Thematic focus:

Nigeria

#### Strategies/Skills:

Changing “y” to “i”  
before “es”

### STaR

**STaR Story:**  
*Crafting Fun for  
a Rainy Day*  
written by Kwami Conteh

Students will understand the process described in the text. They will identify clue words that help them understand the sequence.

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 the steps to make a clay animal.

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.

**You will need:****Team Celebration**

Team score sheets for lesson 40 (print from the Reading Roots Data Tools)

Super Team, Great Team, and Good Team celebration certificates earned in lesson 39

Cooperative Learning Cue Cards

**Shared Story**

Shared Story 40:  
*The Artists of Benin City*

Language development cards for lesson 40\*

Word cards for part 1\*

Map with labels\* (map is teacher acquired)

Reading Strategy Cue Cards

Sticky notes (teacher acquired)

Editing Checklist (teacher created)

Read & Respond forms

**STaR**

STaR story:  
*Crafting Fun for a Rainy Day*

Editing Checklist (teacher created)

Writing Strategies Bank (teacher created—optional)

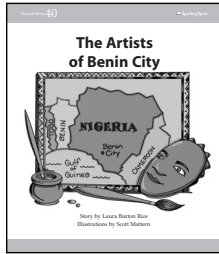
Partner writing books (teacher acquired)

Sentence strip and marker for each team (optional)

\*Not needed for interactive whiteboard users

**Team Celebration**

- Distribute the team score sheets for lesson 40. Give the students a few minutes to look over their total team celebration points and their individual score averages from lesson 39, which are printed at the top of the page.
- Announce each team's standing, and distribute the Super Team, Great Team, and Good Team certificates to each student. Cheer for each team as the certificates for its team members are awarded. Be sure to reinforce that our goal is to have **all** the teams reach the level of Super Team. Teams do not compete with one another.
- Give a special cheer to students who received bonus points for meeting their team goal. Ask each team to share any special things they did to work toward the goal. Guide team members to select a new team goal. They will write the goal in the space provided on the team score sheet.
- Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.
- 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.



## Previewing

- Today we will read a book about a place called Nigeria. This story contains information that is not made up. What other story have you read about a country? [The Land of the Midnight Sun.] In this story, you will read some true things about Nigeria, which is a country on the continent of Africa.
- Display the book, and point to its features as you talk. The title of this story is *The Artists of Benin City*. This title tells me that I am going to read about artists. What is an artist? What do artists do? (T-P-S) Let's see. The front cover shows a pot of paint and some paintbrushes. I know that these are tools that artists use. I also see a mask. Do you think an artist could have made this mask? (WGR) And here's a map on the cover of the book. Maybe the artists of Benin (b-NEEN) City live and work in one of the countries shown here.
- Point to places on your map labeled with the small versions of the Location Word Cards. This story will take place on the continent of Africa in the country of Nigeria, where there's a place called Benin City. Benin City is near the equator, the imaginary line that divides the world into two parts. Places near the equator are very hot and often very rainy too. Say the individual location words again, and have the students say them with you. Let's learn some more words in our story and then find out why Benin City is a special place for artists.

### Location Words

Africa	Benin City
equator	Nigeria

### Picture Cards

Benin City	Nigeria
Africa	equator
cocoa	market
airport	hippo
crocodile	

### Video Words

artist	craft
market	quilt
river	queen
quiet	one hundred



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 the pages of the story, and point to the features mentioned. Page 1: Here is Quinto (KWIN-toe or KEEN-toe). Quinto lives in Benin City in Nigeria. Pages 2–4: The pictures in the book show us many things about Quinto's life. He goes to the market to see what is being sold (fruit and other products). He sees his dad, a pilot. He also sees big hippos and scary crocodiles in the river as he walks to school. Page 5: At school Quinto will learn about his wonderful country and what he might do there when he grows up. Let's learn some new words so we can read the story and see what is in store for Quinto.

### 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 40 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—Part 1



Animated Alphabet



The Sound and the Furry

**Strategies/Skills** →

Changing “y” to “i” before adding “es”

**Green Words**

quite	dry
<u>market</u>	<u>products</u>
<u>flies</u>	airplane
quick	queen

**Challenge Words**

equator    cocoa  
crocodiles

### Green Words

- **Let’s practice the two special letter groups we’ll see a lot in today’s story.** Play the Animated Alphabet segment, or display the key card for “q.” Have the students review the alliterative phrase and practice the sound.
- **Now let’s practice reading some words.** Show the video segments for Sound It Out for lesson 40.
- Stretch and read together any Green Words for part 1 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word. Note that “flies” is the plural of “fly.” The “y” was changed to “i” before “es” was added. Also, “flies” in this story refers to flying a plane, not pesky insects.
- Use Quick Erase to practice the following “qu” words. Use the words in sentences, as needed, to make sure that the students recognize them as words they know.

**quote...quite...quit...quilt...quill...quiz...quick...quack**

### Challenge Words

- Model how to sound out one or two of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

**Teacher Modeling** →

**Guided Practice** →

Word	Possible Mispronunciations	Sentences for Checking
<b>croc-o-dile+s</b>	<b>CROE-coe-dile+s</b> <b>cro-COE-diles</b>	<b>Hmmm, that doesn’t sound right. Maybe a short “o” would work.</b>  There were <u>crocodiles</u> at the zoo.
<b>e-qua-tor</b>	<b>e-QUAT-or</b>	It is very hot near the <u>equator</u> .
<b>co-coa</b>	<b>COCK-oa</b>	I like to drink hot <u>cocoa</u> .

**Red Words**

learn	break
been	people
other	

### Red Words

- Use Say-Spell-Say to introduce all the Red Words. Use the words in oral sentences, as needed, to clarify their meanings.
- Post the Red Words on the word wall, and conduct a rapid review of the word wall.
- **I am going to write the name of the Nigerian boy in the story on the board. It is Quinto Osaquwe. While Americans would call the boy KWIN-toe, Nigerians would probably call him KEEN-toe oe-SAH-kweh.**

## Partner Word Reading

- Have partners take turns reading to each other the story words in the first box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

Team Celebration Points →

## Guided Partner Reading—Part 1

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 1 (pages 1–4). Encourage the students to put a sticky note on any word that is difficult for them. Partner A reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.
- Award team celebration points to students who share strategies they used to read difficult words.
- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Teacher Shared Story →

Monitor →

Team Celebration Points →

Focus on Fluency →  
Read Smoothly

## Partner Story Questions—Part 1

**Teacher Modeling** →

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

**What do people do at the market in Benin City?** [*People bring things to sell. People trade things.*]

- Have partners discuss the questions in the first box on the back cover, write their individual answers, and then compare their answers.

**Partner Practice** →

1. What does Quinto’s dad sell in other lands?  
[*Quinto’s dad sells cocoa.*]

2. Write the answer on the blank line.

Benin City is hot. It is near the <u>[equator]</u> .	flies
Farmers sell rubber and cocoa at the <u>[market]</u> .	equator
Quinto’s dad <u>[flies]</u> an airplane.	market

**Monitor** →

- Monitor the partnerships as they work, commenting and giving team cooperation points when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

**Random Reporter** →

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class’s answer on the chalkboard or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.
- Ask the students to tell you which sentences tell you facts about Nigeria. [*Benin City is hot. It is near the equator. Farmers sell rubber and cocoa at the market.*]



**Focus on Fluency** →

Read Smoothly

### All Together Now

- Reread part 1 (pages 1–4) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.
- Conduct a rapid review of the word wall.

**STaR Words**

clay	roll
pottery	patterns

**Background Words**

stir	log
zigzag	stretch

# STaR

**STaR story:**

## *Crafting Fun for a Rainy Day*

Written by Kwami Conteh

Illustrated by Deb Branner

**Summary:** *This expository text teaches the students about art projects they can do using things they have in their homes. The students learn how to make clay using common household materials. The book also teaches readers how to make a clay hippopotamus, a clay bowl, and a paper-plate mask. The ideas in the book come in handy for rainy days and make readers think about ways to entertain themselves using things found around the house.*

### 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 book, without giving away the ending. Review the underlined STaR words as appropriate.

**Think-Pair-Share** →

- **Cover:** **The name of the book is *Crafting Fun for a Rainy Day*.** Display the front cover. **This is an expository text. Remember that expository texts tell us about things that are real. What do you think this expository text is about? (T-P-S) That's right! This book is about art projects we can do with things we have at home. This book also gives us great ideas of things to do during rainy days. Have you ever done any art projects with things that you had at home? Wait for the students' responses. What did you do?**
- **Pages 2 and 3:** **The book shows us how to make clay. Clay is a material that is sticky and that we can easily mold when it's wet; then it becomes hard when it dries. Have you ever created something with clay? What did you create?**
- **Page 9:** **Does anybody know what these designs that repeat themselves are called? Wait for the students' responses. These designs and forms that repeat themselves are called patterns. This illustration shows African patterns that you can use to decorate a mask. What else can you decorate with patterns? Wait for the student's responses.**

## Lesson 40 **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 each 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.

### STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
clay	1	easily shaped material	<b>Picture Walk, pages 2 and 3</b>
roll	4	to move back and forth on a smooth surface	Miguel had to <i>roll</i> the clay in his hands to make a big ball before starting his project.
pottery	6	things made from clay, like pots and bowls	We can use clay to make <i>pottery</i> such as bowls and pots.
patterns	8	designs or forms that repeat themselves	<b>Picture Walk, page 23</b>

## Lesson 40 **Day 1** . . . . .

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

### Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
<b>stir</b>	2	to mix with circular motions	Joe uses a big wooden spoon to <i>stir</i> the pancake mixture.
<b>logs</b>	5	a long piece of a tree trunk	Tommy formed little <i>logs</i> of clay to make the legs for a dog.
<b>stretch</b>	6	spread	Erica needs to <i>stretch</i> the ball of clay to make a dish.
<b>zigzag</b>	9	one of a series of short, sharp turns, angles, or changes in a course	<b>Draw a zigzag on the board.</b> Cami drew a <i>zigzag</i> line that looked like a long uppercase “W.”



TPR

**This book is about making art projects with things we have at home. We will learn how to make clay. First we have to mix the ingredients. To do that, we have to stir the ingredients. Show me how you stir a mixture. What else can you stir?** Invite the students to describe things they can stir.

**We will also learn how to make forms that look like logs. A log is a piece of a tree. Some animals have legs that look like logs. What other things have the shape of a log?** Prompt student answers as necessary.

**Often when we hear the word “stretch,” we think about spreading our arms out like this.** Demonstrate stretching. **In this story, the word “stretch” means to spread something to change its shape.**

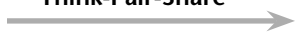
**Draw a zigzag on the board. What is this? This is a zigzag. We can use zigzags to decorate our projects. Where can we draw or paint zigzags?** Prompt student answers as necessary.

## Interactive Reading

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

Page 1      **“Clay” is one of our STaR words. The book says, “In your kitchen, you probably have the ingredients to make modeling clay.” Clay is a sticky material that can easily be shaped when wet. It becomes hard when it dries.** Use Think-Pair-Share to ask the students: **What will the book teach us to mold with the clay?**

Think-Pair-Share



Pages 2, 3      Use Think-Pair-Share to ask the students: **What is this part mostly about?** Provide the following sentence stem for the students to complete. **This part is mostly about \_\_\_\_\_.**

Page 4      Use Think-Pair-Share to ask the students: **How many balls of clay do we need to make a hippo?**



**“Roll” is one of our STaR words. When we roll something, we move it back and forth on a smooth surface. Let’s pretend we’re rolling some clay to make a hippo’s body. What do we have to do with the four half balls?** Wait for the students’ responses. Provide the following sentence stem for the students to complete. **We have to \_\_\_\_\_ into four legs.** Have the students repeat the complete answer with you.

Page 5      Use Think-Pair-Share to ask the students: **What is this part mostly about?** Provide the following sentence stem for the students to complete. **This part is mostly about \_\_\_\_\_.**

Pages 6, 7      **“Pottery” is one of our STaR words. The illustration shows pots, bowls, and plates made of clay. This helps me understand that pottery can be things, like pots and bowls, made of clay.** Use Think-Pair-Share to ask the students: **What pottery item would you like to create?**

Use Think-Pair-Share to ask the students: **What is this part mostly about?** Provide the following sentence stem for the students to complete. **This part is mostly about \_\_\_\_\_.**

Page 8      **“Patterns” is one of our STaR words. The book says, “Let’s make a mask that uses African designs and patterns.” A pattern is a design or form that repeats itself. Let’s keep reading to find out more about making a mask with African designs and patterns.**

Page 9      Use Think-Pair-Share to ask the students: **What are some common patterns used in African artwork?** Provide the following sentence stem for the students to complete. \_\_\_\_\_ **are some common African patterns.**

Use Think-Pair-Share to ask the students: **What is this part mostly about?** Provide the following sentence stem for the students to complete. **This part is mostly about \_\_\_\_\_.**

Page 10      Use Think-Pair-Share to ask the students: **What days are especially good for making art projects?**



## STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.

Let's **cel-e-brate** a **word** we've **learned**.

We'll **make** a **sentence**. It's **our** turn.

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

## STaR Writing

### 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?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Restate each of the STaR words.
- Explain that the students will now write a team sentence using the STaR words.
- Challenge each team to work together to think of a sentence that uses more than one STaR word, changing the tense of verbs if necessary. The students should also help one another to think of descriptive words or other information that will make their teams' sentences more interesting.
- Instruct each student on the team to write the team sentence in his or her partner writing book.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.

# Lesson 40 Day 1 . . . . .

Random Reporter →  
Team Celebration Points →

- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)
- Use Random Reporter to select one student from each team to share the team’s written sentence with the class.
- Award team celebration points to students who successfully share a complete sentence.

## Alphie’s Question Quiz

Team Celebration Points →

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

### Alphie’s Questions:

What is something the book teaches us to make with clay?

How do you make the hippo’s legs?

### Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>a bowl</i>	Good answer. Can you say that in a complete sentence? <i>The book teaches us how to make a clay bowl.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, “The book teaches us how to make a clay bowl.”</i>
The student responds in a complete, but not very elaborate, sentence. <i>The book teaches us how to make a clay bowl.</i>	Good answer. Can you add some details to your sentence? <i>The book teaches us how to make a clay bowl by pinching and stretching the clay.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What do you do to the clay to shape the bowl?</i>

**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 a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

**You will need:****FastTrack Phonics**

Alphie puppet  
 Partner Practice Booklet 7  
 Chart paper  
 Alphie picture card

**Shared Story**

Shared Story 40:  
*The Artists of Benin City*  
 Language  
 development cards  
 for lesson 40  
 Word cards for part 2\*  
 Reading Strategy  
 Cue Cards  
 Sticky notes  
 (teacher acquired)  
*Reading Reels for  
 Roots DVD\**  
 Fluency Flyers  
 Reading Celebration  
 certificates

**STaR**

STaR story:  
*Crafting Fun for a  
 Rainy Day*  
 Idea tree poster\*  
 Sequence cards  
 Editing Checklist  
 (teacher created)  
 Writing Strategies  
 Bank (teacher  
 created—optional)  
 Partner writing books  
 (teacher acquired)  
 Sentence strip and  
 marker for each team  
 (optional)

\*Not needed for interactive whiteboard users



Read &  
 Respond

**Check Day 1 Homework**

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Cards

Whole Group Response →



Partner Practice Booklet 7



Finger Detective

# FastTrack Phonics

## Comparing Long a Letter Groups—Part 1

### Introduce Alphie’s Story

- Alphie: Hello, class! I love writing stories, don’t you? I was writing a story yesterday, and I had to have the teacher help me with lots of words. I realized that I need to work on my spelling. Would you like to read my story and see some of the tricky words I had to spell? (WGR)

### Partner Reading

- Have the students sit with their partners and open their Partner Practice Booklets to page 13. **You and your partner are going to read Alphie’s story together. You’ll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use the Finger Detective to help you read those words.**
- Review how to use the Finger Detective to read a word. Write the word “always” on the board. Demonstrate sounding it out with the Finger Detective, using the sample text below as a guide.

**Hmmm. This is a long word. I think I’ll have the Finger Detective cover up part of it, and I’ll read just the first part.** Cover up the letters “ways,” and read the first two letters. Pronounce the syllable “al” with a short a: **ăl...ăl.** **Now I’ll add the last part: waaaays. Ways. Now I can put them together. ăl-ways. Hmmm. That doesn’t sound right. I’ll try saying the first part a different way. Al (as in “all”)-ways. Oh! I know the word. The word is “always.”**

- **The first part of that word was tricky because it looks like it should say /ăl/. It really says /all/, doesn’t it? I’ll just put a little circle around that part of the word. The circle will remind me that I need to look out for this tricky part of the word. Draw a circle around the letters “al.”**

**(a)l w a y s**

- **You and your partners can do this while you’re reading. If you sound out a difficult word, you can put a little circle around the tricky part. Then the next time you read the word, you’ll know how to say it.**
- **Now you’re ready to read Alphie’s story.** Designate each student in a partnership as Partner A or Partner B. Have the students take turns reading each sentence of the passage, with Partner As reading first. After partners have read Alphie’s story, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**

## Find Words with the Sound

- **Alphie:** I need you to read my writing one more time and underline all the words that have the /ā/ sound. Can you and your partner work together to find those /ā/ words for me? (WGR)

**Teacher’s Note:** In recent lessons, the students have been asked to circle the words in Alphie’s story. This is the first of eight lessons in which the students will compare homophonetic graphemes. In the comparison lessons, they will underline the words. The underlined words are phonetically regular and are referred to as “Alphie’s Words.”

- Have Partner B read the first sentence of the student text while Partner A listens and follows along. Then have both partners discuss and identify the long a words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets. Then partners will switch roles. Partner A will read, and Partner B will listen.
- Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the long a sound in words, regardless of the spelling.



Gail and Fay love to play by the bay. I went with them today.

“Don’t stray,” we heard Gail’s mother say. “Always stay on the trail.”

“Okay,” said Gail.

We played all day! We ran to the marsh and back again. We gathered rocks in a pail. I almost stepped on a tiny gray snail.

“Watch your step!” said Gail.

“The shore is full of life,” she and Fay explained.

## List Words on the Chart

- When partners have completed the task, say: I think Alphie had trouble with these words because the /ā/ sound can be spelled in different ways. I see two ways that the /ā/ sound is spelled in this passage. What are they? (T-P-S)
- Yes, the /ā/ sound can be spelled with “ai” or “ay.” We can make a chart to help Alphie remember how to spell these words. We’ll put “ai” words on one side and “ay” words on the other side.
- Draw a line down the center of a piece of chart paper to make two columns. Label one column “ai” and the other “ay.” Then divide the chart paper into three rows. Your chart paper will look like this:

Lesson 40 **Day 2** . . . . .

	ai	ay
①		
②		
③		

- The students have this chart in their Partner Practice Booklets. Have them label the two columns “ai” and “ay.”
- **Let’s go back and find all the /ā/ words so we can put them on this chart.** Reread the passage with the students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ā/ words in that sentence?** Use Think-Pair-Share, and call on a partnership to share their answer. If the students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind the students to check their papers to see if they have identified the word in their books.
- As the students share long a words, you will write the words on the chart paper. Write the words on the chart paper as shown below. The words in the first row are one-syllable words, those in the second row are two-syllable words and/or words with inflectional endings, and those in the third row are multisyllabic words that may have phonetically irregular parts. Make sure that the students write the words on the same row on their own charts. If time is an issue, you may have the students chose one word from each category to write in the same column and row on their own charts.

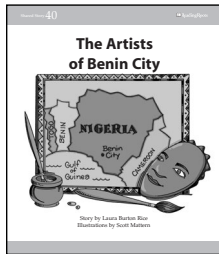
**Teacher’s Note:** The rows in which words are written are very important, since the students will be responsible for different rows of words, depending on their skill levels. Writing the words in this way allows you to customize the lesson for individual students.

	ai	ay
①	Gail, trail, pail, snail, Gail’s	Fay, gray, day
②		played
③	explained	today, always

- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used. For example, short words that have long a as their final sound—“Fay,” “bay,” “day,” “say”—are usually spelled with “ay.”
- Discuss why the words are written in three rows using the following text as a guide:
- **Words in row 1 are words you should be able to spell. These short words use “ay” or “ai” to make the /ā/ sound.**

- **Words in row 2 are a little trickier. These are words that use “ay” or “ai” to make the /ā/ sound, but they have something else. They have an ending added to them that makes them harder to spell. Let’s look at the row 2 word.** Point out that the word “played” is made up of the base word “play” and the ending “\_ed.” Underline the base word “play” on the chart paper, and circle the ending “\_ed.” Tell the students that when they try to spell these tricky words, they should write the base word first and then add the ending. **When I say the word “played,” I can hear the base word “play.” I can write “play” and then add the “\_ed” to make the word “played.”**
- **Words in row 3 are Alphie’s Big Words! These words are the hardest to spell. They’re harder because they’re bigger words, and some of them have tricky parts. You’ll need to study and practice if you want to be able to spell Alphie’s Big Words.**
- Place the Alphie card on top of the chart paper. **These are Alphie’s Words. Alphie’s Words have the /ā/ sound spelled with “ai” or “ay.”**
- Have partners take turns reading the words on their charts together. Partners can initial each other’s books when each reader has read all the words.

**Teacher’s Note:** You may wish to create your “Alphie’s Words” list on chart paper so it can be displayed throughout the course of the comparison lesson.



## Shared Story

### Partner Reading—Part 1

- Have the students get out their Fluency Flyers. Remind the students that you will listen to some of them read a page in their story to earn points. Each student can earn 2 points for reading accurately, 2 points for reading smoothly, 2 points for reading with good expression, and 2 bonus points if he or she reads every single word on the page correctly.
- Have the students reread part 1 (pages 1–4) of the story for accuracy. Partners should take turns reading aloud and retelling what happened on each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.

## Word Presentation—Part 2

**Strategies/Skills** →

Reviewing “\_le”

**Green Words**

middle square  
quickly artists  
crafts invite

**Challenge Words**

palace raises

### Green Words

- Stretch and read together any Green Words for part 2 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word. Review the sound of “\_le” if necessary.

### Challenge Words

- Model how to sound out one of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Then use Think-Pair-Share to have the students try to sound out the other challenge word.

**Teacher Modeling** →

**Guided Practice** →

Word	Possible Mispronunciations	Sentences for Checking
pal-ace	pal-ACE	<b>Hmmm, that doesn’t sound right.</b> The queen lives in a big <u>palace</u> . <b>Maybe I need to adjust the “a” in the second part.</b>
rais(e)+es	Saying /s/ for “s” instead of /z/.	My partner <u>raises</u> her hand when she wants to read.

### Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

## Partner Word Reading

- Have partners take turns reading to each other the story words in the second box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read a word.

**Team Celebration Points** →

**Picture Cards**

queen palace  
mask arts and crafts

## Guided Partner Reading—Part 2

**Let’s review some of the words we will see in this part of the story.**  
Display each picture card for part 2 (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat after you. Give a brief explanation of each card. Review picture cards from part 1 if needed.

**Teacher Shared Story** →

**Monitor** →

**Focus on Fluency** →  
Read Smoothly

**Teacher Modeling** →

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 2 (pages 5–8). Encourage the students to put a sticky note on any word that is difficult for them. Partner B reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.
- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

## Partner Story Questions—Part 2

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

**What school is at the palace?** [*The queen’s Arts and Crafts School is at the palace.*]

## Lesson 40 Day 2

- Have partners discuss the questions in the second box on the back cover, write their individual answers, and then compare their answers.

### Partner Practice

1. What happened when the artists heated the metal?

*[The metal melted into a liquid.]*

2. Write the answer on the blank line.

Bronze is a [metal]. liquid

Bronze can melt into a [liquid]. metal

Bronze is [solid] when it is cold. solid

### Monitor

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

### Random Reporter

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the board or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.

### Team Celebration Points

- Award team celebration points to students who share correct responses to question #1.
- Ask the students to tell you which sentences tell you facts about Nigeria. [*“The king and queen live in a palace,” is probably true, but the sentences about Quinto are made up.*]



### Focus on Fluency

Read Smoothly

## All Together Now

- Reread part 2 (pages 5–8) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.



### Focus on Fluency

Read with Expression

## 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.

### Team Celebration Points

- 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 1 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 *Between the Lions* segment for lesson 40.



*Between the Lions*

# STaR

Think-Pair-Share →

## 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 front cover of the book. **What is the title of this story?** [*The title is Crafting Fun for a Rainy Day.*] **What does the book teach us to make?** [*The book teaches us to make homemade clay, a clay hippo, a clay bowl, and a mask.*]

**What are some of the ingredients you need to make clay?** [*Some of the ingredients you need to make clay are flour, salt, water, and oil.*] **Have you ever made anything with clay? What did you do?**

Display page 2. **When do we have to stir the mixture for clay?**

**What part of the hippo do we make when we roll the clay to look long and oval?** [*We make the hippo's body when we roll the clay to look long and oval.*] **Have you ever rolled a ball of clay so much that it looked like skinny snakes?**

Display page 5. **What parts of the hippo's body look like logs?**

**What piece of pottery does the book teach us to make?** [*The book teaches us to make a bowl.*] **Have you ever made a piece of pottery out of clay? What piece of pottery did you make?**

Display page 6. **Why do you have to stretch the clay when you are making a bowl?**

**What kinds of patterns does the book teach us to make?** [*The book teaches us to make African patterns.*] **Have you ever decorated anything with patterns? What types of patterns did you make?**

Display page 9. **What can you decorate with zigzags?**

## Structure Review

Idea Tree →

Whole Group Response →

Think-Pair-Share →

- Display the idea tree poster. **Let's use our idea tree to help us think about important parts of the story.**
- WGR: **What is the title of the story?** [*Crafting Fun for a Rainy Day.*]
- T-P-S: **What is the topic of the book?** [*Making art projects with things we have at home.*]
- Write the topic on the trunk of the tree. Use the prompts below to help the students generate main ideas and supporting details from the text. Draw branches on the tree to record main ideas and smaller branches to record details.
- T-P-S: **This book tells how to make three projects. Each project is a main idea. What is one main idea?** [*Making a clay hippo.*]

## Lesson 40 **Day 2** . . . . .

- T-P-S: **What is a supporting detail about making a clay hippo?** [*You need five balls of clay to make a hippo.*]
- T-P-S: **What is another main idea?** [*Making a clay bowl.*]
- T-P-S: **What is a supporting detail about making a clay bowl?** [*You have to spread the clay to make a bowl.*]
- T-P-S: **What is another main idea?** [*Making a mask.*]
- T-P-S: **What is a supporting detail about making a mask?** [*You can decorate the mask with African patterns.*]

### Retell

- Expand understanding about book details by using one of the following retell activities.

#### Sequence Cards

hands holding clay  
hands spreading clay  
working with a bowl  
a finished, painted bowl

#### Option 1: Sequencing

- Use the suggested pictures from the text that imply a sequence, and hand out a picture to each group of students. Tell, or remind, the students about the importance of knowing the order of events in a book.
- Tell the students to talk in their groups about what order the pictures on the cards go in. Prompt the students with the sequence words “beginning,” “middle,” and “end” for stories or “first,” “next,” and “last” for expository texts.
- Ask the class which picture goes first, or at the beginning. Ask that group to stand at the front of the class holding their picture so the rest of the class can see it. Continue in this manner until groups are in the correct sequence.
- Reinforce the text’s sequence of events using sequence words.

**Teacher’s Note:** Choose one of the following options for sequencing the STaR story that best meets the needs of your students.

##### 1. A set of cards for each group

- Divide the students into groups.
- Distribute a set of sequence cards to each group.
- Allow a few minutes for the students to place the cards in sequential order within their groups.
- Have the groups compare the order in which they placed their cards.
- Encourage the students to discuss any discrepancies and explain why they put the cards in the order they did.

##### 2. One card for each group

- Divide the students into groups based on the number of cards in the set. (For example, if there are five cards, make five groups.)
- Distribute one sequencing card per group.
- Have the groups discuss which part of the text their card portrays.
- Have a member from each group place the group’s card in the correct sequence.

## Lesson 40 **Day 2** . . . . .

### 3. **Work with a partner**

- Place the sequencing cards on the chalk ledge in random order.
- Use Think-Pair-Share to have the students determine the correct order of the cards.
- Invite partnerships to identify which card shows what happened in the beginning, middle, and end of the story.

### **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.

**What animal would you like to make with clay?**

**What piece of pottery would you like to make with clay?**

**How would you decorate your pottery?**

**What kind of mask would you like to make?**

**How do you cut the eyes and mouth out of a mask?**

**What other projects do you think you could do with things you have at home?**



## **STaR Celebration**

- Introduce the celebration.
- Ask the students to discuss the retell in their teams. Ask the students to pick a favorite part of the book (e.g., a part they enjoyed learning about). 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 teams.
- Ask them to tell to which part of the idea tree 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.

**Random Reporter**



**Team Celebration Points**



## STaR Writing

### 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?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Explain to the students that they will now write a team sentence about their favorite parts of the book.
- Challenge the students to help one another think of descriptive words or other information that will make their teams' sentences more interesting.
- Instruct each student on the team to write the team sentence in his or her partner writing book.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.
- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)
- Use Random Reporter to select one student from each team to share the team's written sentence with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter



Team Celebration Points



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

Team Celebration Points →

### Alphie’s Questions:

Why would you wear a mask?

What patterns does the book show us how to make?

### Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>as a costume</i>	Good answer. Can you say that in a complete sentence? <i>You can wear a mask as a costume.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, “You can wear a mask as a costume.”</i>
The student responds in a complete, but not very elaborate, sentence. <i>You can wear a mask as a costume.</i>	Good answer. Can you add some details to your sentence? <i>You can wear a mask as a costume for a play.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why would you wear a costume?</i>

### 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 a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

**You will need:****FastTrack Phonics**

Partner Practice  
Booklet 7

Chart paper

Alphie card

**Shared Story**

Shared Story 40:  
*The Artists of Benin City*

Language  
development cards  
for lesson 40\*

Word cards for part 3\*

Reading Strategy  
Cue Cards

Sticky notes  
(teacher acquired)

*Reading Reels for  
Roots DVD\**

Fluency Flyers

Reading Celebration  
certificates

**Adventures in Writing**


STaR story:  
*Crafting Fun for a Rainy Day*

Writing Strategies Bank  
(teacher created)

Partner writing books  
(teacher acquired)

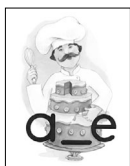
Modeling clay (optional)

\*Not needed for interactive whiteboard users



### Check Day 2 Homework

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Cards

**FastTrack Phonics****Comparing Long a Letter Groups—Part 2****Partner Reading**

- Have the students sit with their partners and open their Partner Practice Booklets to page 14. **You and your partner are going to read another story from Alphie.**
- Have partners take turns reading each sentence of the story.
- When partners have finished reading the story, ask: **Did you notice that there were lots and lots of words in that story that had the same sound?** (WGR) **What was the sound?** (WGR) **Yes, Alphie wrote another story with lots of /ā/ words.**

Whole Group Response →

## Lesson 40 Day 3



Finger Detective

- Ask different partnerships to share a difficult word they encountered and tell how they figured it out. If the students do not have any examples to share, select a word from the text, and demonstrate reading it, using the Finger Detective (e.g., “face”). Draw a circle around the tricky part of the word to remember how to read it. (In “face,” the “c” makes the /s/ sound.)

f a **c** e

### Find Words with the Sound



Partner Practice Booklet 7

- Tell the students that Alphie has some new long a words that they need to find in the story.
- Designate a student in each partnership as Partner A or Partner B. Have Partner A read the first sentence of the student text while Partner B listens and follows along. Then both partners will discuss and identify the long a words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets. Then partners will switch roles.
- Remind the students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long a sound in the words, regardless of the spelling.



We live by Lily Lake. It's shaped like a giant plate! We sail almost every day. Yesterday was rainy, so we stayed inside and played. My brother, Jay, hated staying inside.

He waited by the window all day, making a face at the rain.

I said to my sister Kay, “Let's bake a cake to cheer Jay.”

Jay ate it and smiled. He said, “Hooray! You have saved the day!”

Think-Pair-Share →

### List Words on the Chart

- When partners have completed the task, say: **I think Alphie had trouble with these words because he found another way to spell the /ā/ sound. Yesterday we used “ai” and “ay” to spell that sound. Is there another way to spell the sound? (T-P-S)**
- **Yes, the /ā/ sound can be spelled with “a\_e.” Let's make a new chart to help Alphie remember how to spell these words. We'll put “ai” words, “ay” words, and “a\_e” words on the chart.**

## Lesson 40 Day 3 . . . . .

Interactive  
Whiteboard Users

Method varies

- Make a chart with three columns on a piece of chart paper. Label them “ai,” “ay,” and “a\_e.” Then divide the chart paper into three rows. Your chart paper will look like this:

	ai	ay	a_e
①			
②			
③			

- The students have this chart in their Partner Practice Booklets. Have them label the columns “ai,” “ay,” and “a\_e.”
- **Let’s go back and find all the /ā/ words so we can put them on this chart.** Reread the passage with the students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ā/ words in that sentence? Decide with your teams which column the word belongs in.**
- Use Random Reporter to select students to share any words that contain the /ā/ sound from the sentence. Award team celebration points to students who can correctly identify the column on the chart in which the word belongs.
- Remind the students to check their papers to see if they have identified and underlined the word in their booklets.
- Write the word in the appropriate column on the chart paper. The words in the first row are one-syllable words, those in the second row are two-syllable words and/or words with inflectional endings, and those in the third row are multisyllabic words that may have phonetically irregular parts.
- The students will write the words on their charts in their Partner Practice Booklets.
- Make sure that the students write the words on the same row on their own charts. If time is an issue, you may have the students chose one word from each category to write in the same column and row on their own charts.

Random Reporter

Team Celebration Points

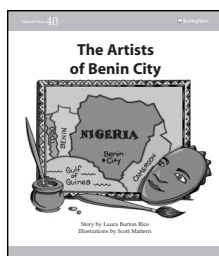
# Lesson 40 Day 3

- Your final chart will look like this:

	ai	ay	a_e
①	sail, rain	day, Jay, Kay	lake, plate, face, bake, cake, ate
②	rainy, waited	stayed, played staying, making	shaped, hated saved
③		yesterday, hooray	

Whole Group Response →

- Choose two or three words in the second row, and demonstrate for the students how to identify the base words and endings. Use the following text as a guide:
  - If I look at the word “rainy,” I can see a smaller word inside it. I see the word “rain.”** Underline the base word “rain” on the chart paper. **Sometimes a letter, or letters, are added onto the end of a word. What was added onto this word? (WGR) That’s right. The “y” was added on as an ending. I’ll circle the ending.** Circle the ending “y” on the chart paper. Have the students underline the base word “rain” and circle the ending “y” in their Partner Practice Booklets.
  - Place the Alphie card on top of the chart paper. **These are Alphie’s Words. Alphie’s Words have the /ā/ sound spelled with “ai,” “ay,” or “a\_e.”**
  - Have the students complete the activity at the bottom of the Partner Practice Booklet page by adding endings to the words.



Monitor →

## Shared Story

### Partner Reading—Part 2

- Review the Fluency Flyer with the class.
- Have the students reread part 2 (pages 5–8) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.

## Word Presentation—Part 3

### Green Words

quilts            quit  
hundreds

### Challenge Words

statue            bronze  
quiet            metal  
liquid        solid  
practice

### Green Words

- Stretch and read together any Green Words for part 2 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

### Challenge Words

- Model how to sound out one of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Then use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

Teacher Modeling →  
Guided Practice →

Word	Possible Mispronunciations	Sentences for Checking
<b>sta-tue+s</b>	<b>STAY-too+s</b>	I saw <u>statues</u> of people in the park.
<b>bronze</b>	<b>BRON-zeh</b>	The <u>bronze</u> trim in the big house was fancy.
<b>qui-et</b>	<b>quite, quit</b>	I must be <u>quiet</u> when the teacher speaks.
<b>met-al</b>	<b>MEE-tal</b>	Bronze is a kind of <u>metal</u> . Iron is a metal. (Talk about some things that are made of metal.)
<b>liq-uid</b>	<b>LIE-quid</b>	Ice is <u>liquid</u> when it melts.
<b>sol-id</b>	<b>SOE-lid</b>	Water can freeze <u>solid</u> .
<b>prac-tice</b>	<b>prac-TICE</b>	I read more smoothly when I <u>practice</u> .

### Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

## Partner Word Reading

- Have partners take turns reading to each other the story words in the third box and the Red Words in the last box.
- Monitor the students and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

Team Celebration Points →

### Picture Cards

card    liquid

Teacher Shared Story →

Monitor →

## Guided Partner Reading—Part 3

**Let’s review a new word we will see in this part of the story.** Display the picture card for part 3, name it, and have the students repeat after you. Give a brief explanation of the card. Review picture cards from Days 1 and 2 if needed.

Provide sticky notes, and lead the students in a Guided Partner Reading of part 3 (pages 9–12). Encourage the students to put a sticky note on any word that is difficult for them. Partner A reads first.

Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.

Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.

Have teams try to figure out any words that gave partners difficulty.

Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class. Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.

If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Focus on Fluency →  
Read Smoothly

## Partner Story Questions—Part 3

**Teacher Modeling** →

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

**What metal did the artists use for their statues?** [*The artists used bronze metal for their statues.*]

- Have partners discuss the questions in the second box on the back cover, write their individual answers, and then compare their answers.

**Partner Practice** →

1. **What happened when the artists heated the metal?**  
 [*The metal melted into a liquid.*]

2. Write the answer on the blank line.

Bronze is a <u>[metal]</u> .	liquid
Bronze can melt into a <u>[liquid]</u> .	metal
Bronze is <u>[solid]</u> when it is cold.	solid

**Monitor** →

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

**Random Reporter** →

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the chalkboard or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.

**Team Celebration Points** →

- Award team celebration points to students who share correct responses to question #1.
- Ask the students to tell you which sentences tell you facts. [*All of them.*]



**Focus on Fluency** →

Read Smoothly

## All Together Now

- Reread part 3 (pages 9–12) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.

## Reading Olympics Warm-up

Start the Reading Olympics Warm-up on page 10. The goal for today is to read accurately to the end of page 10 in one and one-half minutes.

### Focus on Fluency

Appropriate Rate

- Provide practice, if the students need it, by reading a few lines to the class before you start timing. Ask the students to report whether you were accurate and where you stopped.
- **Turn to page 10, and get ready to read with your partners. Partner Bs, read quickly, smoothly, and accurately for one and one-half minutes. Partner As, keep track of accuracy. Remember to put your fingers on the last word that your partners read when I say, “Stop.” Ready, set, go.**
- Allow the students to read for one and one-half minutes, and then discuss whether the readers met the goal.
- **Partner As, raise your partners’ hands if they read accurately. Now look at where you stopped. Our fluency goal was to finish page 10. Partner As, raise your partners’ hands if they finished page 10.**
- **If you didn’t reach your goal today, practice on your own. During Shared Story 41, Partner As will get to try reading at this speed.**



### Focus on Fluency

Read with Expression

## 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 1 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 *Between the Lions* segment for lesson 40.

### Team Celebration Points



*Between the Lions*

# 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 and 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.
- Review word meanings with examples and definitions as necessary.
  1. People in the **Arctic** never wear jackets because the weather is warm all year. [*silly*]
  2. My sister **rushed** home; that is why it took her two hours to get there instead of ten minutes. [*silly*]
  3. We use **pottery** to put food and drinks in when we have a meal. [*sensible*]
  4. It was so **dark** that night that I could see where I was going even though I didn't have a flashlight with me. [*silly*]
  5. We made **clay** animals and ate them for breakfast the next morning. [*silly*]
  6. Isaac could tell there were people in the cabin because smoke was coming out of the **chimney**. [*sensible*]
  7. People in warm countries live in **igloos**. [*silly*]
  8. **Logs** are normally shaped like triangles. [*silly*]
  9. When you **waste** water, you save it to use it later. [*silly*]
  10. Maya decorated the cup with blue and green **zigzags**. [*sensible*]

# Adventures in Writing

## Prewriting

- Have the students gather in front of the board. Review the items that the students learned how to make from the STaR story. **In the book *Crafting Fun for a Rainy Day*, we read about how to make art projects with things we have at home. Do you remember some of the things we learned how to make?** Use Think-Pair-Share to have the students respond.
- One of the things that the book described was how to make a clay hippopotamus. Use *Crafting Fun for a Rainy Day* to review the different steps for making a clay hippopotamus.
- Introduce the writing assignment. **Today you will write about how to make your own clay animal. What clay animal would you like to make?** Ask the students to share their ideas. Write a list of ideas on the board.
- **We have many creative ideas. Let’s pick one to write about as a class.** Have the students vote on a class favorite by a show of hands. Write the name of the animal selected at the top of the chart paper. *[Possible response: A clay duck.]*
- Model the process of writing sentences about the steps to make an animal from clay. **Now that we know what kind of clay animal we are going to write about, we can write the steps it would take to make it.** Write the numbers 1–6 down the left-hand side of the board. **We’ll write down each step beside these numbers. That will make our paper easy to read.**
- Point to number 1. **This is where we’ll write the first thing we do to make a clay duck. What should we say?** *[Possible answer: Roll some clay into a large ball.]* Use Think-Pair-Share to have the students respond. Try to arrive at a consensus for this step. Write a sentence describing step 1 on the chart paper.
- Continue in this manner with the remaining steps until you have described the process.
- Invite the students to make suggestions that will help to make your sentences more specific or interesting.
- **Let’s look at each of these sentences again to see if we can improve them.** Read your first sentence. **Is there anything that I could add to my sentence, or say in a different way, to make it clearer or more interesting to the reader?** *[Possible response: For the sentence “Roll some clay into a large ball,” the students might want to add the word “yellow” to be more specific about what kind of clay to use.]*


It might be helpful to make an animal with real modeling clay to help the students think about the steps required to make it.

## Partner Planning

- Ask each team to decide which animal they would like to explain how to make. Have the students identify the steps they would take to make it. They should include at least four steps in their descriptions. If you have modeling clay available, provide some to each team to help them determine the appropriate steps.
- Explain that they should discuss how to express their ideas in complete sentences. Encourage the students to help one another think of details that will make their sentences more interesting.

## Writing

- Provide time for the students to write their sentences in their partner writing books. Remind them to include a title that tells what they are explaining how to make and to number each step. There should be at least four steps.
- Remind the students that they will work on checking their sentences for errors next time. Today they will want to make sure that their sentences have good ideas and are interesting.
- 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 the students do not know how to write.



**Read & Respond**

### Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

**You will need:**

**FastTrack Phonics**

Alphie’s Word  
Bingo cards  
(one per partnership)


**Shared Story**

Shared Story 40:  
*The Artists of Benin City*  
Fluency Flyers  
Idea tree poster\*  
Story Test booklets  
Colored pens  
or pencils

**Adventures in Writing**

Partner writing books  
(teacher acquired)  
Editing Checklist  
(teacher prepared)  
Copies of the Adventures in  
Writing Scoring Guide  
Writing paper  
(teacher acquired)

\*Not needed for interactive whiteboard users



### Check Day 3 Homework

Check each student’s Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



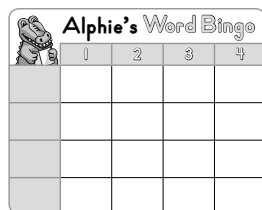
Key Cards

## FastTrack Phonics

### Comparing Long a Letter Groups—Part 3

#### Alphie’s Word Bingo

- We’ve read two of Alphie’s stories and looked for all the words with the /ā/ sound. Let’s take another look at the words we found.
- Display both charts with Alphie’s Words from the earlier lessons. Quickly read the words with the class. Cover, or turn over, the charts so the class cannot see them.
- **Now we’re going to play Alphie’s Word Bingo.** Pass out a bingo card to each partnership.
- Tell the students to write “ai,” “ay,” and “a\_e,” in whatever order they choose, in the spaces along the left side of the card. Then tell them to pick one of the letter combinations to write again in the open space on the left side of the card.
- Explain that you will call out the column number and a word and write the word on the board. The partners will discuss which row to write the word in. Then one partner will write the word in the correct row. Partners will alternate writing the words on the card.



Interactive  
Whiteboard Users

Method varies

## Lesson 40 Day 4

- Tell the students that if they get four words in a row going down, across, or diagonally, they should raise their hands with their partners in a Partner Pyramid and say, “Bingo!”
- Begin calling out the column numbers and words. You should call out columns in sequence (1, 2, 3, and 4), and you should alternate words from each spelling pattern so you never say words with the same pattern twice in a row.
- Select words from the chart below. Customize the difficulty of the activity by choosing words from different rows on the charts.

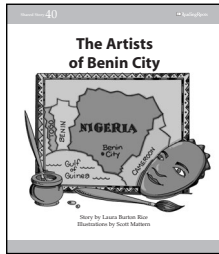
	<b>ai</b>	<b>ay</b>	<b>a_e</b>
<b>①</b>	Gail, trail, pail, snail, Gail’s, sail, rain	Fay, gray, day, Jay, Kay	lake, plate, face, bake, cake, ate
<b>②</b>	rainy, waited	stayed, played, staying, making	shaped, hated, saved
<b>③</b>	explained	today, always, yesterday, hooray	

Interactive  
Whiteboard Users

Method varies

Team Celebration Points

- When you call out a column and word, write the word and column number on the board.
- If a partnership says, “Bingo,” have the partners take turns saying the row and column for each word and spelling the word. Check their answers against the words on the board. Award team celebration points if all the rows, columns, and spellings are correct. If a row, column, or spelling is incorrect, keep playing the game until a partnership wins.
- When the game is over, display the word charts from the earlier lessons, and have partners check to see that they have spelled the words correctly and written them in the correct columns. Have the students correct any errors on their cards.
- Collect the Bingo cards, and explain that all partnerships that have spelled the words correctly and have written them in the correct columns will earn 2 bonus team celebration points for their teams. Partnerships that have corrected their cards will earn 1 bonus team celebration point for their teams.



# Shared Story

## Partner Reading—Part 3

- Review the Fluency Flyer with the class.
- Have the students reread part 3 (pages 9–12) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner B reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- As you monitor the students, record rubric scores for several students on the teacher cycle record form for:
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.
- Listen to the students read, and record points on the students' Fluency Flyers.

Monitor

Fluency Flyer

Award Team Points

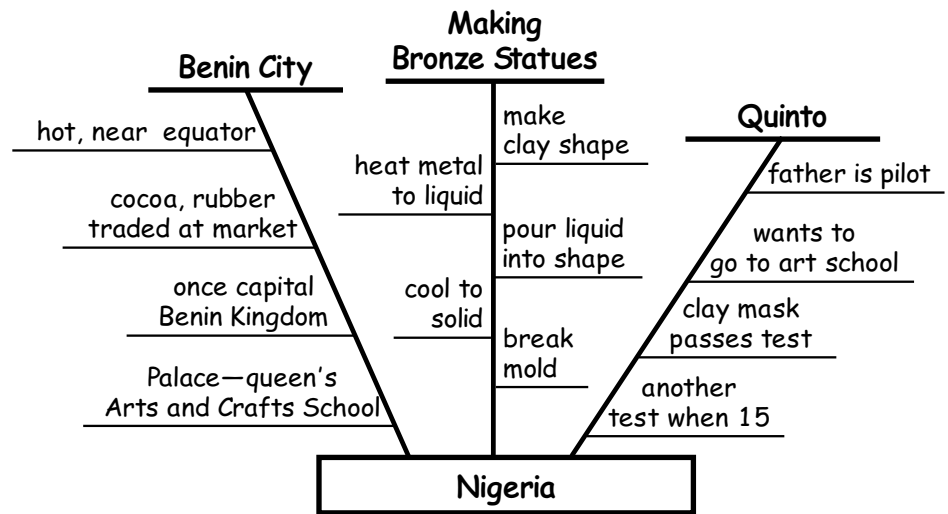
## Summarization

- **This story is about a real place. We learned new information about this place and learned about what life is like for the people who live there.** Point out that Quinto and his family are made-up people, but everything else in the story is real. **Through Quinto's eyes and activities, we learned some facts about Nigeria.**
- **We can remember facts we learned from the story by writing the information on an idea tree.**
- Post the idea tree. Point to the bottom of the tree. **We'll write the topic of the story here. Remember, the topic is the main idea of a story. The story told us lots of facts about Nigeria. Nigeria is the topic we will use for our idea tree.** Write "Nigeria" on the trunk of the tree.
- **Now that I know the topic we will use, I can think about some more ideas. What did the story tell me about Nigeria? I know. We learned facts about Benin City.** Write "Benin City" on the first branch of the tree. **We learned other facts about Benin City too. We learned about making bronze statues.** Make a new branch on the tree, and write "Making Bronze Statues" on it. **We also learned about Quinto's life in Benin City and the different things he does there.** Make a new branch on the tree, and write "Quinto" on it.
- Go back to the first branch. **This branch says, "Benin City." What facts did we learn about Benin City?** (T-P-S) Record the students' responses on the appropriate small branches.

Think-Pair-Share

## Lesson 40 Day 4 . . . . .

- Have the students continue to discuss facts related to the other main ideas in the story as described above. Use as many main ideas and supporting facts as time and the readiness of your students allow. If the students give an unrelated fact, write it on the correct branch. Your completed idea tree should look similar to the following sample although you and your class may have some different ideas about how to group the facts they learned.
- Orally summarize the “Benin City” branch in a sentence or two. Use Think-Pair-Share to have the students create oral summary sentences about the “Making Bronze Statues” branch.

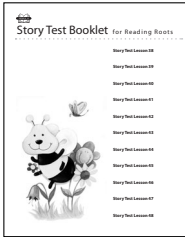


## Assessment of Growth

### Partner Prep Time/Words Out Loud and Fluency

- Have the students prepare for Words Out Loud by practicing the words on the inside front cover of the Shared Story with their partners.
- Have the students take turns reading the Shared Story with expression with their partners.
- During this time, choose students to read eight words that you have selected from the inside front cover of the Shared Story for a Words Out Loud score.
- You may also listen to the students read and award points on their Fluency Flyers.
- If they have time, partners may help each other prepare for the Story Test by rereading or asking and answering the partner story questions.

Assess →



Story Test Booklet

### Story Test

- When most of the students have finished practicing their words and you have finished Words Out Loud, have the students complete the Story Test individually.
- Distribute the test, and preview it with the students without providing information about the answers. Point out that questions #1 and #2 should be answered with complete sentences. Remind the students that their scores on the Story Test will help them earn points for their team score sheets. Possible answers are suggested, but accept any reasonable answers that can be justified.

Answer these questions in complete sentences.

**1. What do farmers do at the market in Benin City?**

- 1 pt. — buy things*
- 2 pts. — sell rubber and cocoa*
- 3 pts. — The farmers sell rubber and cocoa.*

**2. The artist put liquid metal into a clay shape. What happened when the liquid metal cooled?**

- 1 pt. — hard*
- 2 pts. — became a solid hippo shape*
- 3 pts. — The liquid metal became a solid shape.*

Write the answer on the blank line.

- |  |                |
|--|----------------|
| <b>3. The part of Africa near the <u>[equator]</u> is hot.</b>   | <b>palace</b>  |
| <b>Mom got fish for dinner at the <u>[market]</u>.</b>           | <b>market</b>  |
| <b>The home of a king and queen is called a <u>[palace]</u>.</b> | <b>equator</b> |
| <b>4. I saw a <u>[statue]</u> of a man in the city.</b>          | <b>metal</b>   |
| <b>Ice is solid. Water is <u>[liquid]</u>.</b>                   | <b>statue</b>  |
| <b>Cans and rings are made of <u>[metal]</u>.</b>                | <b>liquid</b>  |

- When the students are finished, collect pencils or pens, but have the students retain the test. Give a colored pen or pencil (e.g., red or green ink) to each student.
- Have the teams discuss each question and agree on the answer. Use Random Reporter to review the test answers and evidence with the class.
- If the students provide answers for questions #1 and #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use Think-Pair-Share to have the students rephrase the answers into complete sentences.
- Tell the students to use their colored pens to write the answers to questions #1 and #2 in complete sentences if necessary.
- Tell the students they can earn bonus points if they revise their answers and write them in complete sentences.

Random Reporter →

- Collect the Story Test booklets so you can score them and enter points on the students' team score sheets.
- Award 1 bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed 8 points.

## Adventures in Writing

### Writing Review

- Ask the students to locate the sentences they wrote in their partner writing books describing how to make an animal from clay.
- **Yesterday we started writing about how to make a clay animal. We decided what kind of clay animal we wanted to make and wrote draft sentences describing each step. Today we are going to check the sentences that we wrote. Then we'll make final copies.**

### Writing

#### 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?
- Are there any missing words?
- Are there any extra words?
- Do sentences that ask something end with question marks?
- Are there commas between items in a list?

### Checking

- Ask the students to take turns reading their sentences to their partners. Partners should look together to identify and correct mistakes in each sentence. The students should only correct mistakes in writing on their own papers.
- **Work with your partner to check your sentences together. Use the Editing Checklist to remember everything that you should look for. Remember that you will only make changes on your own paper.**

## Lesson 40 **Day 4** . . . . .

- Distribute a copy of the Adventures in Writing Scoring Guide to each team (or display a chart-paper version.) Remind the students how you will award points for their writing assignments. Guide them to check their papers for any corrections or additions that need to be made so the students can earn points for this week's team score for Adventures in Writing.
- **To earn the first 2 points, you have to have at least four sentences. Count your sentences to make sure that you have four, or more than four, sentences.**
- **To earn the next 2 points, your sentences need to give directions that tell how to make an animal out of clay.**
- **To earn the next 2 points, your sentences must be complete. Make sure that you began the first word with a capital letter and put either a period or an exclamation mark at the end of each one.**
- **Did you use any STaR words, Green Words, Red Words, or challenge words in your sentences? Underline any words from either our STaR story or the Shared Story that you included in your writing. If you used any, you can earn the last 2 points!**
- Provide time for the students to make any necessary changes to their sentences.

### Polishing

- Instruct the students to write their polished copies of their sentences. **Now that you've checked your writing, you're ready for the final step! You get to write your publication copy. This is a copy that we can show in the class and share with others. Use your best handwriting so your paper looks nice and neat! Lots of people will see your wonderful writing.**
- Distribute writing paper so the students can make their final copies. Monitor to ensure that they include a title and all of their sentences in the correct order.



### 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.


## Lesson 40 **Day 4** . . . . .

### Team Celebration Points

- 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.

### Team Celebration Points

- Award team celebration points to students who share an error that they or their partners 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.
- Post polished copies of the students' writing on a writing celebration bulletin board.



### Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

## Preparation for the Next Lesson

- Convert the total team celebration points to scores of 100, 90, or 80 points for each team. Enter these and the individual student scores into the Reading Roots Data Tools database. You will then be able to generate and print Super Team, Great Team, and Good Team certificates and team score sheets for your next lesson.

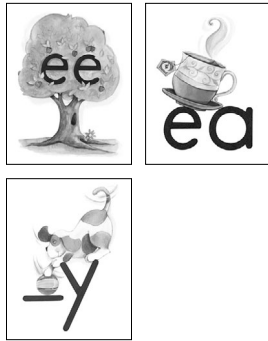
## Extension Activity (*optional*)

### 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 with the vocabulary words and share them with the class. The other students will then determine whether the new sentences are silly or sensible.

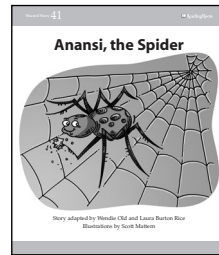
## At a Glance

### FastTrack Phonics



**Days 2–4:**  
New sound: /ee/, /\_y/,  
and /ea/

### Shared Story



**Shared Story:**  
*Anansi, the Spider*  
adapted by Wendie Old  
and Laura Burton Rice

**Review Sound:** /ight/  
and /ould/

**Thematic focus:**

Folktale genre

**Strategies/Skills:**

Summarize to identify  
story plot

### STaR

**STaR Story:**  
*Rehema's Journey*  
written by Barbara A.  
Margolies

Students will identify  
questions they have  
about the text and how  
the author answers  
the questions.

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 describe  
their lives.

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.

**You will need:****Team Celebration**

Team score sheet for lesson 41 (print from the Reading Roots Data Tools database)

Super Team, Great Team, and Good Team celebration certificates earned in lesson 40

Cooperative Learning Cue Cards

**Shared Story**

Shared Story 41:  
*Anansi, the Spider*

Language development cards for lesson 41\*

Word cards for part 1\*

Map with labels\* (map is teacher acquired)

Reading Strategy Cue Cards

Sticky notes (teacher acquired)

*Reading Reels for Roots DVD\**

Read & Respond forms

**STaR**

STaR story:  
*Rehema's Journey*

Editing Checklist (teacher created)

Writing Strategies Bank (teacher created-optional)

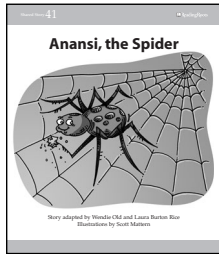
Partner writing books (teacher acquired)

Sentence strip and marker for each team (optional)

\*Not needed for interactive whiteboard users

## Team Celebration

- Distribute the team score sheets for lesson 41. Give the students a few minutes to look over their total team celebration points and their individual score averages from lesson 40, which are printed at the top of the page.
- Announce each team's standing, and distribute the Super Team, Great Team, and Good Team certificates to each student. Cheer for each team as the certificates for its team members are awarded. Be sure to reinforce that our goal is to have **all** the teams reach the level of Super Team. Teams do not compete with one another.
- Give a special cheer to students who received bonus points for meeting their team goal. Ask each team to share any special things they did to work toward the goal. Guide team members to select a new team goal. They will write the goal in the space provided on the team score sheet.
- Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.
- 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.



# 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. Today we are going to read a folktale from Africa. Point to Africa on the map. The story we are going to read today is not a mostly factual story like *The Artists of Benin City*. That story gave us information about Nigeria. The story we are going to read is an African folktale. It is a folktale because it is a made-up story. All over the world, countries have their own special folktales. A folktale usually has a lesson.
- Display the book, and point to its features as you talk. The title of this story is *Anansi, the Spider*. On this book's cover, I see a spider sitting on a web. I wonder if this is Anansi. This spider is eating something and certainly seems to be enjoying it. I see only one spider now, but I wonder if there will be other spiders in the story. What do you think? (T-P-S) The spider has a funny look in his eyes. I wonder what he's thinking about. Do you think he could be thinking about more food? (WGR)

### Picture Cards

spider	waist
football	forest
child	village
feast	chicken
peanuts	

### Option A: Teacher Overview

*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.*

- Now let's look through the book to see if we can find out more of what this story is going to be about.
- Point to the features of the pictures as you discuss them. Page 1: **This is Anansi, a spider who lived a long time ago. He loved to eat, and he had a fat waist. What kind of shape did Anansi have?** (WGR)  
Page 2: **Here are Anansi and two smaller spiders. Who could these little spiders be?** (T-P-S) **And here is an excited child who seems to be in a hurry. Do you think Anansi and the smaller spiders would like to go with the child?** (WGR)

### 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 41 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 for part 1 (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat after you. Give a brief explanation of each card.

### Video Words



waist	yank
tight	begin
tricked	invite
feast	yams
fish	



Key Card



Animated Alphabet



The Sound and the Fury

**Green Words**

<u>waist</u>	<u>east</u>
<u>feast</u>	peanuts
would	should
could	west

**Word Presentation—Part 1**

**Green Words**

- **Let’s practice one of the special letter patterns we’ll see a lot in today’s story.** Play the Animated Alphabet segment, or show the key card for “igh.” Have the students review the alliterative phrase and practice the sound.
- **Let’s practice reading some words.** Show the video segments for Sound It Out.
- Stretch and read together any Green Words for part 1 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.
- **This story has a lot of words with the “ight” pattern. Let’s practice some words using Quick Erase. Sometimes we will be adding or changing more than one letter.**

**fight...might...right...bright**  
**light...daylight...delight...delighted**  
**tight...tighter...tightly**

**When we add “er” to “tight,” it means more tight.**

- The other pattern is “ould.”  
**would...could...should**

**Challenge Words**

**Challenge Words**

spider	village
delighted	another

- Model how to sound out one or two of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use Think-Pair-Share to have the students try to sound out other challenge words as needed.

Teacher Modeling →

Guided Practice →

Word	Possible Mispronunciations	Sentences for Checking
<b>vill-age</b> Hint: “G” often makes the /j/ sound when followed by “e.”	<b>vil-AEj</b>	They lived in a small <u>village</u> away from the big city.
<b>an-other</b> Green Word + Red Word	<b>an-AH-ther</b>	<u>Another</u> boy went with me to the ball game.
<b>spi-der</b>	<b>SPID-er</b>	The <u>spider</u> caught a fly in its web.
<b>de-light+ed</b>	<b>DEL-ight+ed</b>	I was <u>delighted</u> with my new bike.

# Lesson 41 Day 1 . . . . .

## Red Words

child	coming
know	both
idea	

## Red Words

- Use Say-Spell-Say to introduce all the Red Words. Use the words in oral sentences, as needed, to clarify their meanings.
- **This “know” is pronounced like the “no” in “yes or no,” but it means to have facts about something.**
- Post the Red Words on the word wall, and conduct a rapid review of the word wall.
- Write the names of the characters on the board.
- **As in many folktales, the spiders in this story have names. The father is Anansi (uh-NAHN-see), and the child spiders are Osa (OE-suh) and Iba (EE-buh).** Have the students repeat the names after you.

## Partner Word Reading

- Have partners take turns reading to each other the story words in the first box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

## Team Celebration Points

## Teacher Shared Story

## Guided Partner Reading—Part 1

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 1 (pages 1–4). Encourage the students to put a sticky note on any word that is difficult for them. Partner A reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.

## Monitor

# Lesson 41 Day 1 . . . . .

Team Celebration Points →

- Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.

Focus on Fluency →  
Read Smoothly

- Award team celebration points to students who share strategies they used to read difficult words.
- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Teacher Modeling →

## Partner Story Questions—Part 1

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

**Tell what Anansi looked like in the first part of the story.** [*Anansi had a fat body with no waist. Anansi looked like a football.*]

- **Now let's try a different kind of question about words, or a vocabulary question. We'll read this question together.** Use Think-Pair-Share to determine the answer to write in the blank. Write the answer on the blank line.

**Which word means happy?** [*Delighted.*]

- A. delighted    B. disappeared    C. tight

- Have partners discuss the questions in the first box on the back cover, write their individual answers, and then compare their answers.

Partner Practice →

1. **What tells Anansi that a big feast is going on?**  
[*A child tells Anansi. / Anansi smells chicken with peanuts.*]

2. Write the answer on the blank line.

**Which word means a big dinner?** [*feast*]

- A. west    B. east    C. feast

Monitor →

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.
- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the chalkboard or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answer to question #2 so the students can check their work.



Focus on Fluency

Read Smoothly

## All Together Now

- Reread part 1 (pages 1–4) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.
- Conduct a rapid review of the word wall.

### STaR Words

journey	crater
market	tribe

### Background Words

mountains	father
bus	house

## STaR

### STaR story:

### *Rehema's Journey*

Written by Barbara A. Margolies

**Summary:** *Rehema, a young girl from the mountains of Tanzania, takes a special trip with her father to the big game park in the Ngorongoro Crater. The journey takes place during her school vacation. It's the first time Rehema has been away from her mother and her village, but she is very excited about all the new things she sees and learns. She and Baba (her father) travel together, passing many villages and visiting many people. She also gets to see elephants, lions, ostrich, cheetahs, hippopotamuses, and other wild animals. On this trip, Rehema learns about the similarities and differences among people and places throughout Tanzania.*

**Teacher's Note:** The pages of this book are not numbered. Before reading, number the pages beginning with the second page of text, which starts “Jambo! This is how we say hello in my country, Tanzania.”

## 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 *Rehema's Journey*. Look at the picture on the cover. Who is Rehema?** Wait for the students' responses. **That's right! Rehema is a girl.** Read the subtitle. **Where do you think Rehema is from?** Wait for the students' responses. **A journey is a long trip. This story tells about Rehema's trip. Where do you think Rehema will travel on her journey?**
- Pages 16 and 17: **What is Rehema doing?** Wait for the students' responses. **Right. It looks like she is choosing fruit. I think she is at a market. A market is a place where people sell and buy things, especially food. What can you buy at this market?** Wait for the students' responses.

## Lesson 41 **Day 1** .....

- Pages 20 and 21: **This is a crater. A crater is a big hole in the ground. What do you notice about the crater?** Wait for the students' responses. **Do you think this is where Rehema is traveling?** Wait for the students' responses.
- 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 each 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.

### STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
<b>journey</b>	8	a long trip	When Matt packed for his <i>journey</i> , he took a lot of clothes because he would be gone for a long time.
<b>market</b>	16	a place where people sell and buy things, especially food	<b>Picture Walk, pages 16 and 17</b>
<b>tribe</b>	18	a group of people who share language and customs	Members of the Waarusha <i>tribe</i> paint their faces white and live in round houses.
<b>crater</b>	4	a big hole in the ground	<b>Picture Walk, pages 20 and 21</b>

# Lesson 41 Day 1

- 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
mountains	1	very high land mass with steep sides	It took Jamal all day to climb to the top of the <i>mountain</i> .
father	2	man who has a child	Paul's <i>father</i> picked him up at school.
house	4	a building where one or more families live	Alisha's family lives in a green <i>house</i> .
bus	8	large vehicle that can take many passengers to places	My friends and I ride the <i>bus</i> to school everyday.

**This book is about a girl who is taking a trip with her father. A father is man who has a child, or children. What is the name of your father?**

Invite the students to describe their fathers briefly. If the students have difficulty, prompt them with questions such as: **Where does your father work? What does your father look like?**

**This girl lives in the mountains with her family. The mountains are high land with steep sides. Mountains are taller than hills. Have you been to the mountains? What are mountains like?**

**In the story, the girl and her father take a bus. A bus is a large vehicle that can take many passengers to places. Do you ride the bus? Where do you go on the bus?**

**A house is a building where one or more families live. Do you live in a house? What is your house like?**

## Interactive Reading

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

Think-Pair-Share



Page 1 Use Think-Pair-Share to ask the students: **How are the Pare Mountains different from the place where you live?** Provide the following sentence stem for the students to complete. **The Pare Mountains are different because \_\_\_\_\_.**

Page 5 Use Think-Pair-Share to ask the students: **How is Rehema’s family similar to yours?** Provide the following sentence stem for the students to complete. **Rehema’s family and my family both \_\_\_\_\_.**

Page 7 Pause after reading the first paragraph. **“Crater” is one of our STaR words. A crater is a big hole in the ground.**



Continue reading the second paragraph. **“Journey” is another of our STaR words. A journey is a long trip.** Point to the bus on page 7. **This picture shows the bus that Rehema and her father are taking to get to Arusha town.** Use Think-Pair-Share to ask the students: **How does Rehema feel about making this journey?**

Page 10 Use Think-Pair-Share to ask the students: **How similar is Rehema’s school to the school she sees on the way to Arusha town?** Provide the following sentence stem for the students to complete. **Rehema’s school and the school she sees on the way are both \_\_\_\_\_.**

Page 13 Use Think-Pair-Share to ask the students: **How is Arusha different from Rehema’s village?** Provide the following sentence stem for the students to complete. **Arusha is different from Rehema’s village because \_\_\_\_\_.**

Page 14 Use Think-Pair-Share to ask the students: **How do you think Rehema feels about seeing where her father works?**



Page 16 **“Market” is one of our STaR words. The book says they stop at the market to buy food for their ride to the crater.** Point to various pictures on this page. Use Think-Pair-Share to ask the students: **How do the pictures help you understand what a market is?** Wait for the students’ responses. **A market is a place where people buy and sell things, especially food.**

Use Think-Pair-Share to ask the students: **What does Rehema buy at the market?** Provide the following sentence stem for the students to complete. **Rehema buys \_\_\_\_\_ at the market.**

# Lesson 41 Day 1

Page 17 **“Tribe” is one of our STaR words. A tribe is a group of people with the same language and culture. The picture shows the type of house people of the Waarusha tribe live in.** Use Think-Pair-Share to ask the students: **How are the Waarusha tribe houses different from Rehema’s house?** Provide the following sentence stem for the students to complete. **The Waarusha tribe houses are different from Rehema’s house because \_\_\_\_\_.**

Pages 20, 21 **This picture shows the Ngorongoro Crater.** Use Think-Pair-Share to ask the students: **How is the crater different from the mountains where Rehema lives?** Provide the following sentence stem for the students to complete. **The crater is different from the mountains because \_\_\_\_\_.**

Page 25 Use Think-Pair-Share to ask the students: **What animals does Rehema see at the crater?**

Page 27 Use Think-Pair-Share to ask the students: **How is the Maasai tribe different from other tribes?** Provide the following sentence stem for the students to complete. **The Maasai tribe is different from other tribes because \_\_\_\_\_.**



## STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.

Let’s **cel-e-brate** a **word** we’ve **learned**.

We’ll **make** a **sentence**. It’s **our** turn.

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

Random Reporter



Team Celebration Points



## STaR Writing

### 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?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Restate each of the STaR words.
- Explain that the students will now write a team sentence using the STaR words.
- Challenge each team to work together to think of a sentence that uses more than one STaR word, changing the tense of verbs if necessary. The students should also help one another to think of descriptive words or other information that will make their teams' sentences more interesting.
- Instruct each student on the team to write the team sentence in his or her partner writing book.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.
- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)
- Use Random Reporter to select one student from each team to share the team's written sentence with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter



Team Celebration Points



## 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.

Team Celebration Points →

### Alphie’s Questions:

Where does Rehema go on her journey?

What animals does Rehema see at Ngorongoro Crater?

### Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>to see animals</i>	Good answer. Can you say that in a complete sentence? <i>Rehema goes to see animals.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, “Rehema goes to see animals.”</i>
The student responds in a complete, but not very elaborate, sentence. <i>Rehema goes to see animals.</i>	Good answer. Can you add some details to your sentence? <i>Rehema goes to see animals that live in the big game park in the crater.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Where do the animals that Rehema goes to see live?</i>

### 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 a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

**You will need:****FastTrack Phonics**

Partner Practice Booklet 7  
Chart paper  
Alphie picture card

**Shared Story**

Shared Story 41:  
*Anansi, the Spider*  
Language development cards for lesson 41\*  
Word cards for part 2\*  
Reading Strategy Cue Cards  
Sticky notes (teacher acquired)  
*Reading Reels for Roots DVD\**  
Fluency Flyers  
Reading Celebration certificates

**STaR**

STaR Story:  
*Rehema's Journey*  
Story map poster\*  
Book box items (See Retell.)  
Editing Checklist (teacher created)  
Writing Strategies Bank (teacher created–optional)  
Partner writing books (teacher acquired)  
Sentence strip and marker for each team (optional)

\*Not needed for interactive whiteboard users

**Check Day 1 Homework**

Read & Respond



Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Cards



Partner Practice Booklet 7

Whole Group Response →

**FastTrack Phonics****Comparing Long e Letter Groups—Part 1****Partner Reading**

- Have the students sit with their partners and open their Partner Practice Booklets to page 15. Partners will take turns reading Alphie's new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**

## Lesson 41 Day 2

- Ask different partnerships to share a difficult word they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective (e.g., “peanuts”). (“Peanuts” is a compound word. If the students circle each small word inside of it, it is easier to sound it out.)



### Find Words with the Sound

- Tell the students that they are going to look for all the words with the long e sound in Alphie’s story. Partners will take turns rereading Alphie’s story one sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long e words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.
- Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the long e sound in words, regardless of the spelling.



What do we\* see when we go to the sea? We see seashells, seagulls, green crabs, and seaweed. If you look in the sand, you may find the real teeth of a shark. Sometimes we see seals. I feed them bread and peanuts with my brother, Neal.

The sea is easy to reach. Just walk three blocks to the end of our street. The breeze from the nearby sea blows each leaf on the big oak trees. It is a great place to be\*!

### List Words on the Chart

- When partners have completed the task, ask them to identify the different ways they saw the long e sound spelled (“ee” and “ea”). Tell the students that you will make a chart that shows the different spellings for Alphie.

**Teacher’s Note:** Many students will identify the words “we” and “be” because they have the long e sound. Explain that these words do have the long e sound, but they are spelled in a special way, so we will not add them in the chart.

## Lesson 41 Day 2

### Interactive Whiteboard Users

Method varies

- Make a chart with two columns on a piece of chart paper. Label one column “ee” and the other “ea.” Then divide the chart paper into three rows. Your chart will look like this:

	ee	ea
①		
②		
③		

- The students have this chart in their Partner Practice Booklets. Have them label the columns “ee” and “ea.”
- Reread the passage with the students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ē/ words in that sentence? Decide with your teams what column the word belongs in.**

### Random Reporter

### Team Celebration Points

- Use Random Reporter to select students to share any words that contain the /ē/ sound from the sentence. Award team celebration points to students who can correctly identify the column on the chart in which the word belongs.
- Remind the students to check their papers to see if they have identified and underlined the word in their booklets.
- Write the word in the appropriate column on the chart paper. The words in the first row are one-syllable words, those in the second row are two-syllable words and/or words with inflectional endings, and those in the third row are multisyllabic words that may have phonetically irregular parts.
- The students will write the words on their charts in their Partner Practice Booklets.

Make sure that the students write the words on the same row on their own charts. If time is an issue, you may have the students chose one word from each category to write in the same column and row on their own charts.

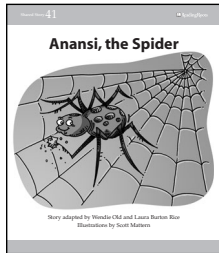
- Your final chart should look like this:

	ee	ea
①	see, green, teeth, feed, three, street, breeze	sea, real, Neal, reach, each, leaf
②	trees	seals, easy
③		seashells, seaweed, seagulls, peanuts, nearby

- Underline the base word, and circle the ending for the row 2 words.

# Lesson 41 Day 2

- Place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ē/ sound spelled with “ee” or “ea.”**
- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.



## Shared Story

### Partner Reading—Part 1

- Have the students get out their Fluency Flyers. Remind the students that you will listen to some of them read a page in their story to earn points. They can earn 2 points for reading accurately, 2 points for reading smoothly, 2 points for reading with good expression, and 2 bonus points if they read every single word on the page correctly.
- Have the students reread part 1 (pages 1–4) of the story for accuracy. Partners should take turns reading aloud and retelling what happened on each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.

### Word Presentation—Part 2

#### Green Words

bright    might    tied  
yank    yams    tightly  
vine

#### Challenge Word

begin

#### Green Words

- Stretch and read together any Green Words for part 2 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

#### Challenge Word

- Model how to sound out the challenge word. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence.

Teacher Modeling →  
 Guided Practice →

Word	Possible Mispronunciations	Sentences for Checking
be-gin	bEG-in	When does the party <u>begin</u> ?

### Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

### Partner Word Reading

- Have partners take turns reading to each other the story words in the second box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

Team Celebration Points →

#### Picture Cards

fish yams  
vine

### Guided Partner Reading—Part 2

**Let's review some of the words we will see in this part of the story.** Display each picture card for part 2 (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat after you. Give a brief explanation of each card. Review picture cards from part 1 if needed.

Teacher Shared Story →

Monitor →

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 2 (pages 5–7). Encourage the students to put a sticky note on any word that is difficult for them. Partner A reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.

**Focus on Fluency**

Read Smoothly

- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

**Teacher Modeling**

**Partner Story Questions—Part 2**

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

**What is Anansi’s problem?** *[Anansi wants to go to both feasts. Anansi does not know what time each feast begins. Anansi was not invited to the feasts.]*

- Have partners discuss the questions in the second box on the back cover, write their individual answers, and then compare answers.

**Partner Practice**

1. **How will Anansi’s children tell him when the feasts begin?**

*[The children will yank the vines.]*

2. Write the answer on the blank line.

Anansi had a bright idea. To him, it was a [smart] idea.

A. smart

B. shining

C. light

**Monitor**

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

**Random Reporter**

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class’s answer on the board or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.

**Team Celebration Points**

- Award team celebration points to students who share correct responses to question #1.



**Focus on Fluency**

Read Smoothly

**All Together Now**

- Reread part 2 (pages 5–9) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.



**Focus on Fluency**

Read with Expression

**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.

**Team Celebration Points**

- Award team celebration points to students who read successfully.

## Lesson 41 Day 2



Between the Lions

- 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 1 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.
- Show the first *Between the Lions* segment for lesson 41.

## 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 Rehema's Journey.*] **Where is Rehema from?** [*Rehema is from Tanzania.*]

**Where does Rehema go on her journey?** [*Rehema goes to Arusha town and Ngorongoro Crater on her journey.*] **Have you ever been on a journey? Where did you go?**

Display pages 1 and 2. **Where does Rehema live? How are the Pare Mountains different from Arusha town?**

**Why do Rehema and her father stop at the market?** [*Rehema and her father stop at the market to buy food for their ride to the crater.*] **Have you ever bought something at a market? What did you buy?**

Display page 8. **What does Rehema's father do for work? What does your father do for work?**

Display page 8. **How do Rehema and her father get to Arusha town? Have you ever traveled on a bus? How long was the ride?**

**What animals does Rehema see when she and her father drive to the crater floor?** [*Rehema sees lions, ostrich, zebras, an elephant, wildebeest, and hippopotamuses on the way to the crater floor.*] **Have you ever seen these animals? Where did you see them?**

Display page 18. **How are the Waarusha tribe houses different from Rehema's house? How is Rehema's house different from yours? How is it similar?**

**How is the Maasai tribe different from other tribes?** [*The Maasai tribe is different from other tribes because they move from one place to another with their cattle. They are nomads.*] **Have you ever learned about a tribe like the Maasai? What did you learn?**

## Structure Review

Story Map →

- Display the story map, and point out its various parts. Prompt the students to give information about the story’s characters, setting, events, and problem and solution in complete sentences. Let’s use the story map to help us think about important parts of the story.

Whole Group Response →

Think-Pair-Share →

- WGR: **What is the title of the story?** [*Rehema’s Journey.*]
- T-P-S: **What is the setting of the story?** [*This story has three different settings: the Pare Mountains, Arusha town, and Ngorongoro Crater.*]
- T-P-S: **Who are some of the characters in the story?** [*Rehema, Rehema’s father, Rehema’s siblings, James and Patrick (the boys being confirmed), the Waarusha girl, the Waarusha boy, and the Maasai men.*]
- T-P-S: **What is the problem in the story?** [*Rehema will take her first trip away from home.*]
- T-P-S: **What was the solution? How was the problem solved?** [*Rehema and her father go back home to their family.*]
- T-P-S: **An important event that happens in the story is Rehema takes a bus to Arusha town. What other important events in the story do you remember?**

## Retell

- Expand understanding about story details by using one of the following retell activities.

### Option 1: Book box

**Teacher’s Note:** If you can’t find small items to fit in the box, you may use pictures of the items instead.

- Fill a box or container with the suggested items. Tell the students that you will pull items out of the book box that will help them remember the story.
- Pull out the first item, and make sure that each student can see it. Describe the item to the students, and ask questions about the items that elicit information about the story.
- Ask the students to talk in their partnerships about what the item reminds them of from the story.
- Continue pulling items from the box until you have asked questions about all the items.

#### Examples:

Pull out the mountains (picture). **This is a picture of mountains. It reminds me that Rehema lives in the mountains and is going to go with her father to the Ngorongoro Crater.**

Pull out the toy bus. **What part of the story does this bus remind you of?**

#### Book Box

mountains  
toy bus  
school  
fruits  
father figure from a family set  
church  
lions  
elephants  
zebras  
sunset

**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.

Think-Pair-Share



**Why can't Rehema sleep on her first night in Arusha?**

**Why is it dangerous to be so close to the animals?**

**Why is Rehema sad when her father tells her there are few rhinoceros left in Africa?**

**How do you think Rehema feels about being back home?**

**What do you think Rehema will share with her classmates when she returns to school tomorrow?**

**What do you think people can do to help save the animals in the Ngorongoro Crater?**



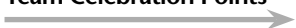
**STaR Celebration**

- Introduce the celebration.
- Ask the students to discuss the retell in their teams. Ask the students to pick a favorite part of the book (e.g., a part they enjoyed learning about, 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 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.

Random Reporter



Team Celebration Points



## STaR Writing

### 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?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Explain to the students that they will now write a team sentence about their favorite parts of the book.
- Challenge the students to help one another think of descriptive words or other information that will make their teams' sentences more interesting.
- Instruct each student on the team to write the team sentence in his or her partner writing book.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.
- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)
- Use Random Reporter to select one student from each team to share the team's written sentence with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

## 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.

## Lesson 41 Day 2 . . . . .

- **It's time for Alpie's Question Quiz, the exciting time when Alpie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alpie 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.

Team Celebration Points →

### Alpie's Questions:

Why do Rehema and her father stop at the market?

How are the tribes that Rehema sees during her journey different from her family?

### Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>to buy food</i>	Good answer. Can you say that in a complete sentence? <i>They stop at the market to buy food.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "They stop at the market to buy food."</i>
The student responds in a complete, but not very elaborate, sentence. <i>They stop at the market to buy food.</i>	Good answer. Can you add some details to your sentence? <i>They stop at the market to buy food for the long trip to the crater.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why do they need to buy food?</i>

### 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 a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

**You will need:****FastTrack Phonics**

Partner Practice  
Booklet 7  
Chart paper  
Alphie card

**Shared Story**

Shared Story:  
*Anansi, the Spider*  
Language  
development cards  
for lesson 41\*  
Word cards for part 3\*  
Reading Strategy  
Cue Cards  
Sticky notes  
(teacher acquired)  
*Reading Reels for  
Roots DVD\**  
Fluency Flyers  
Reading Celebration  
certificates

**Adventures in Writing**

STaR story:  
*Rehema's Journey*  
Writing Strategies Bank  
(teacher created—optional)  
Partner writing books  
(teacher acquired)

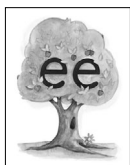
\*Not needed for interactive whiteboard users

**Check Day 2 Homework**

  
Read &  
Respond



Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Cards

Whole Group Response →

**FastTrack Phonics****Comparing Long e Letter Groups—Part 2****Partner Reading**

- Have the students sit with their partners and open their Partner Practice Booklets to page 16. Partners will take turns reading Alphie's new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound?** (WGR)
- **What was the sound?** (WGR) **Yes, Alphie wrote another story with lots of /ē/ words.**

## Lesson 41 Day 3 . . . . .

- Ask different partnerships to share a difficult word they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective (e.g., “hungry”). Draw a circle around the tricky part of the word to remember how to read it. (You have to remember that the “y” makes the long e sound at the end of the word.)

h u n g r **y**

### Find Words with the Sound

- Tell the students that Alphie has some new long e words that they need to find in the story.
- Have partners take turns rereading Alphie’s story one sentence at a time. One partner will read while the other listens and follows along.

Partners will identify the long e words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.

- Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the long e sound in words, regardless of the spelling.



Honey is sweet to eat. I spread it on bread for a tasty treat. I put it in oatmeal. It’s sweeter than candy! Mom says, “Too much is not good for your teeth.”

I was reading a book about honey. Did you know that bees make honey in a hive? Sometimes a hungry bear reaches its heavy paw into the hive to steal the honey! I bet that makes a bee angry!

We\* have honey at home. When it’s eaten, we won’t be\* looking for bees. We will buy more at the store. I’m happy we don’t have to keep bees to get honey!

## List Words on the Chart

Think-Pair-Share

- When partners have completed the task, say: **I think Alphie had trouble with these words because he found another way to spell the /ē/ sound. We talked about using “ee” and “ea” to spell that sound. Is there another way to spell that sound?** (T-P-S)
- **Yes, the /ē/ sound can be spelled with “\_y.” Let’s make a new chart to help Alphie remember how to spell these words. We’ll put “ee” words, “ea” words, and “\_y” words on the chart.**

Interactive Whiteboard Users

Method varies

- Make a chart with three columns on a piece of chart paper. Label them “ee,” “ea,” and “\_y.” Then divide the chart paper into three rows. Your chart paper will look like this:

	<b>ee</b>	<b>ea</b>	<b>_y</b>
①			
②			
③			

- The students have this chart in their Partner Practice Booklets. Have them label the columns “ee,” “ea,” and “\_y.”
- Reread the passage with the students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ē/ words in that sentence? Decide with your teams what column the word belongs in.**

Random Reporter

Team Celebration Points

- Use Random Reporter to select students to share any words that contain the /ē/ sound from the sentence. Award team celebration points to students who can correctly identify the column on the chart in which the word belongs.
- Remind the students to check their papers to see if they have identified and underlined the word in their booklets.
- Write the word in the appropriate column on the chart paper. The words in the first row are one-syllable words, those in the second row are two-syllable words and/or words with inflectional endings, and those in the third row are multisyllabic words that may have phonetically irregular parts.
- The students will write the words on their charts in their Partner Practice Booklets.

Make sure that the students write the words on the same row on their own charts. If time is an issue, you may have the students chose one word from each category to write in the same column and row on their own charts.

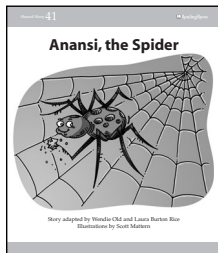
# Lesson 41 Day 3

- Your final chart should look like this:



	ee	ea	-y
①	sweet, teeth, keep, bee	eat, treat, steal	
②	sweeter, bees	reading, reaches, eaten	honey, tasty, hungry, happy, candy, angry, heavy
③		oatmeal	

- Underline the base word, and circle the ending for each of the row 2 words that use “ee” and “ea.” Have the students do the same thing in their Partner Practice Booklets.
- Place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ē/ sound spelled with “ee,” “ea,” or “\_y.”**
- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.



Monitor

## Shared Story

### Partner Reading—Part 2

- Review the Fluency Flyer with the class.
- Have the students reread part 2 (pages 5–9) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner B reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.

## Word Presentation—Part 3

### Green Words

daylight      fight  
meanwhile    teeny

### Green Words

- Stretch and read together any Green Words for part 3 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined words.

### Challenge Words

body              today

### Challenge Words

- Model how to sound out one of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Then use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

Teacher Modeling →

Guided Practice →

Word	Possible Mispronunciations	Sentences for Checking
<b>bo-dy</b>	<b>BOE-dy</b>	A spider has a small <u>body</u> .
<b>to-day</b> Red Word + Green Word	<b>TOD-ay</b> <b>TOE-day</b>	I had a sandwich for lunch <u>today</u> .

### Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

## Partner Word Reading

- Have partners take turns reading to each other the story words in the second box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

Team Celebration Points →

## Guided Partner Reading—Part 3

Teacher Shared Story →

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 3 (pages 10–12). Encourage the students to put a sticky note on any word that is difficult for them. Partner B reads first.

Monitor →

- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class. Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.

Focus on Fluency →  
Read Smoothly

- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

## Partner Story Questions—Part 3

Teacher Modeling →

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

**Could this story really happen? Why or why not?** [*No, spiders cannot talk. Spiders do not eat chicken and peanuts.*]

- Have partners discuss the questions in the third box on the back cover, write their individual answers, and then compare their answers.

Partner Practice →

1. **How does Anansi look at the end of the story?**  
*[Anansi's head is fat, his body is fat, but he has a teeny waist.]*

2. Write the answer on the blank line.

When it is not dark, we have [*daylight*].

A. night                  B. daylight                  C. tight

Monitor →

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

Random Reporter →

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the chalkboard or chart paper exactly as they say it, and then have the

class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.

Team Celebration Points →

- Award team celebration points to students who share correct responses to question #1.



Focus on Fluency

→  
Read Smoothly

## All Together Now

- Reread part 3 (pages 10–12) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.

## Reading Olympics Warm-up

Start the Reading Olympics Warm-up on page 12. The goal is to read accurately to the end of page 12 in one and one-half minutes.

- Provide practice, if the students need it, by reading a few lines to the class before you start timing. Ask the students to report whether you were accurate and where you stopped.
- **Turn to page 12, and get ready to read with your partners. Partner As, read quickly, smoothly, and accurately for one and one-half minutes. Partner Bs, keep track of accuracy. Remember to put your fingers on the last word that your partners read when I say, “Stop.” Ready, set, go.**
- Allow the students to read for one and one-half minutes, and then discuss whether the readers met the goal.
- **Partner Bs, raise your partners’ hands if they read accurately. Now look at where you stopped. Our fluency goal was to finish page 12. Partner Bs, raise your partners’ hands if they finished page 12.**
- **If you didn’t reach your goal today, practice on your own. You have done so well that we will try reading even faster during Shared Story 42. We are getting closer to Reading Olympics tryouts!**



Focus on Fluency

→  
Read with Expression

## Reading Celebration

Team Celebration Points →

- 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 1 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 *Between the Lions* segment for lesson 41.



*Between the Lions*

# Adventures in Writing

## Prewriting

- Have the students gather in front of the chart paper. Review the information that the students learned about Rehema's life in the STaR story. **In the book *Rehema's Journey*, we learned a lot about the main character, Rehema. Let's look through the book and remember some of the things we learned about her.**
- Display page 2. **Here is Rehema. Do you remember how old Rehema is?** Use Whole Group Response to have the students answer. **That's right! She's nine years old.** Point to the picture at the bottom of the page. **Who are these people in the picture with Rehema?** Use Think-Pair-Share to have the students respond.
- Display page 4. **Here is Rehema's house. What is Rehema's house like?** Use Think-Pair-Share to have the students respond.
- Display pages 4–6. **What does it look like where Rehema lives?** Use Think-Pair-Share to have the students respond.
- **Good work! You remembered things about Rehema's life. Today you are going to write about your lives.**
- Write the following words and phrases along the left-hand side of the board: "Name," "Age," "Family Members," "Home," and "Daily Activities." Read each word or phrase as you write it. **You're going to tell about each of these things. The information you write down will help you write a paper that tells about your life.**
- Model making notes about information that tells about your own life.

Your finished notes may look like this:

**Name: Ms. Smith**

**Age: Forty-two years old**

**Family: Husband, two children**

**Home: Apartment in city**

**Daily Activities: Walk my dog, go to the grocery store, read books**


- Say complete sentences with the information from your notes. Invite the students to make suggestions that will help to make your sentences more specific or interesting.
- Model writing sentences that incorporate the students' revision ideas, using strategies from the Writing Strategies Bank as needed by your students.

## Partner Planning

- Have the students return to their seats and sit with their partners. Ask the students to copy the words and phrases from the chart paper that tell what kind of information they will need to include into their partner writing books.
- Provide time for the students to share information about themselves for each of the categories with their partners. They may take notes in their partner writing books to help them remember what ideas they want to include in their writing.
- Explain that they should discuss how to express their ideas in complete sentences. Encourage the students to help their partners think of details that will make their sentences more interesting.

## Writing

- Provide time for the students to write their sentences in their partner writing books. Remind them to include a title that tells their names, such as “Jacob’s Life,” and to include information from each of the categories on the chart-paper list.
- Remind the students that they will work on checking their sentences for errors next time. Today they will want to make sure that their sentences have good ideas and are interesting.
- 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 the students do not know how to write.



**Read & Respond**

### Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

**You will need:**

**FastTrack Phonics**

Alphie's Word  
Bingo cards (one  
per partnership)

**Shared Story**

Shared Story 41:  
*Anansi, the Spider*  
Fluency Flyers  
Story map poster\*  
Story Test booklets  
Colored pens or  
pencils

**Adventures in Writing**

Partner writing books  
(teacher acquired)  
Editing Checklist  
(teacher prepared)  
Copies of the Adventures in  
Writing Scoring Guide  
Writing paper  
(teacher acquired)

\*Not needed for interactive whiteboard users

## Check Day 3 Homework



Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Cards

## FastTrack Phonics

### Comparing Long e Letter Groups

### Alphie's Word Bingo

- We've read two of Alphie's stories and looked for all the words with the /ē/ sound. Let's take another look at the words we found.
- Display both charts with Alphie's Words from the earlier lessons. Quickly read the words with the class. Cover, or turn over, the charts so the class cannot see them.
- Now we're going to play Alphie's Word Bingo. Pass out a bingo card to each partnership.
- Tell the students to write "ee," "ea," and "-y," in whatever order they choose, in the spaces along the left side of the card. Then tell them to pick one of the letter combinations to write again in the open space on the left side of the card.
- Explain that you will call out the column number and a word and write the word on the board. The partners will discuss which row to write the word in. Then one partner will write the word in the correct row. Partners will alternate writing the words on the card.

Alphie's Word Bingo				
	1	2	3	4

Interactive  
Whiteboard Users

Method varies

## Lesson 41 Day 4 . . . . .

- Tell the students that if they get four words in a row going down, across, or diagonally, they should raise their hands with their partners in a Partner Pyramid and say, “Bingo!”
- Begin calling out the column numbers and words. You should call out columns in sequence (1, 2, 3, and 4), and you should alternate words from each spelling pattern so you never say words with the same pattern twice in a row.
- Select words from the chart below. Customize the difficulty of the activity by choosing words from different rows on the charts.



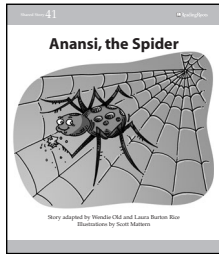
	<b>ee</b>	<b>ea</b>	<b>-y</b>
①	see, green, teeth, feed, three, street, breeze sweet, keep, bee	sea, real, Neal, reach, each, leaf, eat, treat, steal	
②	trees, sweeter, bees	seals, easy, reading, reaches, eaten	honey, tasty, hungry, happy, candy, angry, heavy
③		seashells, seaweed, seagulls, peanuts, nearby oatmeal	

Interactive  
Whiteboard Users

Method varies

Team Celebration Points

- When you call out a column and word, write the word and column number on the board.
- If a partnership says, “Bingo,” have the partners take turns saying the row and column for each word and spelling the word. Check their answers using your card. Award team celebration points if all the rows, columns, and spellings are correct. If a row, column, or spelling is incorrect, keep playing the game until a partnership wins.
- When the game is over, display the word charts from the earlier lessons, and have partners check to see that they have spelled the words correctly and written them in the correct columns. Have the students correct any errors on their cards.
- Collect the Bingo cards, and explain that all partnerships that have spelled the words correctly and have written them in the correct columns will earn 2 bonus team celebration points for their teams. Partnerships that have corrected their cards will earn 1 bonus team celebration point for their teams.



# Shared Story

## Partner Reading—Part 3

- Review the Fluency Flyer with the class.
- Have the students reread part 3 (pages 8–12) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- As you monitor the students, record rubric scores for several students on the teacher cycle record form for:
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.
- Listen to the students read, and record points on the students' Fluency Flyers.

Monitor

Fluency Flyer

Award Team Points

## Summarization

- **You have read a story about a greedy spider. Is this a true story? (WGR) Let's use our story map to help us remember the important parts of the story so you could retell it to a friend.**
- Have the students help you list the title, setting, characters, a problem, a solution, and the events that led to the solution on the story map. As the students tell about the story, suggest short ways to retell each part. Your story map might look like the suggested summary. You and your class might come up with different wording.

Title:	_____
Setting:	_____
Characters:	_____
Problem:	_____
Events:	_____
Solution:	_____

Story Map Poster

Title: Anansi, the Spider

Setting: a forest in Africa

Characters: Anansi, Osa, Iba, two children

Problem: Anansi wanted to go to two feasts but did not know when they began.

Events:

1. He tied two vines around his waist.
2. He sent Osa with one end of a vine to the East Village and Iba with the other end to the West Village.
3. Both children yanked hard at the same time.

Solution: Note: the problem in this story is not resolved.

## Assessment of Growth

### Partner Prep Time/Words Out Loud and Fluency

- Have the students prepare for Words Out Loud by practicing the words on the inside front cover of the Shared Story with their partners.
- Have partners take turns reading the Shared Story with expression with their partners.
- During this time, choose students to read eight words that you have selected from the inside front cover of the Shared Story for a Words Out Loud score.
- You may also listen to the students read and award points on their Fluency Flyers.
- If they have time, partners may help each other prepare for the Story Test by rereading or asking and answering the partner story questions.

Assess →

### Story Test

- When most of the students have finished practicing their words and you have finished Words Out Loud, have the students complete the Story Test individually.
- Distribute the test, and preview it with the students without providing information about the answers. Point out that questions #1 and #2 should be answered with complete sentences. Remind the students that their scores on the Story Test will help them earn points for their team score sheets. Possible answers are suggested, but accept any reasonable answers that can be justified.

Answer these questions in complete sentences.

**1. Why did Anansi’s children yank the vines?**

- 1 pt. — feasts began*
- 2 pts. — to tell him when feasts began*
- 3 pts. — Anansi’s children wanted to tell him when the feasts began.*

**2. What happened to Anansi’s waist?**

- 1 pt. — teeny, tiny*
- 2 pts. — fat waist became teeny*
- 3 pts. — Anansi’s waist became teeny.*

Write the answer on the blank line.

**3. We have a bright idea for a game.**

**We think it is a [smart] idea.**

**smart  
shining  
light**

**4. We did not need to use a lamp.**

**It was [daylight].**

**tight  
daylight  
night**

- When the students are finished, collect pencils or pens, but have the students retain the test. Give a colored pen or pencil (e.g., red or green ink) to each student.
- Have the teams discuss each question and agree on the answer. Use Random Reporter to review the test answers and evidence with the class.

Random Reporter →

## Lesson 41 **Day 4** .....

- If the students provide answers for questions #1 and #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use Think-Pair-Share to have the students rephrase the answers into complete sentences.
- Tell the students to use their colored pens to write the answers to questions #1 and #2 in complete sentences if necessary.
- Tell the students they can earn bonus points if they revise their answers and write them in complete sentences.
- Collect the Story Test booklets so you can score them and enter points on the students' team score sheets.
- Award 1 bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed 8 points.

# Adventures in Writing

## Writing Review

- Ask the students to locate the sentences they wrote in their partner writing books telling information about their lives.
- Remind the students that yesterday they focused on making sure that their sentences made sense and were interesting. Today they will check them to make sure that they do not have mistakes.

## Writing

### 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?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

### Checking

- Ask the students to take turns reading their sentences to their partners. Partners should look together to identify and correct mistakes in each sentence. The students should only correct mistakes in writing on their own papers.
- **Work with your partner to check your sentences together. Use the Editing Checklist to remember everything that you should look for. Remember that you will only make changes on your own paper.**
- Distribute a copy of the Adventures in Writing Scoring Guide to each team (or display a chart-paper version.) Remind the students how you will award points for their writing assignments. Guide them to check their papers for any corrections or additions that need to be made so the students can earn points for this week's team score for Adventures in Writing.
- **To earn the first 2 points, you have to have at least four sentences. Count your sentences to make sure that you have four, or more than four, sentences.**
- **To earn the next 2 points, your sentences need to include your name and age and tell about your family, your home, and some things that you do each day.**
- **To earn the next 2 points, your sentences must be complete. Make sure that you began the first word with a capital letter and put either a period or an exclamation mark at the end of each one.**
- **Did you use any STaR words, Green Words, Red Words, or challenge words in your sentences? Underline any words from either our STaR story or the Shared Story that you included in your writing. If you used any, you can earn the last 2 points!**
- Provide time for the students to make any necessary changes to their sentences.

### Polishing

- Instruct the students to write their polished copies of their sentences.
- **Now that you've checked your writing, you're ready for the final step! You get to write your publication copy. This is a copy that we can show in the class and share with others. Use your best handwriting so your paper looks nice and neat! Lots of people will see your wonderful writing.**
- Distribute writing paper so the students can make their final copies. Monitor to ensure that they include a title and all of their sentences in the correct order.



### Writing Celebration

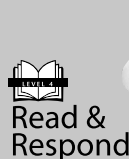
- Randomly select a number, and explain that the team member with that number will read his or her sentences to the team first. Ask the other students on the team to listen carefully while their teammate reads. Remind the other team members to share something they like about the sentences or ask questions 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.

## Lesson 41 Day 4

- 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.
- 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 partners 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.
- Post polished copies of the students' writing on a writing celebration bulletin board.

Team Celebration Points

Team Celebration Points



### Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

### Preparation for the Next Lesson

- Convert the total team celebration points to scores of 100, 90, or 80 points for each team. Enter these and the individual student scores into the Reading Roots Data Tools database. You will then be able to generate and print Super Team, Great Team, and Good Team certificates and team score sheets for your next lesson.

### Extension Activity (optional)

- Introduce the activity “I’m going on a trip,” and model how to play.
- **Today we’re going to play a game about taking a trip. In this game, you will tell a little story about your trip.** Select two or three students to help demonstrate how to play. Explain that after you start the story, they will add details.

**I will start the story. I am going on a trip to see a crater. Now Jamal will tell the next part of the story. He will repeat my sentence and add something to it, such as what he will take or how he will get there. Jamal, please say the next part of the story.**

*Jamal: I am going on a trip to see a crater. I will go there on a train.*

**Great. Now Sasha, it’s your turn. Remember to repeat the parts that we already said.**

*Sasha: I am going on a trip to see a crater. I will go there on a train. I will take a camera.*

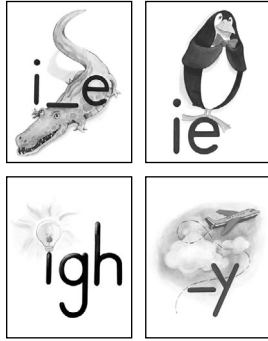
## Lesson 41 **Day 4** . . . . .

- **Now you will tell stories in your own groups. You will each take a turn until everyone has had a turn to tell something about your trip.**
- Quickly place the students in groups. Circulate, and if necessary, help the students select destinations for their trips if they need help getting started. Guide them, as needed, to tell their stories. Encourage the use of new vocabulary if possible.
- Select a group to tell their story to the class. Invite other groups to tell their stories if time allows.



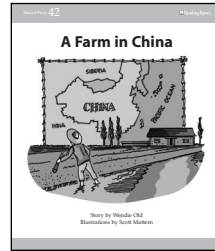
## At a Glance

### FastTrack Phonics

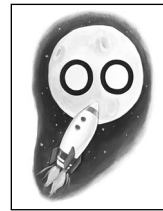


Days 2–4:  
New sound: Long i  
letter groups

### Shared Story



Shared Story:  
*A Farm in China*  
by Wendie Old



Review Sound: /oo/  
(moon)

#### Thematic focus:

China

#### Strategies/Skills:

Getting factual  
information from text

Summarizing to identify  
main ideas

Changing “y” to “i”  
before “es” (review)

### STaR

STaR Story:  
*The Empty Pot*  
written by Demi

Students will identify  
various sentence  
structures in the story  
and tell how this affects  
the story.

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 book.

### Adventures in Writing

Students will use  
a character web to  
write descriptions of a  
story character.

Students will use the  
Writing Strategies Bank  
for words that 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 an  
editing checklist to check  
their own work and their  
partners' work to identify  
and correct errors.

**You will need:****Team Celebration**

Team score sheet for lesson 42 (print from Reading Roots Data Tools)

Super Team, Great Team, and Good Team celebration certificates earned in lesson 41

Cooperative Learning Cue Cards

**Shared Story**

Shared Story 42:  
*A Farm in China*

Language Development Cards for lesson 42\*

Word cards for Part 1\*

Map with labels\*  
(map is teacher acquired)

Reading Strategy Cue Cards

Sticky notes  
(teacher acquired)

*Reading Reels for Roots DVD\**

Read & Respond forms

**STaR**

STaR story:  
*The Empty Pot*

Editing Checklist  
(teacher created)

Writing Strategies Bank chart  
(teacher created-optional)

Partner writing books  
(teacher acquired)

Sentence strip and marker for each team  
(optional)

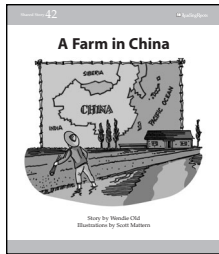
\*Not needed for interactive whiteboard users.

## Team Celebration

- Distribute the team score sheets for lesson 42. Give the students a few minutes to look over their total team celebration points and their individual score averages from lesson 41 printed at the top of the page.
- Announce each team's standing and distribute the Super Team, Great Team, and Good Team certificates to each student. Cheer for each team as the certificates for its team members are awarded. Be sure to reinforce that our goal is to have ALL of the teams reach the level of Super Team. Teams do not compete with one another.
- Give a special cheer to the students who received bonus points for meeting their team goal. Ask each team to share any special things they did to work toward the goal. Guide team members to select a new team goal. They will write the goal in the space provided on the team score sheet.

## Lesson 42 Day 1 . . . . .

- Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member that got their form signed and wrote a sentence on the back of the form, or 1 point for getting only a signature or only writing a sentence.
- 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.



# 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.**
- **Today we will read about China. This story about a Chinese girl has a lot of factual information. The title of this story is *A Farm in China*. I wonder if a farm in China is different from a farm where we live. Do the Chinese farmers have the same animals, and do they grow the same plants that we do in our country? (T-P-S) I will probably learn more when I read the story. Display the cover, and point out the features mentioned. I see a map on the cover of the book. I also see a picture of a Chinese person standing in water beside some plants. What plant grows in water instead of just dirt? (T-P-S) [*rice*]**
- **Point to places on your map labeled with the small versions of the Location Word Cards. Let's look at the map to see where China is. China is the third-largest country in the world. The people there are called Chinese people. It is on the continent of Asia. China is a very old country. People visit China, and often they go to see the Great Wall. This wall is so long that it can be seen from outer space. If it were in our country, it would stretch from New York to California.**

Think-Pair-Share →

### Location Words

China	California
5,000	Great Wall
Chinese	New York

## Lesson 42 Day 1

- Display page 5. **The Chinese alphabet has more than 5,000 pictures like the ones on this page.** Say the individual words again, and have the students say them with you.

*For students who need additional language development, choose **one** of the options below 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.*

### Picture Cards

China	vegetables
farm	chopsticks
rice	pig
duck	goose
spoon	tea

### Whole Group Response

#### 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 selected pages of the story, and point out the features mentioned. Page 1: **This is the Chen family. Here are the grandmother, mother, Chen May Woo, and her father. They live and work on a farm in China.** Pages 2 and 3: **Here's May Woo with one of her favorite farm animals. Do you know what kind of animal this is? (WGR) [a goose] We have geese in our country too. The farmers behind May Woo and her goose are working very hard in a rice field.** Page 3: **In China they grow and eat a lot of rice. In fact, May Woo is eating rice here. What is she using to eat the rice? (WGR) [chopsticks]**
- **Let's review some words we will see in the story.** Display each Picture Card for part 1 (or select Picture Cards from the list that you think will be most helpful to your students), name each, and have the students repeat after you. 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 42 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 for part 1 (or select Picture Cards from the list that you think will be most helpful to your students), name each, and have the students repeat after you. Give a brief explanation of each card.

### Video Words



fork	stretch
tea	spoons
chopsticks	
fireworks display	

## Word Presentation—Part 1

### Green Words

- **Let's practice the special letter group we'll see a lot in today's story.** Play the Animated Alphabet segment(s) for /oo/ (moon) for lesson 42 of Reading Reels or display the key card. Have the students review the alliterative phrase and practice the sound.



### Animated Alphabet

#### Green Words

<u>north</u>	May Woo
spoon	<u>chopsticks</u>

# Lesson 42 Day 1



## The Sound and the Furry

- **Now, let's practice reading some words.** Show the video segments for Sound It Out for lesson 42.
- Stretch and read together any Green Words for part 1 that you think might be difficult for your students. Use words in oral sentences as needed. Pay special attention to the meaning of any underlined words.
- **You will see lots of words with the long /oo/ sound. Think about “Zoom to the moon” from your phonics lessons. Let's practice this sound again using Quick Erase.**

**soon...moon...loon...loop...swoop...stoop...stool...fool...pool**

### Challenge Words

goose      vegetables  
family      families  
raised

### Challenge Words

- Model how to sound out one or two of the Challenge Words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use Think-Pair-Share to have the students try to sound out the other Challenge Words as needed.

Teacher Modeling →

Guided Practice →

Word	Possible Mispronunciations	Sentences for Checking
<b>vege-ta-ble+s</b> Hint: The “g” often makes the /j/ sound when followed by “e.”	<b>veg-EHT-a-bls</b>	Peas and beans are <u>vegetables</u> .
<b>goose</b>	<b>GOO-zeh, GOO-seh</b>	A <u>goose</u> lays big eggs.
<b>fam-i-ly</b>	<b>FAE-mi-lee</b>	Our <u>family</u> has four people.
<b>fam-i-l(y)i+es</b>	<b>FAE-mi-LIES</b>	There are five <u>families</u> on our block. (Note that “y” is changed to “i” and “es” added to make the plural.)
<b>rais(e)+ed</b>	<b>RAE-sehd</b>	We <u>raised</u> peas in our garden.

### Red Words

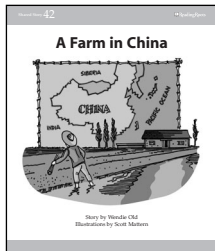
many    most  
wild    also  
very    great

### Red Words

- Use Say-Spell-Say to introduce all the Red Words. Use the words in oral sentences, as needed, to clarify their meanings.
- Post the Red Words on the word wall, and conduct a rapid review of the word wall.
- Write the names of the characters on the board.
- **At the beginning of this story, you will see the names for the people in Chen May Woo's family.** Have the children repeat the names after you.

Suggested pronunciations of people's names are:

**Chen Eu Fong**      **Chen Ji Leng**      **Chen Ling Ha**      **Chen May Woo**  
**Grandma**            **Dad**                    **Mom**  
 (CHEN YEW FONG) (CHEN JEE LENG) (CHEN LING HAH) (CHEN MAY WOO)



## Partner Word Reading

- Have partners take turns reading the story words in the first box and the Red Words in the last box to each other.
- Monitor students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their composition books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word that they had difficulty with but were able to figure out. Encourage them to identify the strategy they used.
- Award team celebration points to students who share a strategy that they used to read a word.

Team Celebration Points →

## Guided Partner Reading—Part 1

Teacher Shared Story →

- Provide sticky notes, and lead students in a Guided Partner Reading of part 1 (pages 1–3). Encourage the students to put a sticky note on any word that is difficult for them. Partner A reads first.

Monitor →

- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out words that gave partners difficulty.
- Lead a brief class discussion of each page. If students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in the Teacher Shared Story, as necessary, to ensure accurate reading and comprehension. If students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.

Focus on Fluency →  
Read Smoothly

- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.
- Invite one or two students to talk about a word they had difficulty with but were able to figure out. Encourage them to identify the strategy that they used.

## Partner Story Questions—Part 1

**Teacher Modeling**

- Model discussing, finding evidence in the story, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation.

**What place does this story tell about?** [*This story tells about China.*] **Now let's try writing the correct word on the blank line.** Use Think-Pair-Share to fill in the blank.

- Write the answer on the blank line.

**Chen May Woo lives in the [north] of China.**

**A. east                      B. north                      C. south**

**Partner Practice**

- Have partners discuss the questions in the first box on the back cover, write their individual answers, and then compare their answers.

1. **How do people in China pick up their food when they eat?**  
*[People in China use a spoon and chopsticks.]*

2. Write the answer on the blank line.

**Farmers in China grow [vegetables] like peas.**

**A. rubber                      B. vegetables                      C. cocoa**

**Monitor**

- Monitor the partnerships as they work, commenting and giving cooperation points when you see good discussion, searches for evidence, and effective partner help. Encourage students to tell their partners if they disagree, and have them show the page with evidence to support their thinking.

**Random Reporter**

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the blackboard or chart paper exactly as they say it, and then have the class check the writing to make sure the answer is complete, correct, and written in a full sentence. Share the answer to item #2 so students can check their work.
- Ask the students to tell you which of the sentences tell you facts about China.



## All Together Now

- Reread part 1 (pages 1–3) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.

# STaR

**STaR Story:**

***The Empty Pot***

Written and illustrated by Demi

**STaR Words**

perfume	tended
transfer	courage

**Background Words**

blossom	emperor
successor	palace

**Summary:** *A Chinese emperor seeks a successor to the throne. He gives each child in his kingdom a flower seed and proclaims that whoever grows the best flower will become the next emperor. A boy named Ping plants his seed in a pot and carefully tends to it, hoping that it will grow into a beautiful flower. Despite his best efforts, the seed refuses to grow. A year passes, and all the children except Ping rush to the palace with beautiful flowers. Ping comes with his empty pot. Ping tells the emperor how his seed wouldn't grow even though he tried his best. The emperor reveals that none of the seeds could have grown because they were cooked. Impressed with Ping's courage to tell the truth, the emperor names Ping as his successor.*

**Teacher's Note:** The pages of this book are not numbered. Before reading, number the pages. Page 1 begins, "A long time ago...."

## 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 *The Empty Pot*. This story takes place in China. We read about China in the Shared Story *A Farm in China*. However, this story happened a long time ago. Look at the picture on the cover. Who is holding an empty pot?** (Wait for the students' responses.) **That's right! A boy is holding an empty pot. Why do you think it's empty?** (Wait for the students' responses.)
- **While I read the story, you will hear some regular or telling sentences, some questions, and some exclamations. Can anyone give an example of a question?** (Wait for the students' responses.) **Yes, one question is "Why is this story called *The Empty Pot*?"** (Exaggerate your questioning tone of voice.) **We ask questions when we want to know more information.**

## Lesson 42 **Day 1** . . . . .

- **Here’s an example of an exclamation: “That’s the loudest bang I ever heard!”** (Exaggerate your excited voice.) **We use exclamations when we are excited about something. Did you hear the excitement in my voice? Can anyone give an example of an exclamation?** (Wait for the students’ responses.)
- **We will listen for telling sentences, questions, and exclamations in the story today. We will think about how they help to tell the story.**
- **Page 3: Look at the beautiful garden. It has lots of flowers. How do flowers smell?** (Wait for the students’ responses.) **Right. Flowers smell good. Flowers have perfume. Perfume is a nice smell.**
- **Page 15: The boy has two pots, one big and one small. What do you think he is doing?** (Wait for the students’ responses.) **It looks like he is transferring something from the small pot to the big one. “Transferring” means to move something from one place to the other.**
- 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 students that these are important words for the book, and ask them to listen for them as you read.

### STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
<b>perfume</b>	3	nice smell	<b>Picture Walk, page 5</b>
<b>tended</b>	4	to take care of	Alice <i>tended</i> her garden every day so the flowers would grow big and beautiful.
<b>transfer</b>	15	move from one place to the other	<b>Picture Walk, page 15</b>
<b>courage</b>	29	bravery	Callie has the <i>courage</i> to tell the truth even though she knows she may get punished.

# Lesson 42 Day 1

- 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
emperor	4	leader or ruler	The <i>emperor</i> rules the kingdom.
successor	5	person who will be the next king or queen	The prince knows he will be his father's <i>successor</i> and become king.
palace	7	the place where the king lives	The <i>palace</i> has many rooms and beautiful gardens.
blossom	12	to produce flowers	The plants in Cassie's garden <i>blossom</i> in the spring.

**This book is about a kingdom in China. The emperor is the king or ruler of the kingdom. He is the most important person in the kingdom.**

**What do you know about emperors?** (Invite the students to share what they know about emperors.)

**The emperor of this kingdom is very old and is looking for a successor to the throne. What do you think a successor is?**

(Wait for the students' responses.) **A successor is the person who will be the next ruler, usually a king or queen. Would you like to be the successor to a throne?**

**The emperor lives in the palace. A palace is a very fancy place with a big house and garden where the ruler of a kingdom lives. What do you imagine a palace is like?** (Invite the students to describe a palace.)

**When a plant blossoms, it produces flowers. When do most plants blossom?**

## Interactive Reading

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

Page 3      **“Perfume” is one of our STaR words. The book says that the people in the kingdom planted flowers everywhere and the air smelled like perfume. I know flowers smell very good. This helps me understand that perfume is a nice smell.**



Page 5      **The book says the emperor tended his own garden every day. (Point to the picture on page 5.) This illustration shows the emperor watering the plants in his garden. He is tending his plants. Use Think-Pair-Share to ask the students: **What do you think “tending” means?** (Wait for the students’ responses.) **When the emperor waters his plants, he takes care of them. This helps us know that when he tended his garden it means he took care of it.****

**A successor is the next person who will be a ruler. Use Think-Pair-Share to ask the students: **Why does the emperor need to choose a successor?****

Page 6      **Did you hear the two questions?** Reread the questions, exaggerating your voice. Show the students the question marks. Have the students repeat each question with you. **The emperor thought about these important questions and made a decision.** Use Think-Pair-Share to ask the students: **How do you think the flowers will choose the next emperor?**



Page 9      (Point to the palace.) **Look, this is the emperor’s palace.** Use Think-Pair-Share to ask the students: **What does the palace look like?**

Page 10      Use Think-Pair-Share to ask the students: **Why was Ping sure that he could grow the most beautiful flower blossom?** (Wait for the students’ responses.) [*Ping was sure he could grow the most beautiful flower because he carefully tended his seed.*]

Page 13      Use Think-Pair-Share to ask the students: **Why do you think nothing grew?**

Think-Pair-Share →

Page 15      **“Transferred” is one of our STaR words. The illustration shows Ping with two pots, one small and one big. It looks like Ping is moving the seed from the small pot to the big one. This helps me understand that “transferred” means something was moved from one place to another. Use Think-Pair-Share to ask the students: **Do you think the seed will grow now?** (Invite the students to demonstrate how Ping transferred the seed from the small pot to the big one.)**

## Lesson 42 Day 1



- Pages 16, 17 Point to the falling leaves in the illustration on page 16 and the snow on page 17. **I can see that much time has passed from summer to fall to winter.** Use Whole Group Response to ask the students: **Do you think the seed should have sprouted by now?**
- Page 20 Use Think-Pair-Share to ask the students: **Why does Ping feel ashamed of his empty pot?**
- Page 21 Read “Ping!” with enthusiasm. Point out the use of an exclamation point, and explain that the author wants you to read this with enthusiasm. Use Think-Pair-Share to ask the students: **Do you think Ping will go to the emperor with his empty pot?**
- Page 25 Read the sentence “How beautiful all the flowers were!” with enthusiasm. Point out the use of the exclamation point again. Have the students repeat the sentence with you.
- Page 26 Use Think-Pair-Share to ask the students: **What do you think the emperor will do to Ping?**
- Page 29 Read the sentences “I have found him!” and “I have found the one person worthy of being Emperor!” with enthusiasm. Use Whole Group Response to ask the students: **Why do you think I read these sentences with an excited voice?** (Wait for the students’ responses.) **Yes, I saw exclamation points at the end of these sentences, so I changed my voice to show excitement.** Have the students repeat the sentences with you.
- Page 30 **“Courage” is one of our STaR words. The emperor said, “I admire Ping’s great courage to appear before me with the empty truth.” This helps me to understand that “courage” means bravery.** Use Think-Pair-Share to ask the students: **Why do you think the emperor rewards Ping with his kingdom?**

Whole Group Response



### STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.  
Let’s **cel-e-brate** a **word** we’ve **learned**.  
We’ll **make** a **sentence**. It’s **our** turn.
- Say the STaR words again. Ask the students to pick STaR words and to discuss the words they choose in teams. Tell the students to practice saying their words in complete sentences. Ask them to share their sentences in their teams.
- Use Random Reporter to select one student from each team to share their team’s sentence with the class.

Random Reporter

## STaR Writing

### 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?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Restate each of the STaR words.
- Explain that the students will now write a team sentence using the STaR words.
- Challenge students to work together to think of a sentence that uses more than one STaR word, changing the tense of verbs if necessary. They should also help one another to think of descriptive words or other information that will make their sentence more interesting.
- Instruct each student in the team to write the team sentence in their writing notebooks.
- Have students check their own sentences and their partners' sentences with the Editing Checklist and make any necessary changes.
- Ask each team to write their polished sentence on a sentence strip to display in the classroom (optional).
- Use Random Reporter to select one student from each team to share their team's written sentence with the class.
- Award team celebration points to teams that successfully use STaR words correctly in complete sentences.

Random Reporter



Team Celebration Points



## 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 a cheer to the student.
- 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.

Team Celebration Points →

### Alphie’s Questions:

Why does the air in the kingdom smell like perfume?

Who tends the king’s garden?

### Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>because of the flowers</i>	Good answer. Can you say that in a complete sentence? <i>The air smells like perfume because of the flowers.</i>	If the child is unable to respond in a sentence, model a sentence for him or her. <i>We can say the air smells like perfume because of the flowers.</i>
The student responds in a complete but not very elaborate, sentence. <i>The air smells like perfume because of the flowers.</i>	Good answer. Can you add some details to your sentence? <i>The air smells like perfume because people planted flowers everywhere.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What was it about the flowers that makes the air smell like perfume?</i>

### 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

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



### Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about their reading on the back of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

**You will need:****FastTrack Phonics**

Partner Practice  
Booklet 7  
Chart paper  
Alphie picture card

**Shared Story**

Shared Story 42:  
*A Farm in China*  
Language Development  
Cards for Lesson 43\*  
Word cards for Part 2\*  
Reading Strategy cue cards  
Sticky notes  
(teacher acquired)  
Fluency Flyers  
*Reading Reels for Roots*  
DVD\*  
Reading Celebration  
certificates

**STaR**

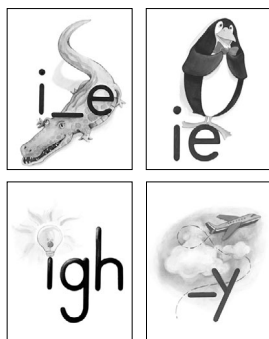
STaR story:  
*The Empty Pot*  
Story map poster\*  
Editing Checklist  
(teacher created)  
Writing Strategies  
Bank chart (teacher  
created-optional)  
Partner writing books  
(teacher acquired)  
Sentence strip and marker  
for each team (optional)

\*Not needed for interactive whiteboard users

  
Read &  
Respond

**Check Day 1 Homework**

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member that got their form signed and wrote a sentence on the back of the form, or 1 point for getting only a signature or only writing a sentence.



Key Cards

**FastTrack Phonics****Comparing Long i Letter Groups—Part 1****Partner Reading**

- Have each student sit with a partner and open their Partner Practice Booklets to page 17. Partners will take turns reading Alphie's new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**

## Lesson 42 Day 2 . . . . .



Finger Detective

- Ask different partnerships to share a difficult word that they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective (example: “shining”). Draw a string around the tricky part of the word to remember how to read it. (The first “i” has the long vowel sound.) Try sounding out the “i” with the short vowel sound to demonstrate how to self-edit while reading.

s h i n i n g

### Find Words with the Sound

- Tell the students that they are going to look for all the words with the long i sound in Alpie’s story. Partners will take turns rereading Alpie’s story one sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long i words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.
- Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the long i sound in words, regardless of the spelling.

### Alpie’s Story



I \*hope the big full moon is shining high and bright tonight.

I want to camp out back with Mike. I asked Mom if we could.

She said, “Yes, that would be nice! Take your flashlight. Don’t stay up all night.”

We will sleep in a tent outside! I will put it beside my slide.

We might play hide-and-seek. We will shine the light in my sister’s window. It will give her a fright!

## List Words on the Chart

Interactive  
Whiteboard Users

Method varies

- When partners have completed the task, ask them to identify the different ways they saw the long i sound spelled (“igh” and “i\_e”). Tell the students that you will make a chart for Alphie that shows the different spellings.
- Make a chart with two columns on a piece of chart paper. Label one column “igh” and the other column “i\_e.” Then divide the chart paper into three rows. Your chart paper will look like this:

	igh	i_e
①		
②		
③		

- The students have this chart in their Partner Practice Booklets. Have them label the columns “igh” and “i\_e.”
- Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /ī/ words in that sentence? Decide with your teams what column(s) the word belongs in.**
- Use Random Reporter to select students to share any words that contain the /ī/ sound from the sentence. Award team celebration points to the students who can correctly identify the column on the chart in which the word belongs.
- Remind the students to check their papers to see if they have identified and underlined the word in their booklets.
- Write the word in the appropriate column on the chart paper. The first row of words are one-syllable words, the second row are two-syllable words and/or words with inflectional endings, and the third row are multisyllabic words that may have phonetically irregular parts.
- The students will write the words on their charts in their Partner Practice Booklets.
- Make sure that the students write the words on the same row on their own charts. If time is an issue, you may have the students chose one word from each category to write in the same column and row on their own charts.

Random Reporter

Team Celebration Points

**Teacher’s Note:** Many students will identify the word “I.” Tell the students to circle this word because it uses a different spelling for the long i sound.

- As the students share long i words, you will write them on the chart paper as shown below:

**Alphie’s Words**

	<b>igh</b>	<b>i_e</b>
<b>①</b>	high, bright, night, might, light, fright	Mike, nice, shine, slide, hide
<b>②</b>		shining
<b>③</b>	tonight, flashlight	outside, beside

- Underline the base word and circle the ending for the row 2 word. Have the students do the same in their Partner Practice Booklets. Remind them that the base word isn’t “shin,” it’s “shine.” The “e” was dropped when the ending “ing” was added. Write the word “shine” on the chart paper beside “shining.” Have the students do the same in their Partner Practice Booklets.
- Place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /i/ sound spelled with “igh” or “i\_e.”**
- Have the students complete the activity at the bottom of the Partner Practice Booklet page by adding endings to the words.

### Skill Focus: Compound Words

Whole Group Response →

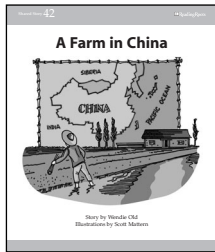
- Point out to the students that all the words in row 3 are compound words. Have partners work together to circle the two small words contained in each compound word. When partners are finished, have them check each other’s work. Then circle the individual words on Alphie’s chart paper so the students can check and correct their papers.

### Skill Focus: Adding a Suffix to Silent “e”

- **Let’s talk some more about words that lose the letter “e” when you add “ing.” Look at the words on the bottom of the page in your Partner Practice Booklets. You need to add “-ing” to the end of each word.**
- Point to the word “hike” and read it. **I want to change the word “hike” to “hiking.” What should I do first? (WGR) That’s right. I should take away the “e” before I add “-ing.”** Write the word “hike” on the board, erase the “e,” and add “ing.” Read the word with the students. Have them write the new word in their Partner Practice Booklets.

## Lesson 42 Day 2 . . . . .

- **Now I want to see if you and your partner can change the rest of the words. Remember to take away the “e” before you add “-ing.” The read the words with your partner.**
- When partners are finished, have them check each other’s work. Then show them how their words should look by writing them on the board. The students will check and correct their papers. Read the words with the students.
- Place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /i/ sound spelled with “igh” or “i\_e.”**
- Have partners take turns reading words on the chart together. Partners can initial each other’s books when they have read all the words.



## Shared Story

### Partner Reading—Part 1

- Have the students get out their Fluency Flyers. Remind the students that you will listen to some of them read a page in their story to earn points. They can earn two points for reading accurately, 2 points for reading smoothly, 2 points for reading with good expression, and 2 bonus points if they read every single word correctly on the page.
- Have students reread Part 1 (pages 1–3) of the story for accuracy. Partners should take turns reading aloud and retelling what happened on each page. Partner A reads first.
- Monitor students as they practice Partner Reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.

### Word Presentation—Part 2

#### Green Words

fifty	cool
<u>bamboo</u>	stretch

#### Green Words

- Stretch and read together any Green Words for part 2 that you think might be difficult for your students. Use words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

# Lesson 42 Day 2

## Challenge Words

school every  
picture alphabet

## Teacher Modeling



## Guided Practice



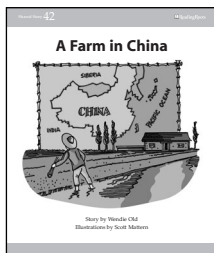
## Challenge Words

- Model how to sound out one or two of the Challenge Words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use Think-Pair-Share to have the students try to sound out other Challenge Words as needed.

Word	Possible Mispronunciations	Sentences for Checking
<b>al-pha-bet</b>	<b>ALP-ha-bet</b>	We have twenty-six letters in our <u>alphabet</u> . Note that “ph” usually says /f/, just like in Alphie.
<b>school</b>	<b>s-CHEWL</b>	We go to <u>school</u> five days a week.
<b>every</b> Red Word “ever” with final “y”	<b>EE-ver-y</b>	We have reading <u>every</u> day.
<b>pic-ture</b>	<b>pik-TOOR</b>	I drew a <u>picture</u> for my story.  Note that “ture” says /chir/ in many words.

## Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that students do not immediately recognize.



## Partner Word Reading

- Have the partners take turns reading the story words in the second box and reviewing the Red Words in the last box to each other. They should also review the first box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their composition books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but were able to figure out. Encourage them to identify the strategy they used.
- Award team celebration points to students who share a strategy that they used to read a word.

## Team Celebration Points



## Guided Partner Reading—Part 2

### Picture Cards

zoo panda  
stone bamboo  
Great Wall of China

**Let's review some words we will see in this part of the story.** Display each Picture Card for part 2 (or select Picture Cards from the list that you think will be most helpful to your students), name each, and have the students repeat after you. Give a brief explanation of each card. Review Picture Cards from part 1 if needed.

### Teacher Shared Story

- Provide sticky notes, and lead students in a Guided Partner Reading of part 2 (pages 4–7). Encourage the students to put a sticky note on any word that is difficult for them. Partner B reads first.

### Monitor

- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out words that gave partners difficulty.
- Lead a brief class discussion of each page. If students are reading with reasonable fluency focus the discussion on comprehension by asking the questions in the Teacher Shared Story, as necessary, to ensure accurate reading and comprehension. If students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class. Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.

### Focus on Fluency

Read Smoothly

- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

### Teacher Modeling

## Partner Story Questions—Part 2

- Model discussing, finding evidence in the story, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask students to add punctuation.
- **Tell one thing that is different in China's schools.** *[There are 50 children in a class. Children go to school six days a week. Children write in pictures.]*

## Lesson 42 Day 2

- Have partners discuss the questions in the second box on the back cover, write their individual answers, and then compare their answers.

### Partner Practice

1. **What tells you that the Great Wall of China is very big.**  
*[The Great Wall of China is so long, it could stretch from New York to California. / The Great Wall of China is so big, it can be seen from space.]*
2. Write the answer on the blank line.  
**Pandas like to eat a plant called [bamboo].**  
**A. wheat                      B. rice                      C. bamboo**

### Monitor

- Monitor the partnerships as they work, commenting and giving cooperation points when you see good discussion, searches for evidence, and effective partner help. Encourage students to tell their partners if they disagree, and have them show the page with evidence to support their thinking.

### Random Reporter

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the board or chart paper exactly as they say it, and then have the class check the writing to make sure the answer is complete, correct, and written in a full sentence. Share the answers to item #2 so students can check their work.

### Team Celebration Points

- Award team celebration points to the students who share correct responses to Question 1.
- Ask students to tell you which of the sentences tells you facts about China.



### Focus on Fluency

Read Smoothly

## All Together Now

- Reread part 2 (pages 4–7) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.



### Focus on Fluency

Read with Expression

## 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 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 1 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that 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 42.



*Between the Lions*

# STaR

Think-Pair-Share →

## 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 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 The Empty Pot.*]

**What made the air in the kingdom smell like perfume?** [*The flowers made the air in the kingdom smell like perfume.*] **Have you ever smelled perfume? What did it make you think of?**

**Who tended the emperor’s garden?** [*The emperor tended his own garden.*]

**Have you ever tended something? What did you take care of?**

Display page 5. **Why did the emperor need to look for a successor?**

Display page 6. **How did the emperor decide to look for his successor? Would you like to be the successor?**

Display page 9. **What was the emperor’s palace like? Would you like to live in the palace?**

**Why did Ping transfer the seed to a bigger pot?** [*Ping transferred the seed to a bigger pot because nothing had happened.*] **Have you ever transferred something to another place? What did you transfer?**

**How did the emperor reward Ping for his courage to bring an empty pot?** [*The emperor rewarded Ping with his kingdom and made him his successor.*] **Have you ever been in a situation where you had to show courage?**

Display page 25. **Why didn’t Ping’s seed blossom? Did the other children’s seeds blossom?**

Story Map →

## Structure Review

- Display and point out the different parts of the story map.
- Prompt the students to recall the characters, setting, events, problem, and solution in complete sentences.

Think-Pair-Share →

- **Let’s use the story map to help us think about important parts of the story.**
- T-P-S: **What is the setting of the story?** [*This story has two settings: the emperor’s palace and Ping’s house.*]
- T-P-S: **What was the solution? How was the problem solved?** [*The emperor chose Ping as his successor because he showed courage by coming to see the emperor with his empty pot.*]

## Lesson 42 **Day 2** . . . . .

- T-P-S: **Who are some of the characters in the story?** [*Ping, the emperor, Ping's father, Ping's clever friend, children in the kingdom.*]
- T-P-S: **What is the problem in the story?** [*The emperor is very old, and he needs to find a successor.*]
- **An important event that happens in the story is the emperor gives each child a seed. What other important events in the story do you remember?**
- Extend understanding about the story's details by rereading the story or engaging the students in an interactive retell.

### Retell

- Invite the students to select one of the options below:

#### Option 1: Dramatization

- Tell the students that to retell the story they will act it out.
- Assign roles to as many students as possible.
- Lead the students through the story.
- Prompt the students to respond as necessary. If time allows, switch roles and/or parts of the story to allow all students to participate.
- If dialogue exists, prompt the students for dialogue by reading one or two sentences from the story and then asking what their characters would say. Remind the students to speak as their characters.

Roles: Ping, the emperor, Ping's father, Ping's clever friend, children in the kingdom

#### Option 2: Reread the story.

Think-Pair-Share

- Ask the following questions as you reread the story. Use Think-Pair-Share to have students discuss their answers. Encourage the students to answer in complete sentences.

**How can you tell the Emperor and the people in his kingdom loved flowers?**

**Why did the children go to the palace to get flower seeds?**

**Why did Ping transfer the seed into a bigger pot?**

**Why was Ping ashamed of his empty pot?**

**Why did the Emperor reward Ping with the kingdom?**



## STaR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in their teams. Ask the students to pick a favorite part of the story (e.g., characters, events, etc.). Tell the students to practice talking about their favorite part in complete sentences, telling why they like it. Ask them to share their sentences in their teams.
- Ask them to explain to which part of the story map their sentence relates.
- Use Random Reporter to select one student from each team to share his or her sentence with the class.
- Award team cooperation points to students that successfully share their favorite part of the story correctly in complete sentences.

Random Reporter



Team Celebration Points



## STaR Writing

### 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?**

**Are there any missing words?**

**Are there any extra words?**

**Do sentences that ask something end with question marks?**

**Are there commas between items in a list?**

- Explain to the students that they will now write a team sentence about their favorite parts of the story.
- Challenge the students to help one another to think of descriptive words or other information that will make their sentence more interesting.
- Instruct each student in the team to write the team sentence in their writing notebooks.
- Have the students check their own sentences and their partners' sentences with the Editing Checklist and make any necessary changes.
- Ask each team to write their polished sentence on a sentence strip to display in the classroom (optional).

## Lesson 42 Day 2 . . . . .

Random Reporter →

- Use Random Reporter to select one student from each team to share their team’s written sentence with the class.

Team Celebration Points →

- Award team celebration points to teams that successfully tell about their favorite parts of the book in complete sentences.

### 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.

Team Celebration Points →

- Invite the class to give a cheer to the student.
- 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 did Ping transfer the seed to a bigger pot?

How does Ping show courage?

### Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>to help it grow</i>	Good answer. Can you say that in a complete sentence? <i>Ping put the seed in a bigger pot to help it grow.</i>	If the child is unable to respond in a sentence, model a sentence for him or her. <i>Ping put the seed in a bigger pot to help it grow.</i>
The student responds in a complete but not very elaborate, sentence. <i>Ping put the seed in a bigger pot to help it grow.</i>	Good answer. Can you add some details to your sentence? <i>Ping put the seed in a bigger pot with rich black soil to help it grow.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What did Ping put in the bigger pot to help it grow?</i>

**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.



**Homework**

Have the students read a Shared Story or another book with a family member and then write one sentence about their reading on the back of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

**You will need:****FastTrack Phonics**

Partner Practice  
Booklet 7  
Chart paper  
Alphie card

**Shared Story**

Shared Story 42:  
*A Farm in China*  
Language  
Development Cards  
for Lesson 42\*  
Reading Strategy  
cue cards  
Sticky notes  
(teacher acquired)  
*Reading Reels for  
Roots DVD\**  
Fluency Flyers  
Reading Celebration  
certificates

**Adventures in Writing**

Chart paper  
Writing Strategies  
Bank chart (teacher  
created-optional)  
Partner writing books  
(teacher acquired)

\*Not needed for interactive whiteboard users



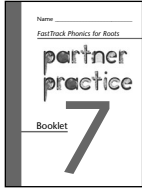
Read &  
Respond

**Check Day 2 Homework**

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member that got their form signed and wrote a sentence on the back of the form, or 1 point for getting only a signature or only writing a sentence.

# FastTrack Phonics

## Comparing Long i Letter Groups–Part 2



Partner Practice Booklet 7

Whole Group Response →

### Partner Reading

- Have each student sit with a partner and open their Partner Practice Booklets to page 18. Partners will take turns reading Alpie’s new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR) Yes, Alpie wrote another story with lots of /ī/ words.**
- Ask different partnerships to share a difficult word they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective (example: “twice”). Draw a string around the tricky part of the word to remember how to read it. (The letter “c” makes the /s/ sound.)

t w i c e

### Find Words with the Sound

- Tell the students that Alpie has some new long i words that they need to find in the story.
- Have partners take turns rereading Alpie’s story one sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long i words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.
- Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the long i sound in words, regardless of the spelling.

My friends and I like to ride our bikes. When the sun is shining and the wind is blowing, we like to fly kites. My kite always flies the highest. It flies above the pines until it is out of sight.

My brother is too small to fly a kite. I am twice his size. I try to show him how to run with a kite to make it fly. He tries, but then he cries. Mom will dry his eyes and give him some pie. Later, she might stop by the store and buy a small kite just for him.

## List Words on the Chart

Think-Pair-Share

- When the students have completed the task, say: **I think Alphie had trouble with these words because he found some more ways to spell the /ī/ sound. We talked about using “igh” and “i\_e” to spell that sound. Is there another way to spell that sound?** (T-P-S)
- **Yes, the /ī/ sound can be spelled with “ie” and “\_y.” Let’s make a new chart to help Alphie remember how to spell these words. We’ll put “igh” words, “i\_e” words, “ie” words, and “\_y” words on the chart.**

Interactive Whiteboard Users

Method varies

- Make a chart with four columns on a piece of chart paper. Label them “igh,” “i\_e,” “ie,” and “\_y.” Then divide the chart paper into two rows. Your chart paper will look like this:

	igh	i_e	ie	_y
①				
②				

- The students have this chart in their Partner Practice Booklets. Have them label the columns “igh,” “i\_e,” “ie,” and “\_y.”
- Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /ī/ words in that sentence? Decide with your teams what column(s) the word belongs in.**

Random Reporter

Team Celebration Points

- Use Random Reporter to select students to share any words that contain the /ī/ sound from the sentence. Award team celebration points to the students who can correctly identify the column on the chart in which the word belongs.
- Remind the students to check their papers to see if they have identified and underlined the word in their booklets.
- Write the word in the appropriate column on the chart paper. The first row of words are one-syllable words and the second row are two-syllable words and/or words with inflectional endings.
- The students will write the words on their charts in their Partner Practice Booklets.
- Make sure that the students write the words on the same row on their own charts. If time is an issue, you may have the students choose one word from each category to write in the same column and row on their own charts.

**Teacher’s Note:** If the students identify “buy” and “eyes,” tell them to circle these words. These are special words that are spelled a different way.

## Lesson 42 Day 3

- As the students share long i words, you will write them on the chart paper. White the words on the chart paper as shown below:

Alphie's Words

	igh	i_e	ie	_y
①	sight, might	like, ride, kite, twice, size	pie	my, fly, try, dry, by
②	highest	bikes, kites, pines, shining	flies, tries, cries	

- Underline the base words, and circle the endings for row 2 words spelled with "igh" and "i\_e." (Remind the students that the base word in "shining" is "shine." Have the students write "shine" underneath the word "shining" to remind them that the "e" was dropped before adding "ing.")

Think-Pair-Share

- When you get to the words "flies," "tries," and "cries," tell the students that these words will be a little different. **The ending in each of these words is "es."** Circle the "es" in each word. **But something has happened to the base words.** Point to the word "flies." **If "es" is the ending, then "fli" must be the base word. Hmmm. You don't spell "fli" f-l-i. You spell it f-l-y.** Write the word "fly" in parentheses beside the word "flies" on the chart paper. **Can you guess what happened to the "y"?** (T-P-S) **The "y" was changed to an "i." Then the ending was added.**

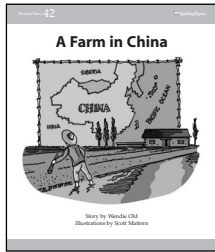
- Repeat this process for the words:

tries cries

- Place the Alphie card on top of the chart paper. **These are Alphie's spelling words. Alphie's spelling words have the /i/ sound spelled with "igh," "i\_e," "ie," or "\_y."**
- Have the students complete the activity at the bottom of the Partner Practice Booklet page by adding endings to the words.

### Skill Focus: Changing "y" to "i"

- Let's find out more about words that end in "y."** Write the word "cry" on the chalkboard. Read the word with the students and use it in a sentence. (Example: "I cry when I am sad.")
- Sometimes the word "cry" changes. For example, I say I cry, but I would say my sister cries. Cries.**
- If I want to change "cry" to "cries," the first thing I do is take away the "y" and change it to an "i."** Erase the letter "y" and put an "i" in its place. **Then I add the ending "es."** Add "es" to the word. **Now I have the word "cries."**



Monitor

# Shared Story

## Partner Reading—Part 2

- Review the Fluency Flyer with the class.
- Have the students reread part 2 (pages 4–7) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner A reads first.
- Monitor the students as they practice Partner Reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.

## Word Presentation—Part 3

### Green Words

pool      hopscotch  
 year      invented  
 soon

### Challenge Words

dragon    everyone  
 fireworks

### Green Words

- Stretch and read together any Green Words for part 3 that you think might be difficult for your students. Use words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

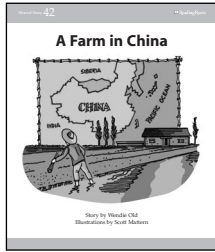
### Challenge Words

- Model how to sound out one or two of the Challenge Words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Then use Think-Pair-Share to have the students try to sound out the other Challenge Words as needed.

Teacher Modeling

Guided Practice

Word	Possible Mispronunciations	Sentences for Checking
<b>ev-er-y-one</b> compound word Challenge Word + Red Word	<b>EE-ver-y-OEN</b>	Everyone in the class went on the trip.
<b>drag-on</b>	<b>drag-ON</b>	I saw a dragon at the New Year feast.
<b>fire-work+s</b> compound of Green Word and Red Word	fire-WORKs with “or” pronounced like the word “or”	We saw fireworks on New Year’s Eve.



Monitor →

**Red Words**

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that students do not immediately recognize.

**Partner Word Reading**

- Have partners take turns reading the story words in the third box and reviewing the words in the other boxes.
- Monitor students and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that students write difficult words in their composition books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategy they used.
- Award team celebration points to students who share a strategy that they used to read a word.

Team Celebration Points →

Picture Cards

- kite      jump rope
- silk      ping pong
- paper    fireworks
- dragon

Teacher Shared Story →

**Guided Partner Reading—Part 3**

**Let's review some words we will see in this part of the story.** Display each Picture Card for part 3 (or select Picture Cards from the list that you think will be most helpful to your students), name each, and have students repeat after you. Give a brief explanation of each card. Review Picture Cards from Days 1 and 2 if needed.

Monitor →

- Provide sticky notes, and lead students in a Guided Partner Reading of part 3 (pages 8–12). Encourage students to put a sticky note on any word that is difficult for them. Partner A reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out words that gave partners difficulty.
- Lead a brief class discussion of each page. If students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in the Teacher Shared Story, as necessary, to ensure accurate reading and comprehension. If students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class. Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.
- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

## Partner Story Questions—Part 3

Teacher Modeling →

- Model discussing, finding evidence in the story, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask students to add punctuation.
- **Name something that was invented in China.** [*Kites, paper-cut pictures, and fireworks were invented in China.*]
- Have partners discuss the questions in the third box on the back cover, write their individual answers, and then compare their answers.

1. **What do people in China do for their New Year feast?**  
*[People in China have fireworks for the New Year. / People make paper-cut dragons.]*

2. Write the answer on the blank line.

People in China invented paper-cut pictures and fireworks.  
 They **made them first**.

A. invented      B. raised      C. found

Monitor →

- Monitor the partnerships as they work, commenting and giving cooperation points when you see good discussion, searches for evidence, and effective partner help. Encourage students to tell their partners if they disagree, and have them show the page with evidence to support their thinking.
- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class’s answer on the blackboard or chart paper exactly as they say it, and then have the class check the writing to make sure the answer is complete, correct, and written in a full sentence. Share the answers to item #2 so students can check their work.
- Ask students to tell you which of the sentences tells you facts about China.



## All Together Now

- Reread part 3 (pages 8–12) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.

## Reading Olympics Warm-up

- Provide practice, if students need it, by reading a few lines yourself to the class before you start timing. Ask students to report whether you were accurate and where you stopped.
- **Turn to page 4, and get ready to read with your partner. Partner Bs, read quickly, smoothly, and accurately for one minute. Partner As, keep track of accuracy. Remember to put your finger on the last word that your partner read when I say: “Stop.” Ready, set, go.**

Start Reading Olympics Warm-up on page 4. The goal is to read accurately to the end of page 5 in one minute.

## Lesson 42 Day 3

### Focus on Fluency

Appropriate Rate

- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Partner As, raise your partner’s hand if he or she read accurately. Now look at where you stopped. Our fluency goal was to finish page 5. Partner As, raise your partner’s hand if he or she finished page 5. If you reached the goal with accuracy, you are ready to try for the gold! That means you read for me, and I will time you and check accuracy. If you can read sixty words per minute with accuracy, you will get a Reading Olympics Gold Medal certificate.**
- **The difference between our Reading Olympics and the regular Olympics is that you all have a chance for the gold!**
- Write down the names of students who think they are ready to read for an individual assessment. **If you didn’t reach your goal today, practice on your own. Then tell me when you feel ready.**



### Focus on Fluency

Read with Expression

## 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 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 1 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students’ voices. Listen for words that 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 second *Between the Lions* segment for lesson 42.

### Team Celebration Points



*Between the Lions*

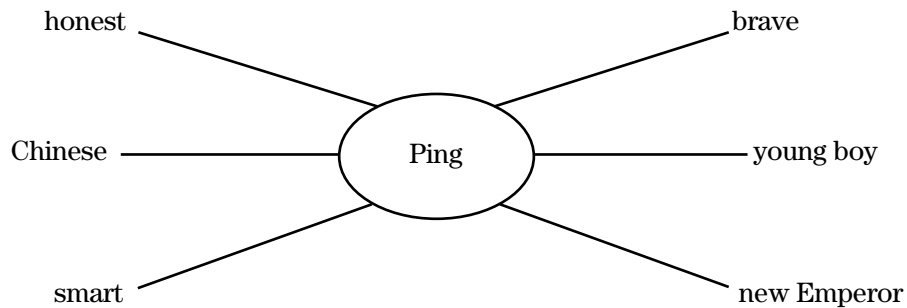
# Adventures in Writing

## Prewriting

- Have the students gather in front of the chart paper. Model the process of creating a character web for the character Ping from the STaR story.
- Draw a circle in the center of a piece of chart paper. **In the story *The Empty Pot*, we learned a lot about the main character, Ping. Let’s remember some of the things we learned by making a character web.**
- **We’ll write the name of the character here, inside the circle. What was the character’s name in *The Empty Pot*?** Use Whole Group Response to have the students answer. **Can you help me spell his name?** Write “Ping” in the center circle.

- **Now we can think of some words or phrases that describe Ping. I'll add the words and phrases around the circle.** Draw a line outward from the circle. **One word that tells about Ping is "honest." I'll write that here.** Write the word at the end of the line. **Can you tell me some other words that describe Ping?** Record the students' responses on the chart paper using writing strategies that the students need most. Add a new line for each suggestion.

Sample character web:



Teacher Modeling →

- Model using the information from the character web to write descriptive sentences. **Now I can use this information to write sentences that describe my character. I need a title for my paper. I'll just call it "Ping."** Write the title at the top of a new piece of chart paper.
- **I'll also need an introductory sentence that tells the reader what my paper will be about. I will write, "A very important character in a story I read was Ping."** Write the sentence.

Think-Pair-Share →

- **Can you help me think of a sentence that tells some of the information from our character web? The sentence will be more interesting if I can include more than one of the ideas.** Use Think-Pair-Share to have the students respond. *[Example: Ping is a very honest young boy from China.]* Place a check mark next to the details that you have already included. Continue to add sentences until all of the details are represented. As you create sentences, invite the students to add details that will make them more interesting.
- Explain the writing assignment. Display the Shared Story, *A Farm in China*. **You will do the same thing today, but with the character from our Shared Story. What is the name of the main character from *A Farm in China*?** *[Chen May Woo.]*
- **First, you and your partner will each draw a circle in your writing notebooks with Chen May Woo's name in the center like this.** Draw a circle on chart paper, and write "Chen May Woo" in the center of the circle. **You will work together to think of words or phrases that describe Chen May Woo. You may look in the book for help. You will draw lines connected to the circle and write your ideas to make a character web like I did. Then, you can work together to think of sentences with your ideas.**

## Partner Planning

- Have the partners work together to develop their character webs. Although the content of the web may be the same for both partners, they should each draw their own webs in their partner writing books. Each web should contain at least five descriptive words or phrases. Encourage the students to use the Writing Strategies Bank, as needed, to write their descriptive words and phrases.
- Ask partners to think of sentences that they could create using the information from the web. Encourage the students to help their partners think of ideas that will make their sentences more interesting.

## Writing

### Drafting

- Provide time for the students to write their sentences underneath their character webs. Remind them to include a title and an introductory sentence that tells the reader whom they will describe. Each word or phrase should be included in their sentences.
- Remind the students that they will work on checking their sentences for errors next time. Today they will want to make sure that their sentences have good ideas and are interesting.
- 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 they do not know how to write.

## Team Celebration

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



### Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about their reading on the back of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

**You will need:****FastTrack Phonics**

Alphie's Word  
Bingo cards (one  
per partnership)

**Shared Story**

Shared Story 42:  
*A Farm in China*  
Fluency Flyers  
Idea Tree poster\*  
Reading Olympics  
gold medal  
certificates (duplicate  
from appendix)  
Story Test Booklets  
Colored pens  
or pencils

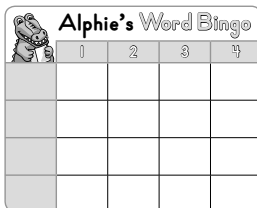
**Adventures in Writing**

Character web model for  
Ping created on day 3  
Partner writing books  
(teacher acquired)  
Editing Checklist chart  
(teacher prepared)  
Adventures in Writing  
Scoring Guides  
Writing paper or decorative  
stationery (teacher acquired)

\*Not needed for interactive whiteboard users.

**Check Day 3 Homework**

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member that got their form signed and wrote a sentence on the back of the form, or 1 point for getting only a signature or only writing a sentence.

**FastTrack Phonics****Alphie's Word Bingo**

- We've read two of Alphie's stories and looked for all the words with the /i/ sound. Let's take another look at the words we found.
- Display both charts with Alphie's Words from the earlier lessons. Quickly read the words with the class. Cover or turn over the charts so the class cannot see them.
- **Now we're going to play Alphie's Word Bingo.**
- Pass out a bingo card to each partnership.
- Tell students to write "igh," "i\_e," "ie," and "\_y" in whatever order they want in the spaces along the left side of the card.
- Explain that you will call out a column number and a word and write the word on the board. The partners will discuss in which row to write the word. Then one partner will write the word in the correct row. Partners will alternate writing the words on the card.

**Interactive  
Whiteboard Users**

Reading Roots-Interactive randomly generates column numbers and words that you can use for this game.

## Lesson 42 Day 4

- Tell the students that if they get four words in a row going down, across, or diagonally, they should raise their hands with their partners in a Partner Pyramid and say, “Bingo!”
- Begin calling out the column numbers and words. You should call out columns in the sequence 1, 2, 3, 4, and you should alternate words from each spelling pattern so you never say words with the same pattern twice in a row.
- Select words from the chart below. Choose an equal number of words from each chart. Customize the difficulty of the activity by choosing words from different rows on the charts.

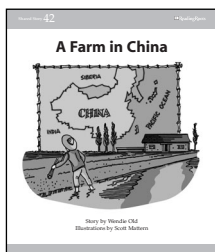
	igh	i_e	ie	_y
①	high, bright, night, might, light, fright, sight	Mike, nice, shine, slide, hide, like, ride, kite, twice, size	pie	my, fly, try, dry, by
②	highest	shining, bikes, kites, pines,	flies, tries, cries	
③	tonight, flashlight	outside, beside		

Interactive  
Whiteboard Users

Method varies

Team Celebration Points

- When you call out a column and word, write the word and column number on the board.
- If a partnership says Bingo, have the partners take turns saying the row and column for each word and spelling the word. Check their answers using your card. Award team celebration points if all the rows, columns, and spelling are correct. If a row, column, or spelling is incorrect, keep playing the game until a partnership wins.
- When the game is over display the word charts from the earlier lessons and have partners check to see that they have spelled the words correctly and written them in the correct column. Have students correct any errors on their cards.
- Collect the Bingo cards and explain that all partnerships that have spelled the words correctly and have written them in the correct columns will earn 2 bonus team celebration points for their team. Partnerships that have corrected their cards will earn 1 bonus team celebration point for their team.



Monitor

# Shared Story

## Partner Reading—Part 3

- Review the Fluency Flyer with the class.
- Have the students reread part 3 (pages 8–12) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner B reads first.
- Monitor the students as they practice Partner Reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.

## Summarization

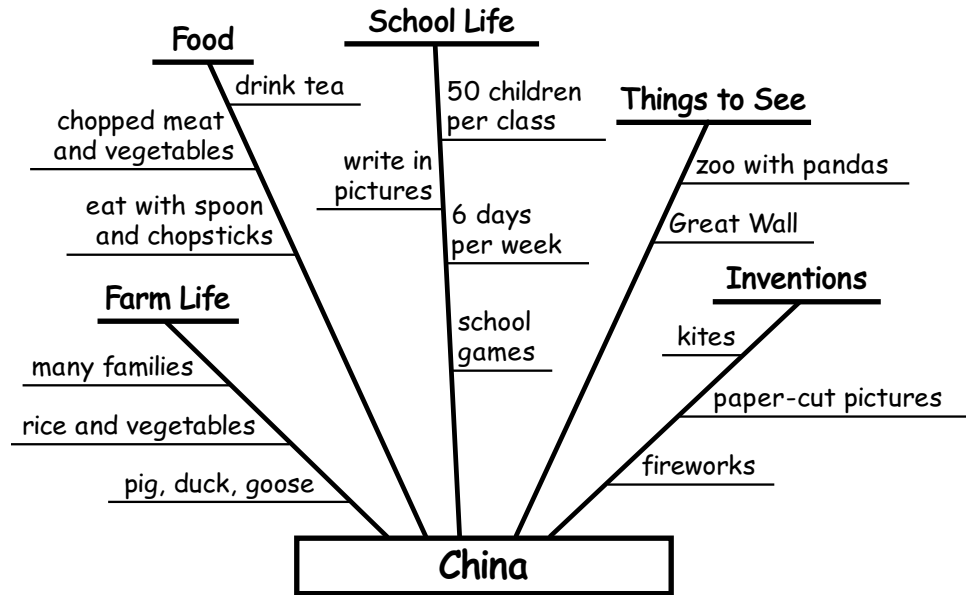
- **This story is about a real place. We learned new information about this place and learned about what life is like for the people who live there.** Point out that Chen May Woo and her family are made-up people, but everything else in the story is real. **Through Chen May Woo’s eyes, we learned some facts about China.**
- **We can remember facts we learned from the story by writing the information on an idea tree.**
- Post the idea tree. Point to the bottom of the tree. **We’ll write the topic of the story here. Remember, the topic is the main idea of a story. The story told us lots of facts about China. “China” is the topic we will use for our idea tree.**
- Write “China” on the trunk of the idea tree.
- **Now that I know the topic we will use, I can think about some more ideas. What did the story tell me about life in China? I know. We learned facts about life on a large Chinese farm. Reading about Chen May Woo showed us some things about Chinese farm life. Write “Farm Life” on a branch of the tree. We learned facts about Chinese school life too.**
- Make a new branch on the tree, and write “School Life” on it. **What are some things we could see in China?** Make another branch, and write “Things to See” on another branch. **We also learned about Chinese inventions.** Make a new branch on the tree, and write “Inventions” on it. (If time permits, you might want to add a branch on “Food.”) **Can you see why we call this an idea tree?**
- Go back to the first branch. **This branch says “Farm Life.” What facts did we learn about farm life?** (T-P-S) Record students’ responses on the appropriate small branches.

Think-Pair-Share

## Lesson 42 Day 4

- Use as many main ideas and supporting facts as time and the readiness of your students allow. Have students continue to discuss facts related to the other main ideas in the story as described above. If students give an unrelated fact, write it on the correct branch. Your completed idea tree should look similar to this one, although you and your class may have some different ideas about how to group the facts they learned.
- Orally summarize one of the branches in a sentence or two. Use Think-Pair-Share to have students create oral summary sentences using another branch.

Think-Pair-Share →



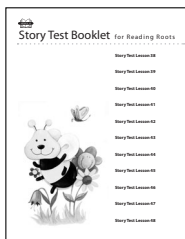
## Assessment of Growth

### Partner Prep Time/Words Out Loud and Fluency

- Have the students prepare for Words Out Loud by practicing the words on the inside front cover of the Shared Story with their partners.
- Have partners take turns reading the Shared Story with expression with their partners.
- During this time, choose students to read eight words that you have selected from the inside front cover for a Words Out Loud score.

**Teacher's Note:** See the Shared Story section for day 4 of lesson 38 for guidance in selecting the eight words.

- You may also listen to students read and award points on their Fluency Flyers.
- Have students who signed up after the Reading Olympics Warm-up read aloud from this or a previous Shared Story so you can record an informal score for words correct per minute. Award Reading Olympics Gold Medal certificates to students who read 60 words per minute accurately.
- If they have time, partners may help each other prepare for the Story Test by rereading or asking and answering the Partner Story Questions.



Story Test Booklet

### Story Test

- When most students have finished practicing their words and you have finished Words Out Loud, have students complete the Story Test individually.
- Distribute the test, and preview it with the students without providing information about the answers. Point out that questions #1 and #2 should be answered with complete sentences. Remind the students that the scores on the test will help them earn points for their team score sheets. Possible answers are suggested, but accept any reasonable answers that can be justified.

Answer these questions in complete sentences.

**1. Tell something about the Great Wall of China.**  
*1 pt. — tall / thick stone / very long*  
*2 pts. — made of thick stone/ so long it can be seen from space.*  
*3 pts. — The Great Wall of China is very tall. OR It is very long. OR It could go from New York to California. OR It can be seen from space.*

**2. Name some things that were invented in China.**  
*1 pt. — kites, paper-cut pictures, and/or fireworks*  
*2 pts. — invented kites, paper-cut pictures, and/or fireworks*  
*3 pts. — Kites, paper-cut pictures, and/or fireworks were invented in China.*

Write the answer on the blank line.

**3. I had dinner with a Chinese family.**  
**They ate with [chopsticks].**

**A. forks                      B. chopsticks                      C. poles**

**4. Peas are [vegetables].**

**A. ducks                      B. vegetables                      C. meat**

- When the students are finished, collect pencils or pens, but have the students retain the test. Give a colored pen or pencil to each student.
- Have the teams discuss each question and agree on the answer. Use Random Reporter to review the test answers and evidence with the class.
- If the students provide an answer for questions #1 and #2 with a single word or phrase, remind them that those questions should be answered with a complete sentence to get the most points on their test. Use Think-Pair-Share to have students rephrase the answer using a complete sentence.
- Tell the students to use their colored pens to write the answers to questions #1 and #2 in a complete sentence, if necessary.
- Tell the students they can earn bonus points if they revise their answers and write them in complete sentences.

Random Reporter →

Think-Pair-Share →

## Lesson 42 **Day 4** .....

- Collect the Story Test booklets so you can score them and enter points on the students' team score sheets.
- Award 1 bonus point for each answer the students revised to write in a complete sentence. The total Story Test score, however, cannot exceed 8 points.

# Adventures in Writing

## Writing Review

- Display the organizer you developed for Ping. Point to each part of the character web, and review the information included on it. Recall how you used the information to write sentences about the character.
- Remind the students that yesterday they created character webs and sentences for Chen May Woo. They focused mainly on making sure that their sentences gave a good description of the character and were interesting for the reader. Explain that today they will check their sentences for mistakes.

## Writing

### 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?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

### Checking

- Ask the students to take turns reading their sentences to their partners. Partners should look together to identify and correct mistakes in each sentence. The students should only correct mistakes in writing on their own papers.
- **Work with your partner to check your sentences together. Use the Editing Checklist to remember everything that you should look for. Remember that you will only make changes on your own paper.**
- Distribute a copy of the Adventures in Writing Scoring Guide to each team (or display a chart-paper version.) Remind the students how you will award points for their writing assignments. Guide them to check their papers for any corrections or additions that need to be made to earn points for this week's team score sheet.
- **To earn the first 2 points, you need to have a character web with at least five words or phrases on it. Your sentences need to include all the information from your character web.**
- **To earn the next 2 points, your sentences need to describe Chen May Woo.**
- **To earn the next 2 points, your sentences must be complete. Make sure that you begin the first word with a capital letter and put either a period or an exclamation mark at the end of each one.**
- **Did you use any STaR words, Green Words, Red Words, or Challenge Words in your sentences? Underline any words from either our STaR story or the Shared Story that you included. If you used any, you can earn the last 2 points!**
- Provide time for the students to make any necessary changes to their sentences.


### Polishing

- Instruct the students to write their polished copies of their sentences.
- **Now that you've checked your writing, you're ready for the final step! You get to write your publication copy. This is a copy that we can show in the class and share with others. Use your best handwriting so your paper looks nice and neat! Lots of people will see your wonderful writing.**
- Pass out writing paper so students can make their final copies. Monitor to ensure that they include a title and all of their sentences in order.



## Writing Celebration

- Randomly select a number and explain that the team member with that number will read their sentences to the team first. Ask the other students on the team to listen carefully while their teammates read. Remind the other team members to share something they like about the sentences or ask questions afterwards.
  - The students should take turns reading and hearing feedback until all team members have had an opportunity to share.
  - Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask each other 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.
  - Invite students to share examples of how their partners helped them to make their sentences better. They may have provided ideas to make the sentences more interesting, or helped the student to correct an error.
- Team Celebration Points** →
- Award team celebration points to students who share an error that they or their partner found and corrected.
- Team Celebration Points** →
- Allow a few students to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
  - Award team celebration points to students who successfully share their writing.
  - Post polished copies of each student’s writing on a writing celebration bulletin board.



### Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about their reading on the back of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

## Preparation for the Next Lesson

- Convert the total team celebration points to scores of 100, 90 or 80 for each team. Enter these and the individual student scores into the Reading Roots Database. You will then be able to generate and print Super Team, Great Team and Good Team certificates plus team score sheets for your next lesson.

**Extension Activity** (*optional*)

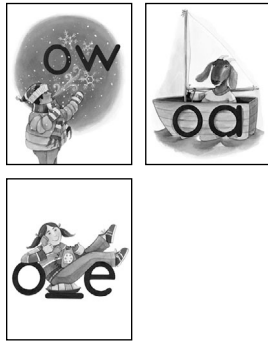
## Teacher Modeling →

- Introduce a modified version of charades.
- Model for the students how to act out something for others to guess.
- **Today we're going to play a game in which one person will act something out and others will guess what the person is trying to tell by his or her actions. First I'll act something out, and you'll guess what it is or what I'm doing.**  
Dramatize planting a seed, pretending to take a pot, shovel soil, carefully place a seed in the pot, and then water it. When students make a guess that is correct, point to the student who made the guess and nod your head yes, and if the guesses are incorrect, shake your head no. After students guess correctly, use Think-Pair-Share to have them tell their partners what you were doing. Verify for them what you were doing by describing your actions.
- **You are good guessers. I was planting a seed in a pot like Ping did in the story *The Empty Pot*. I got a pot, added soil, planted the seed, and watered it.**
- Tell the students it is their turn to play the game. Provide suggestions if necessary, using new or recent STaR vocabulary.
- Quickly place the students in groups of two or three so each student has a turn to act out something.
- Tell the students that after the others guess what they were doing they can describe how they acted it out.
- **Now you can play the game. Take a minute to think of something that is easy to act out. If you need some help deciding what to do, I have some ideas for you.**
- **After the others guess correctly, you can explain or describe what you did that helped them to guess.**
- Allow time for each member to dramatize something. If time allows, invite several students to dramatize for the whole group. Remind the students who know the answer to allow the others to do the guessing.



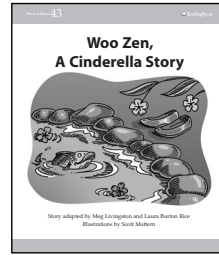
## At a Glance

### FastTrack Phonics

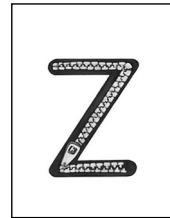


Days 2–4:  
Long o letter groups

### Shared Story



**Shared Story:**  
*Woo Zen, a Cinderella Story*  
adapted by Wendie Old  
and Meg Livingston



**Review Sound:** /z/

#### Thematic focus:

Fairy-tale genre

#### Strategies/Skills:

Summarizing to describe narrative story plot

Reviewing the prefix “un\_”

### STaR

#### STaR Story:

*Er-lang and the Suns*  
retold by Tony Guo,  
Euphine Cheung,  
illustrated by Karl Edwards

Students will identify words that help them understand the genre of the story. Students will tell how this genre differs from others.

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 letters asking for help with a problem.

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.

**You will need:****Team Celebration**

Team score sheets for lesson 43 (print from the Reading Roots Data Tools)

Super Team, Great Team, and Good Team celebration certificates earned in lesson 42

Cooperative Learning Cue Cards

**Shared Story**

Shared Story 43:  
*Woo Zen, a Cinderella Story*

Language development cards for lesson 43\*

Word cards for part 1\*

Map with labels\* (map is teacher acquired)

Reading Strategy Cue Cards

Sticky notes (teacher acquired)

*Reading Reels for Roots DVD\**

Read & Respond forms

**STaR**

STaR story:  
*Er-Lang and the Suns*

Editing Checklist (teacher created)

Writing Strategies Bank (teacher created–optional)

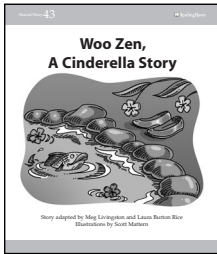
Partner writing books (teacher acquired)

Sentence strip and marker for each team (optional)

\*Not needed for interactive whiteboard users

## Team Celebration

- Distribute the team score sheets for lesson 43. Give the students a few minutes to look over their total team celebration points and their individual score averages from lesson 42, which are printed at the top of the page.
- Announce each team's standing, and distribute the Super Team, Great Team, and Good Team certificates to each student. Cheer for each team as the certificates for its team members are awarded. Be sure to reinforce that our goal is to have **all** the teams reach the level of Super Team. Teams do not compete with one another.
- Give a special cheer to students who received bonus points for meeting their team goal. Ask each team to share any special things they did to work toward the goal. Guide team members to select a new team goal. They will write the goal in the space provided on the team score sheet.
- Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.
- 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.



# 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 *Woo Zen, a Cinderella Story*. I know about Cinderella and how her wicked stepmother and her stepsisters treated her, but I don’t remember anything about a fish looking up out of a pond of water. And whose slippers are these beside the water? Were there any slippers in the Cinderella story? (WGR) And who is Woo Zen? Woo Zen sounds like a Chinese name, doesn’t it? Who do you think Woo Zen could be? (T-P-S) This version may be different from our Cinderella story. It will be fun to see what happens in this Chinese Cinderella fairy tale!

*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 selected pages of the story, and point out the features mentioned. Page 1: Here are two mothers and two girls. Woo Zen and her mom are here, and Woo Zen’s stepsister Woo Ling and her mom are on the right. Point. How do they seem different from one another? (T-P-S) Page 2: Here we see Woo Zen. Does Woo Ling’s mom look happy? (WGR) Page 3: Woo Ling is sitting by the fire, and Woo Zen is sweeping. I wonder why Woo Zen has a patch on her knee. Page 4: Woo Zen is feeding a fish in a pond. I wonder why that fish is in the story.

### 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 43 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

moon	robe
peach	pond

#### Video Words



very happy	robe
silk fan	bright
tiny feet	everyone
tiny	slippers
lovely	

## Word Presentation—Part 1



Animated Alphabet



The Sound and the Furry

### Green Words

wives      froze  
 ugly        fuzz  
 Zig-Zag    grateful

### Green Words

- **Let’s practice the special letter group we’ll see a lot in today’s story.** Play the Animated Alphabet segment, or display the key card for “z.” Have the students review the alliterative phrase and practice the sound.
- **Now let’s practice reading some words.** Show the video segments for Sound It Out for lesson 43.
- Stretch and read together any Green Words for part 1 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

Sample oral sentence:

**Froze** I froze without my warm coat on a cold day.

“**Froze**” means I was too cold for comfort in this sentence.

- **You will see lots of words with the /z/ sound. Think about “Zig-zag zipper zips” from your phonics lessons. Let’s practice this sound again using Quick Erase.**

maze...haze...hazy...lazy

### Challenge Words

always lazy lovely

### Challenge Words

- Model how to sound out one or two of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

Monitor →

Guided Practice →

Word	Possible Mispronunciations	Sentences for Checking
<b>al-ways</b>	<b>AL-ways</b> (with short “a”)	I <u>always</u> like to go places with Grandma.
<b>la-zy</b>	<b>LAZ-y</b> (with short “a”)	The boy was <u>lazy</u> and would not do his work.
<b>love-ly</b> base word (Red Word) + suffix	<b>LOEV-lee</b>	The silk dress was <u>lovely</u> .

### Red Words

only    friend    water  
 any      married

### Red Words

- Use Say-Spell-Say to introduce all the Red Words. Use the words in oral sentences, as needed, to clarify their meanings.
- Post the Red Words on the word wall, and conduct a rapid review of the word wall.

## Partner Word Reading

- Have partners take turns reading to each other the story words in the first box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

Team Celebration Points →

## Guided Partner Reading—Part 1

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 1 (pages 1–4). Encourage the students to put a sticky note on any word that is difficult for them. Partner B reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are reading fluently, alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class.
- Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.
- Award team celebration points to students who share strategies they used to read difficult words.
- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Teacher Shared Story →

Monitor →

Team Celebration Points →

Focus on Fluency →  
Read Smoothly

## Partner Story Questions—Part 1

**Teacher Modeling** →

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

**How did Woo Zen’s stepmother make Woo Zen sad?**

*[Woo Zen had to clean all day. Woo Zen had rags for clothes. Woo Zen froze in winter. Woo Ling could be lazy and wear fine, thick robes.]*

- **Now let’s try a different kind of question about words, or a vocabulary question. Let’s read the first sentence together.** Use Think-Pair-Share to fill in the blank.

Write the answer on the blank line.

**I thanked my dad for the bike. I was [grateful].**

- A. great                      B. upset                      C. grateful**

- Have partners discuss the questions in the first box on the back cover, write their individual answers, and then compare their answers.

**Partner Practice** →

- 1. Who was Woo Zen’s only friend?**  
*[Zig-Zag, Woo Zen’s pet fish, was her only friend.]*
- Write the answer on the blank line.  
**I was too cold without a coat. I [froze].**  
**A. burned                      B. froze                      C. melted**

**Monitor** →

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

**Random Reporter** →

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class’s answer on the chalkboard or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answer to question #2 so the students can check their work.



## All Together Now

**Focus on Fluency** →

Read Smoothly

- Reread part 1 (pages 1–4) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.
- Conduct a rapid review of the word wall.

**STaR Words**

suffering	blinding
huge	buried

# STaR

**STaR story:**

## *Er-lang and the Suns*

Retold by Tony Guo, Euphine Cheung

Illustrated by Karl Edwards

**Background Words**

sun	day
heat	frightened

**Summary:** *Long ago in China, there lived a strong and very wise man named Er-lang. One day the people in Er-lang’s village came to him with a problem to solve. It seemed that there were seven bright suns that shone endlessly and caused blinding light and burning heat. Er-lang promised to help his people and devised a clever plan to capture six of the seven suns. He convinced the seventh sun to rise in the morning and set at night.*

## 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 *Er-lang and the Suns*. This story is a folktale from China and takes place a long time ago. Look at the picture on the cover. What is Er-lang doing?** Wait for the students’ responses. **That’s right! Er-lang is touching the clouds. He must be a very special man. How many suns are there on the cover?** Wait for the students’ responses. **Yes. There are two suns. Is it normal to see two suns in the sky?** Wait for the students’ responses.
- Page 7: **What is Er-lang doing in this picture?** Wait for the students’ responses. **Very good! Er-lang is moving a huge mountain. Something huge is something enormous, or very, very big.**
- Page 10: **What is Er-lang doing with the sun?** Wait for the students’ responses. **Right. Er-lang is burying the sun under a mountain. When you bury something, you place it in the ground and cover it.**
- 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 each 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.

**STaR Words**

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
suffering	3	feel pain or sadness	Leslie was <i>suffering</i> from the heat.
blinding	3	causing temporary loss of sight	The <i>blinding</i> effect from looking directly at the sun caused Leon to see only darkness for several minutes.
huge	7	something enormous, or very big	<b>Picture Walk, page 7</b>
buried	10	placed in the ground and covered with something	<b>Picture Walk, page 10</b>

- 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
sun	2	the medium-sized yellow star in our solar system	The <i>sun</i> is shining brightly today.
heat	3	warmth	Edgar is sweating from the <i>heat</i> .
day	3	the time of light between one night and the next	We spent the <i>day</i> at the beach from sunrise until dusk.
frightened	11	afraid	Joellen was <i>frightened</i> by the noises she heard in the night.

**In this story, there are seven suns. The sun is the medium-sized yellow star in our solar system. We get our light and most of our energy from the sun. What do you know about the sun?** Invite the students to share the information they have about the sun.

**The sun produces the heat on our planet. Heat from the sun warms the planet. What do you do when there is a lot of heat? How do you cool off?**

**The sun also defines days. A day is the time between sunrise and sunset, when it is light. How do you know a new day has begun? How do you know the day is over?**

**When you are frightened, you are afraid. What is something that frightens you?**

## Interactive Reading

**Teacher’s Note:** Before reading the story, read the information on pages 17 and 18 to provide background for the story.

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

Page 2      Use Whole Group Response to ask the students: **How many suns do we have? Can you imagine if there were seven suns? Our planet would probably be very uncomfortable!**



Page 3      **“Suffering” and “blinding” are two of our STaR words. The book says that people were suffering from the blinding light and burning heat. Point to the people in the illustration. Use Think-Pair-Share to ask the students: How does the illustration help you understand what the words “suffering” and “blinding” mean? Wait for the students’ responses. There were so many suns that the heat and light made people suffer, or feel pain. The light was so bright that it was making them unable to see.**

Think-Pair-Share



Use Think-Pair-Share to ask the students: **How do you think Er-lang could help the people?**

Page 5      Pause after the first sentence. **Er-lang seems to be an extraordinary man. Use Think-Pair-Share to ask the students: How can Er-lang do these things? Wait for the students’ responses. Many cultures have folktales, or stories, about characters who are bigger or stronger than everyone else or have special abilities that allow them to do things that ordinary people can’t do. Er-lang is one of these characters.**

## Lesson 43 Day 1 . . . . .

- Page 6 Use Think-Pair-Share to ask the students: **How do you think Er-lang will get each sun?**
- Page 7 **I read that Er-lang came to a huge mountain. “Huge” is one of our STaR words. I wonder what “huge” means. The picture shows Er-lang moving a very big mountain. That must mean that huge is something very big.**  
Use Think-Pair-Share to ask the students: **What do you think Er-lang is going to do with the huge mountain?**
- Page 9 Use Think-Pair-Share to ask the students: **What do you think Er-lang will do with the other six suns?**
- Page 10 **“Buried” is one of our STaR words. The picture shows Er-lang pushing the sun into a hole in the ground and covering it with a mountain. This helps me understand that “buried” means something was placed in the ground and covered with something else.**
- Page 11 Use Think-Pair-Share to ask the students: **Why is the seventh sun frightened?**
- Page 13 Use Think-Pair-Share to ask the students: **Do you think Er-lang will bury the seventh sun as he did with the others? Why or why not?**
- Page 16 Use Think-Pair-Share to ask the students: **Do you think this is something that really happened? Why or why not?**



### STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.

Let's **cel-e-brate** a **word** we've **learned**.

We'll **make** a **sentence**. It's **our** turn.

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

Random Reporter



Team Celebration Points



## STaR Writing

### 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?
- Are there any missing words?
- Are there any extra words?
- Do sentences that ask something end with question marks?
- Are there commas between items in a list?

- Restate each of the STaR words.
- Explain that the students will now write a team sentence using the STaR words.
- Challenge each team to work together to think of a sentence that uses more than one STaR word, changing the tense of verbs if necessary. The students should also help one another to think of descriptive words or other information that will make their teams' sentences more interesting.
- Instruct each student on the team to write the team sentence in his or her partner writing book.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.
- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)
- Use Random Reporter to select one student from each team to share the team's written sentence with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →  
Team Celebration Points →

## 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.

# Lesson 43 Day 1 . . . . .

**Team Celebration Points** →

- 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 were the people in China suffering?

Why was the light of the suns blinding the people in China?

**Fostering Richer Language**


Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>it was hot</i>	Good answer. Can you say that in a complete sentence? <i>They were too hot.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, “They were too hot.”</i>
The student responds in a complete, but not very elaborate, sentence. <i>They were too hot.</i>	Good answer. Can you add some details to your sentence? <i>They were too hot because there were seven suns that shone all the time.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What made them so hot?</i>

**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.



**Read & Respond**

### Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

**You will need:**

**FastTrack Phonics**

Partner Practice Booklet 7  
 Chart paper  
 Alphie picture card

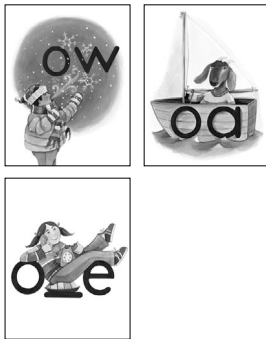
**Shared Story**

Shared Story: *Woo Zen, a Cinderella Story*  
 Language development cards for lesson 43\*  
 Word cards for part 2\*  
 Reading Strategy Cue Cards  
 Sticky notes (teacher acquired)  
 Fluency Flyers  
*Reading Reels for Roots DVD\**  
 Reading Celebration certificates

**STaR**

STaR story: *Er-lang and the Suns*  
 Story map poster\*  
 Editing Checklist (teacher created)  
 Writing Strategies Bank (teacher created—optional)  
 Partner writing books (teacher acquired)  
 Sentence strip and marker for each team (optional)

\*Not needed for interactive whiteboard users



Key Cards



Partner Practice Booklet 7

Whole Group Response →

## Check Day 1 Homework



Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.

## FastTrack Phonics

### Comparing Long o Letter Groups—Part 1

#### Partner Reading

- Have the students sit with their partners and open their Partner Practice Booklets to page 19. Partners will take turns reading Alphie's new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**

## Lesson 43 Day 2

- Ask different partnerships to share a difficult word that they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective (e.g., “know”). Draw a circle around the tricky part of the word to remember how to read it. (The letter “k” is silent.)

**k** n o w

### Find Words with the Sound



Finger Detective

- Tell the students that they are going to look for all the words with the long o sound in Alphonse’s story. Partners will take turns rereading Alphonse’s story one sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long o words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.
- Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the long o sound in words, regardless of the spelling.

### Alphonse’s Story



My sister Joan and I have a boat. Dad showed us how to row it. He gave each of us an oar. He said, “Put the oar in the water and row. It makes the boat go \*!”

We rowed, but we were very slow. Joan said, “I know! We must be strong to row fast! We need to eat oatmeal and toast every day. Then we will grow!”

We got strong and rowed faster. One day, we had a race with Dad. Dad’s boat floated by us. Then he lost his oar! He yelled, “Joan! You and your sister need to tow my boat back to the coast!”

We tied Dad’s boat to ours. We towed him back. He said, “Way to go! You can really row!”

### List Words on the Chart

- When partners have completed the task, ask them to identify the different ways they saw the long o sound spelled (“ow” and “oa”). Tell the students that you will make a chart that shows the different spellings for Alphonse.

## Lesson 43 Day 2 . . . . .

Interactive  
Whiteboard Users

Method varies

- Make a chart with two columns on a piece of chart paper. Label one column “ow” and the other “oa.” Then divide the chart paper into three rows. Your chart paper will look like this:

	ow	oa
①		
②		
③		

- The students have this chart in their Partner Practice Booklets. Have them label the columns “ow” and “oa.”
- Reread the passage with the students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ō/ words in that sentence? Decide with your teams what column the word belongs in.**

Random Reporter

- Use Random Reporter to select students to share any words that contain the /ō/ sound from the sentence. Award team celebration points to students who can correctly identify the column on the chart in which the word belongs.

Team Celebration Points

- Remind the students to check their papers to see if they have identified and underlined the word in their booklets.
- Write the word in the appropriate column on the chart paper. The words in the first row are one-syllable words, those in the second row are two-syllable words and/or words with inflectional endings, and those in the third row are multisyllabic words that may have phonetically irregular parts.
- The students will write the words on their charts in their Partner Practice Booklets.
- Make sure that the students write the words on the same row on their own charts. If time is an issue, you may have the students chose one word from each category to write in the same column and row on their own charts.

**Teacher’s Note:** Many students will identify the word “go.” Tell the students to circle this word because it uses a different spelling for the long o sound.

## Lesson 43 Day 2 . . . . .

- Your final chart will look like this:

Alphie Words

	ow	oa
①	row, tow, slow, grow, know	Joan, boat, toast, coast
②	showed, rowed, towed	floated
③		oatmeal

- Underline the base word, and circle the ending for the row 2 words. Have the students do the same in their Partner Practice Booklets. If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used. For example, when the long o sound is the last sound in a word, it is usually (but not always) spelled with “ow,” as in “row,” “slow,” “blow,” and “know.”
- Place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ō/ sound spelled with “ow” or “oa.”**
- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.

## Shared Story

### Partner Reading—Part 1

- Have the students get out their Fluency Flyers. Remind the students that you will listen to some of them read a page in the story to earn points. They can earn 2 points for reading accurately, 2 points for reading smoothly, 2 points for reading with good expression, and 2 bonus points if they read every single word on the page correctly.
- Have the students reread part 1 (pages 1–4) of the story for accuracy. Partners should take turns reading aloud and retelling what happened on each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.

## Word Presentation—Part 2

### Green Words

haze scales

### Green Words

- Stretch and read together any Green Words for part 2 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined word.

### Challenge Words

amazed hold  
danced

### Challenge Words

- Model how to sound out one of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Then use Think-Pair-Share to have the students try to sound out the other challenge words as needed. Remind the students of the shy “e” in “danced” and “amazed.”

Teacher Modeling →

Guided Practice →

Word	Possible Mispronunciations	Sentences for Checking
<b>danc(e)+ed</b> Hint: The “c” often makes the /s/ sound when followed by “e.”	<b>dan-ked</b>	I <u>danced</u> all night at the party.
<b>a-maz(e)+ed</b>	<b>AM-azed</b>	I would be <u>amazed</u> if a fish spoke.
<b>hold</b>	<b>hald</b>	<u>Hold</u> up your hand when you know the word. (Remind the students that they know “ <u>old</u> ” and “ <u>cold</u> .”)

### Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

## Partner Word Reading

- Have partners take turns reading to each other the story words in the second box and the Red Words in the last box.
- Monitor the students and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.
- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

Team Celebration Points →

**Picture Cards**

palace	fog
New Year Feast	slippers
king	silk
fan	scales

**Guided Partner Reading—Part 2**

**Let’s review some of the words we will see in this part of the story.**  
 Display each picture card for part 2 (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat after you. Give a brief explanation of each card. Review picture cards from part 1 if needed.

**Teacher Shared Story** →

**Monitor** →

**Focus on Fluency** →  
 Read Smoothly

**Teacher Modeling** →

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 2 (pages 5–8). Encourage the students to put a sticky note on any word that is difficult for them. Partner A reads first.
- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class. Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.
- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

**Partner Story Questions—Part 2**

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.

**How did Zig-Zag help Woo Zen go to the feast?** [*Zig-Zag turned into a silk robe, bright and shining slippers, and a fan.*]

## Lesson 43 Day 2 . . . . .

- Have partners discuss the questions in the second box on the back cover, write their individual answers, and then compare answers.

### Partner Practice

#### 1. Why did Woo Zen run back home?

[Woo Zen was scared because Woo Ling saw her.]

#### 2. Write the answer on the blank line.

Woo Zen was [amazed] when Zig-Zag spoke.

A. amazed

B. agreed

C. about

### Monitor

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

### Random Reporter

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the board or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.

### Team Celebration Points

- Award team celebration points to students who share correct responses to question #1.



## All Together Now

### Focus on Fluency

Read Smoothly

- Reread part 2 (pages 5–8) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.



### Focus on Fluency

Reading Smoothly  
with Expression

## 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 1 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 43.



*Between the Lions*

# STaR

Think-Pair-Share →

## 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 Er-lang and the Suns.*]

Display page 2. **How many suns were there in China at the beginning of the story? How many suns were there at the end?**

Display page 2. **Why were there only days and no nights in China? What happens normally between each day?**

**Why were the people in China suffering?** [*The people in China were suffering because there were seven suns shining brightly all the time.*] **We can tell the people in China are suffering because...**

**Who did the people of China go to for help to stop the suns from blinding them?** [*The people of China asked Er-lang for help.*] **The people in China knew the light was blinding because...**

**What did Er-lang do with the huge mountain?** [*Er-lang moved the huge mountain.*] **What else is something huge that Er-lang could move?**

**What did Er-lang do after he buried the first sun?** [*Er-lang buried six of the seven suns under huge mountains.*] **The seventh sun thought Er-lang was going to bury him because...**

Display page 13. **Why was the seventh sun frightened? What is something that frightens you?**

Display pages 14 and 15. **What did the seventh sun promise Er-lang he would do because the people didn't need the sun's burning heat all the time? Did the sun keep his promise?**

Story Star →

## Structure Review

- Display the story map, and point out its various parts. Prompt the students to give information about the story's characters, setting, events, and problem and solution in complete sentences. **Let's use the story map to help us think about important parts of the story.**

Whole Group Response →

- WGR: **What is the name of the story?** [*Er-lang and the Suns.*]

Think-Pair-Share →

- T-P-S: **What is the setting of the story?** [*China.*]

- T-P-S: **Who are some of the characters in the story?** [*Er-lang, the people of China, and the sevens suns.*]

## Lesson 43 **Day 2** . . . . .

- T-P-S: **What is the problem in the story?** [*There are seven suns shining brightly all the time.*]
- T-P-S: **One event in the story is the people of China suffer from the heat and blinding light. What are some other events in the story?** [*The people of China ask Er-lang to help. Er-lang watches the suns. Er-lang jumps into the sky, catches one of the suns, and buries it under a mountain. Er-lang buries six suns. Er-lang makes an agreement with the seventh sun to shine only during the day.*]
- T-P-S: **What was the solution? How was the problem solved?** [*Er-lang buried six of the seven suns under mountains and asked the seventh sun to go to sleep at night.*]

### Retell

- Expand 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.
- Page 2: These are the seven suns shining brightly over China.
- Page 3: These are the people in China suffering from the blazing heat and blinding light of the seven suns.

#### Option 2: Reread the story.

Think-Pair-Share

- 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 do the people ask Er-lang for help?**

**Why does Er-lang decide to help the people?**

**Why does Er-lang spend so much time watching the suns?**

**How do you think the suns feel when Er-lang buries them under a mountain?**

**How do you think the people in China feel now that there is only one sun and night?**



## STaR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in their teams. Ask the students to pick a favorite part of the story (e.g., characters, events, 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 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.

Random Reporter

Team Celebration Points

## STaR Writing

### 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?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Explain to the students that they will now write a team sentence about their favorite parts of the book.
- Challenge the students to help one another think of descriptive words or other information that will make their teams' sentences more interesting.
- Instruct each student on the team to write the team sentence in his or her partner writing book.
- Have the students check their teams' sentences with the Editing Checklist and make any necessary changes.
- Ask each team to write their polished sentence on a sentence strip to display in the classroom. (optional)
- Use Random Reporter to select one student from each team to share the team's written sentence with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter

Team Celebration Points

## 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.

Team Celebration Points →

### Alphie’s Questions:

Why did Er-lang move the huge mountain?

What did Er-lang do to six of the seven suns?

### Fostering Richer Language

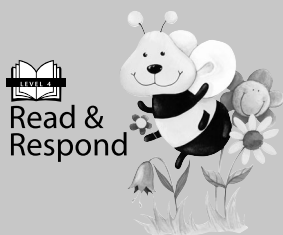
Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>to get the sun out of the sky</i>	Good answer. Can you say that in a complete sentence? <i>He moved the mountain to get the sun out of the sky.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, “He moved the mountain to get the sun out of the sky.”</i>
The student responds in a complete, but not very elaborate, sentence. <i>He moved the mountain to get the sun out of the sky.</i>	Good answer. Can you add some details to your sentence? <i>He moved the mountain to get the sun out of the sky to help the suffering people.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why did he want to do that?</i>

### 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 Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

**You will need:****FastTrack Phonics**

Partner Practice  
Booklet 7

Chart paper

Alphie card

**Shared Story**

Shared Story: *Woo  
Zen, a Cinderella Story*

Language  
development cards  
for lesson 43\*

Reading Strategy  
Cue Cards

Sticky notes  
(teacher acquired)

*Reading Reels for  
Roots DVD\**

Fluency Flyers

Reading Celebration  
certificates

**Adventures in Writing**

STaR story: *Er-Lang and  
the Suns*

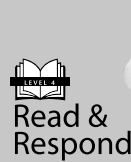
Alphie puppet

Alphie's letter  
(teacher prepared)

Writing Strategies Bank  
(teacher created—optional)

Partner writing books  
(teacher acquired)

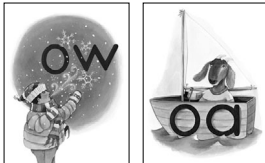
\*Not needed for interactive whiteboard users



Read &  
Respond

**Check Day 2 Homework**

Check each student's Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.



Key Cards



Partner Practice  
Booklet 7

**FastTrack Phonics****Comparing Long o Letter Groups—Part 2****Partner Reading**

- Have the students sit with their partners and open their Partner Practice Booklets to page 20. Partners will take turns reading Alphie's new story one sentence at a time.
- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR) Yes, Alphie wrote another story with lots of /ō/ words.**

Whole Group Response →

- Ask different partnerships to share a difficult word they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective (e.g., “alone”). Draw a circle around the tricky part of the word to remember how to read it. (The initial “a” doesn’t make the short or long sound. It makes an “uh” sound.)

**a**lone



Finger Detective

## Find Words with the Sound

- Tell the students that Alphonse has some new long o words that they need to find in the story.
- Have partners take turns rereading Alphonse’s story one sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long o words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.
- Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the long o sound in words, regardless of the spelling.

### Alphonse’s Story



Last night my parents went to see a show. My brother Joe and I didn’t go \*. We stayed home to take care of our new foal. She was all alone. We walked in the snow to the barn. We fed her some oats.

Then the foal fell on some wood. She moaned! I hoped she didn’t break any bones! Joe put the wood by the hoe. He said, “I know! We need to help her on her toes.”

“Horses have hooves, not toes,” I groaned.

The foal was fine. We gave her a bowl of water. We stayed with her so \* that she wouldn’t be alone.

Think-Pair-Share

## List Words on the Chart

- When the students have completed the task, say: **I think Alphie had trouble with these words because he found some more ways to spell the /ō/ sound. We talked about using “ow” and “oa” to spell that sound. Is there another way to spell that sound?** (T-P-S)
- **Yes, the /ō/ sound can be spelled with “oe” and “o\_e.” Let’s make a new chart to help Alphie remember how to spell these words. We’ll put “ow” words, “oa” words, “oe” words, and o\_e” words on the chart.**
- Make a chart with four columns on a piece of chart paper. Label the columns “ow,” “oa,” “oe,” and “o\_e.” Then divide the chart paper into two rows. Your chart paper will look like this:

Interactive Whiteboard Users

Method varies

	<b>ow</b>	<b>oa</b>	<b>oe</b>	<b>o_e</b>
①				
②				

- The students have this chart in their Partner Practice Booklets. Have them label the columns “ow,” “oa,” “oe,” and “o\_e.”
- Reread the passage with the students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ō/ words in that sentence? Decide with your teams what column the word belongs in.**

Random Reporter

Team Celebration Points

- Use Random Reporter to select students to share any words that contain the /ō/ sound from the sentence. Award team celebration points to students who can correctly identify the column on the chart in which the word belongs.
- Remind the students to check their papers to see if they have identified and underlined the word in their booklets.
- Write the word in the appropriate column on the chart paper. The words in the first row are one-syllable words, those in the second row are two-syllable words and/or words with inflectional endings, and those in the third row are multisyllabic words that may have phonetically irregular parts.
- The students will write the words on their charts in their Partner Practice Booklets.
- Make sure that the students write the words on the same row on their own charts. If time is an issue, you may have the students chose one word from each category to write in the same column and row on their own charts.

## Lesson 43 Day 3 . . . . .

**Teacher’s Note:** Many students will identify the words “go” and “so.” Tell the students these words do have the long o sound, but they use a different spelling. They may circle the words, but the words will not be added to the chart.

- Your final chart will look like this:

Alphie’s Words

	ow	oa	oe	o_e
①	show, know, bowl, snow	foal	Joe, hoe	home
②		oats, moaned, groaned	toes	hoped, bones, alone

Think-Pair-Share →

- Underline the base words, and circle the endings for all row 2 words except “alone.” Have the students do the same thing in their Partner Practice Booklets. When you get to the word “hoped,” circle the ending “\_ed.” Point out that the base word is not “hop.” **The base word is “hope,” “h”-“o”-“p”-“e.”** Ask the students what happened to the extra “e.” (T-P-S) Write the base word “hope” underneath the word. Have the students do the same in their Partner Practice Booklets.
- Place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ō/ sound spelled with “ow,” “oa,” “oe,” or “o\_e.”**
- Have partners take turns reading the words on the chart together. Partners can initial each other’s books when each reader has read all the words.

## Shared Story

### Partner Reading—Part 2

Monitor →

- Review the Fluency Flyer with the class.
- Have the students reread part 2 (pages 5–8) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner B reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- Listen to a few students as they read a page, and record points on their Fluency Flyers. Also record rubric scores for a few students on the teacher cycle record form for:
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.

## Word Presentation—Part 3

### Green Words

unzipped  
 bride            size

### Green Words

- Stretch and read together any Green Words for part 3 that you think might be difficult for your students. Use the words in oral sentences as needed. Pay special attention to the meaning of any underlined words.

**unzipped**            Remind the students that the “un\_” prefix makes “unzipped” the opposite of “zipped.”

She unzipped her dress and changed into her play clothes.

### Challenge Words

appeared    told  
 fancy        became  
 magically

### Challenge Words

- Model how to sound out one of the challenge words. Blend the word, one part at a time, and put the parts together. Then read the word in the sample sentence to check it. Slight changes in the sounds of vowels or in the accented syllable become clear when the word is read in a sentence. Then use Think-Pair-Share to have the students try to sound out the other challenge words as needed.

Teacher Modeling →  
 Guided Practice →

Word	Possible Mispronunciations	Sentences for Checking
<b>mag-i-cal-ly</b> Base word + two suffixes	<b>MAG-i-KAL-lee</b> (hard “g”)	The elf came <u>magically</u> .
<b>ap-pear+ed</b>	<b>AP-pear+ed</b>	Suddenly, the fairy <u>appeared</u> .
<b>be-came</b> Two known words	<b>BEHK-ame</b>	The pumpkin <u>became</u> a coach.
<b>told</b> “old” pattern	<b>tahld</b>	“Old,” “cold,” “hold,” “told” My teacher <u>told</u> my mom that I could read well.
<b>fan-cy</b> Hint: The “c” often makes the /s/ sound when followed by “y.”	<b>fan-ky</b>	She had a <u>fancy</u> dress.

### Red Words

- Conduct a rapid review of the word wall. Use Say-Spell-Say to practice any words that the students do not immediately recognize.

## Partner Word Reading

- Have partners take turns reading to each other the story words in the third box and the Red Words in the last box.
- Monitor the students, and assist with Stretch and Read, Finger Detective, or partner work behaviors as necessary.
- Suggest that the students write difficult words in their partner writing books so they can practice them later.

## Lesson 43 Day 3 . . . . .

Team Celebration Points →

- Have the class read the words together after partner practice.
- Invite one or two students to talk about a word they had difficulty with but figured out. Encourage them to identify the strategies they used.
- Award team celebration points to students who share strategies they used to read difficult words.

### Guided Partner Reading—Part 3

Picture Cards

Chinese bride

**Let's review a new word we will see in this part of the story.** Display the picture card for part , name it, and have the students repeat after you. Give a brief explanation. Review picture cards from Days 1 and 2 if needed.

Teacher Shared Story →

- Provide sticky notes, and lead the students in a Guided Partner Reading of part 3 (pages 9–12). Encourage the students to put a sticky note on any word that is difficult for them. Partner B reads first.

Monitor →

- Listen to partners as they read to understand which strategies they are using successfully and which are troublesome for them. Encourage the students to make sure that their reading is accurate and not guesswork.
- Monitor to be sure that the students are alternating the roles of reader and listener, marking unknown words with sticky notes, and retelling at the end of each page.
- Have teams try to figure out any words that gave partners difficulty.
- Lead a brief class discussion of each page. If the students are reading with reasonable fluency, focus the discussion on comprehension by asking the questions in your Shared Story, as necessary, to ensure accurate reading and comprehension. If the students are not reading with reasonable fluency, discuss and model the aspects of fluency that are most difficult for the class. Encourage teams to tell how they figured out a word they marked with a sticky note. Then have the class work on any words that teams did not figure out.

Focus on Fluency

Read Smoothly

- If needed, reread sentences or whole pages in unison to practice the aspects of fluency that are most difficult for the class.

Teacher Modeling →

### Partner Story Questions—Part 3

- Model discussing, finding evidence in the story for, and writing an answer. Model the use of Stretch and Spell, and refer to the word wall for Red Words. Ask the students to add punctuation to their answers.
- **Why did the stepmother hide Woo Zen?** [*The stepmother wanted Woo Ling to try on the slipper and marry the king.*]

## Lesson 43 Day 3 . . . . .

- Have partners discuss the questions in the third box on the back cover, write their individual answers, and then compare their answers.

### Partner Practice

1. What did Zig-Zag do when the king's men came?  
*[Zig-Zag flopped to the place where Woo Zen was hidden.]*

2. Write the answer on the blank line.

The robe *[became]* Zig-Zag's body again.

A. between

B. begin

C. became

### Monitor

- Monitor the partnerships as they work, commenting when you see good discussion, searches for evidence, and effective partner help. Encourage the students to tell their partners if they disagree, and have them show the page with evidence from the text to support their thinking.

### Random Reporter

- Use Random Reporter to choose two students to share their responses to question #1 and their evidence. Have the class decide how to write the answer. Write the class's answer on the board or chart paper exactly as they say it, and then have the class check the writing to make sure that the answer is complete, correct, and written in a full sentence. Share the answers to question #2 so the students can check their work.

### Team Celebration Points

- Award team celebration points to students who share correct responses to question #1.



## All Together Now

### Focus on Fluency

Read Smoothly

- Reread part 3 (pages 9–12) in unison. Emphasize reading smoothly and paying attention to periods and commas.
- Celebrate by leading a class cheer.

## Reading Olympics Warm-up

Start the Reading Olympics practice on page 6. The goal is to read accurately to the end of page 6 in one minute.

- Provide practice, if the students need it, by reading a few lines to the class before you start timing. Ask the students to report whether you were accurate and where you stopped.
- **Turn to page 6, and get ready to read with your partners. Partner As, read quickly, smoothly, and accurately for one minute. Partner Bs, keep track of accuracy. Remember to put your fingers on the last word that your partners read when I say, "Stop." Ready, set, go.**
- Allow the students to read for one minute, and then discuss whether the readers met the goal.
- **Partner Bs, raise your partners' hands if they read accurately. Now look at where you stopped. Our fluency goal was to finish page 6. Partner Bs, raise your partners' hands if they finished page 6.**

- **If you reached the goal with accuracy, you are ready to try for the gold! That means you read for me, and I will time you and check your accuracy. If you can read 60 words per minute with accuracy, you will get a Reading Olympics Gold Medal certificate.**
- **The difference between our Reading Olympics and the regular Olympics is that you all have a chance for the gold!**
- Write down the names of the students who think they are ready to read for an individual assessment. **If you didn't reach your goal today, practice on your own. Then tell me when you feel ready.**



## Reading Celebration

**Focus on Fluency**  
 Reading Smoothly  
 with Expression

**Team Celebration Points**

- 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 1 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 *Between the Lions* segment for lesson 43.



*Between the Lions*

## 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 sentences 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.
- Review word meanings with examples and definitions as necessary.
  1. Jake went on a quick **journey** to his neighbor's house before dinner. [*silly*]
  2. Mom **transfers** my clothes from the closet to a suitcase. [*sensible*]
  3. The **sun** shines brightly during the night. [*silly*]
  4. We were **suffering** so much during the party because we played games, ate lots of snacks, and had a lot of fun. [*silly*]

5. The **heat** was so strong that Megan had to wear two sweaters and a winter jacket. [*silly*]
6. We will ride a **bus** to the museum and then back home. [*sensible*]
7. The flowers in the garden **blossom** during the coldest months of winter. [*silly*]
8. Alex and his mom go to the **market** every Saturday to buy fresh vegetables and fruits. [*sensible*]
9. The elephant was so **huge** that I could carry it in my pockets. [*silly*]
10. The boy shows **courage** by hiding and telling lies to his teacher. [*silly*]

## Adventures in Writing

### Prewriting

- Have the students gather in front of the chart paper. Introduce the writing assignment. **In the story *Er-lang and the Suns*, what problem did the people of China have?** Use Think-Pair-Share to have the students answer. [*They had seven suns burning in the sky, and they didn't know what to do about it.*] **Who did they call for help?** [*They called Er-lang.*] **Today we're going to pretend that we are the people of China, and we have seven burning suns in our sky. We're going to write a letter to Er-lang asking him to come and help us.**
- Use Alphie's example to explain the parts of a letter that asks for help with a problem. **Alphie can teach us how to write a letter that asks for help. He wrote a letter to his father about a problem that he is having with his little brother. Let's read Alphie's letter.**
- Display the chart-paper version of Alphie's letter.



#### Alphie's Story

Dear Dad,

I am having a problem with my little brother. He keeps taking my homework papers off my desk in my room and scribbling on them. Sometimes he tears them too. Yesterday I had to do my math homework all over again. Can you please help me find a way to keep him away from my desk?

Yours truly,

Alphie

## Lesson 43 Day 3 . . . . .

- Describe each part of Alpie’s letter. **Let’s think about the different parts of Alpie’s letter. First, he starts with the word “Dear” and puts the name of the person he is writing to. That’s called his greeting. Then, he tells about the problem. He tells what the problem is, and then he tells more information about the problem. The extra information helps us to understand why the problem needs to be fixed. Finally, he asks for help. At the end, Alpie puts a closing and signs his name.**
- **You will include the same kinds of things in your letter to Er-lang.** Write the list of words and phrases on the board. Read each item as you write it.

Dear \_\_\_\_\_,

Tell the problem.

Tell more information about the problem.

Ask for help.

Yours truly, \_\_\_\_\_.

### Partner Planning

- Have partners use the list of items to include from the chart to plan their own letters to Er-lang.
- Circulate and ask questions, as needed, to help the students recall the necessary information from the story.
- Encourage the students to help their partners think of details that will make their sentences more interesting.

### Writing

#### Drafting

- Provide time for the students to write their letters to Er-lang. Remind them to include all the items from the list on the chart paper.
- Remind the students that they will work on checking their sentences for errors next time. Today they will want to make sure that their sentences have good ideas and are interesting.
- 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 the students do not know how to write.



Read &  
Respond



### Homework

Have the students read the Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

**You will need:**

**FastTrack Phonics**

Alphie’s Word  
Bingo cards (one  
per partnership)

**Shared Story**

Shared Story: *Woo Zen,  
a Cinderella Story*

Fluency Flyers

Story map poster\*

Reading Olympics  
Gold Medal

certificates (duplicate  
from appendix)

Story Test booklets

Colored pens  
or pencils

**Adventures in Writing**

Alphie’s letter written on  
chart paper (from Day 3)

List of items to include from  
Day 3

Partner writing books  
(teacher acquired)

Editing Checklist  
(teacher prepared)

Copies of the Adventures in  
Writing Scoring Guide

Writing paper or decorative  
stationery (teacher acquired)

\*Not needed for interactive whiteboard users



Key Cards

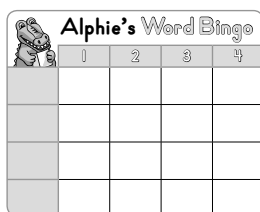
**Check Day 3 Homework**

Check each student’s Read & Respond form. Guide the students to record 2 points on the team score sheet for each team member who got his or her form signed and wrote a sentence on the back, or 1 point for each team member who only got a signature or only wrote a sentence.

## FastTrack Phonics

### Comparing Long o Letter Groups—Part 3

#### Alphie’s Word Bingo



- We’ve read two of Alphie’s stories and looked for all the words with the /ō/ sound. Let’s take another look at the words we found.
- Display both charts with Alphie’s Words from the earlier lessons. Quickly read the words with the class. Cover, or turn over, the charts so the class cannot see them.
- Now we’re going to play Alphie’s Word Bingo. Pass out a bingo card to each partnership.
- Tell the students to write “ow,” “oa,” “oe,” and “o\_e,” in whatever order they choose, in the spaces along the left side of the card.

# Lesson 43 Day 4

**Interactive Whiteboard Users**

Reading  
Roots–Interactive randomly generates column numbers and words that you can use for this game arrow

- Explain that you will call out the column number and a word and write the word on the board. The partners will discuss which row to write the word in. Then one partner will write the word in the correct row. Partners will alternate writing the words on the card.
- Tell the students that if they get four words in a row going down, across, or diagonally, they should raise their hands with their partners in a Partner Pyramid and say, “Bingo!”
- Begin calling out the column numbers and words. You should call out columns in sequence (1, 2, 3, and 4), and you should alternate words from each spelling pattern so you never say words with the same pattern twice in a row.
- Select words from the chart below. Customize the difficulty of the activity by choosing words from different rows on the charts.

	<b>ow</b>	<b>oa</b>	<b>oe</b>	<b>o_e</b>
<b>①</b>	row, tow, slow, grow, know show, know, bowl, snow	Joan, boat, toast, coast foal	Joe, hoe	home
<b>②</b>	showed, rowed, towed	floated, oats, moaned, groaned	toes	hoped, bones, alone
<b>③</b>		oatmeal		

**Interactive Whiteboard Users**

Method varies

**Team Celebration Points**

- When you call out a column and word, write the word and column number on the board.
- If a partnership says, “Bingo,” have the partners take turns saying the row and column for each word and spelling the word. Check their answers using your card. Award team celebration points if all the rows, columns, and spellings are correct. If a row, column, or spelling is incorrect, keep playing the game until a partnership wins.

- When the game is over, display the word charts from the earlier lessons, and have partners check to see that they have spelled the words correctly and written them in the correct columns. Have the students correct any errors on their cards.
- Collect the Bingo cards, and explain that all partnerships that have spelled the words correctly and have written them in the correct columns will earn 2 bonus team celebration points for their teams. Partnerships that have corrected their cards will earn 1 bonus team celebration point for their teams.

## Shared Story

### Partner Reading—Part 3

- Review the Fluency Flyer with the class.
- Have the students reread part 3 (pages 9–12) of the story for accuracy. Partners should take turns reading aloud and retelling each page. Partner A reads first.
- Monitor the students as they practice partner reading. Model specific reading strategies, support retelling, and prompt and reinforce accurate reading as necessary.
- As you monitor the students, record rubric scores for several students on the teacher cycle record form for:
  - appropriate partner helping,
  - accurate retelling, and
  - appropriate turn-taking.
- Listen to the students read, and record points on the students' Fluency Flyers.

Monitor

Fluency Flyer

Award Team Points

### Summarization

- **You have just read a Chinese version of the Cinderella story. Is this a true story? (WGR) Let's use our story map to help us remember the important parts of the story so you could retell it to a friend.**

## Lesson 43 Day 4 . . . . .

- Have the students help you list the title, setting, characters, a problem, a solution, and the events that led to the solution on the story map. As the students tell about the story, suggest short ways to retell each part. Your story map might look like the suggested summary. You and your class might come up with different wording.

The poster is a vertical rectangle divided into six horizontal sections. From top to bottom: 1. 'Title' with a small book icon and a blank line. 2. 'Setting' with a small house icon and a blank line. 3. 'Characters' with a small group of people icon and a blank line. 4. 'Problem' with a question mark icon and a blank line. 5. 'Events' with a blank line. 6. 'Solution' with an exclamation point icon and a blank line.

Story Map Poster

**Title:** Woo Zen, a Cinderella Story

**Setting:** The south of China

**Characters:** Woo Zen, Woo Ling, Woo Ling's mom, Zig-Zag, prince

**Problem:** Woo Zen's stepmother made Woo Zen wear rags and work all day and she could not go to the king's New Year feast.

**Events:**

1. Woo Zen was kind to her pet fish, Zig-Zag.
2. Zig-Zag turned into a silk robe, fan, and slippers so Woo Zen could go to the palace.
3. When her stepsister saw her, Woo Zen ran home but lost a slipper.

**Solution:** The king's men found Woo Zen because of Zig-Zag, the slipper fit, and Woo Zen married the king.

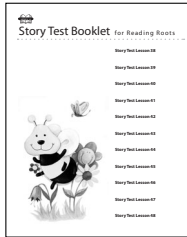
## Assessment of Growth

### Partner Prep Time/Words Out Loud and Fluency

- Have the students prepare for Words Out Loud by practicing the words on the inside front cover of the Shared Story with their partners.
- Have the students take turns reading the Shared Story with expression with their partners.
- During this time, choose students to read eight words that you have selected from the inside front cover of the Shared Story for a Words Out Loud score.
- Have the students who signed up after the Reading Olympics Warm-up read aloud from this or a previous Shared Story so you can record an informal score for words correct per minute. Award Reading Olympics Gold Medal certificates to students who read 60 words per minute accurately.
- If they have time, partners may help each other prepare for the Story Test by rereading or asking and answering the partner story questions.

Assess





Story Test Booklet

## Story Test

- When most of the students have finished practicing their words and you have finished Words Out Loud, have the students complete the Story Test individually.
- Distribute the test, and preview it with the students without providing information about the answers. Point out that questions #1 and #2 should be answered with complete sentences. Remind the students that their scores on the Story Test will help them earn points for their team score sheets. Possible answers are suggested, but accept any reasonable answers that can be justified.

Answer these questions in complete sentences.

**1. How did Woo Zen’s stepmother make Woo Zen sad?**

*1 pt. — cleaned/rags for clothes*

*2 pts. — had to clean/froze in winter/Woo Ling lazy*

*3 pts. — Woo Zen had to clean all day./Woo Zen had rags for clothes./  
Woo Zen froze in winter./Woo Zen’s stepmother made her stay  
home from the king’s New Year feast.*

**2. Why did the stepmother hide Woo Zen from the king’s men?**

*1 pt. — didn’t want king to find Woo Zen*

*2 pts. — didn’t want the king to marry Woo Zen*

*3 pts. — The stepmother wanted Woo Ling to try on the slipper and  
marry the king.*

Write the answer on the blank line.

**3. I felt [awful] when I had a cold.**

**A. grateful**

**B. great**

**C. grabbed**

**4. I would be [amazed] if an animal talked to me.**

**A. agreed**

**B. around**

**C. amazed**

- When the students are finished, collect pencils or pens, but have the students retain the test. Give a colored pen or pencil (e.g., red or green ink) to each student.
- Have the teams discuss each question and agree on the answer. Use Random Reporter to review the test answers and evidence with the class.
- If the students provide answers for questions #1 and #2 with a single word or phrase, remind them that those questions should be answered with complete sentences to get the most points on their tests. Use Think-Pair-Share to have the students rephrase the answers into complete sentences.
- Tell the students to use their colored pens to write the answers to questions #1 and #2 in complete sentences if necessary.
- Tell the students they can earn bonus points if they revise their answers and write them in complete sentences.
- Collect the Story Test booklets so you can score them and enter points on the students’ team score sheets.
- Award 1 bonus point for each answer that a student revised into a complete sentence. The total Story Test score, however, cannot exceed 8 points.

Random Reporter →

# Adventures in Writing

## Writing Review

- Use Alpie's letter to review the parts that the students should have included in their draft letters to Er-lang.
- **Yesterday we started writing a letter to Er-lang. We pretended that we were living in China and had a terrible problem with the seven suns. We wanted Er-lang to help us. Today we're going to check the papers that we wrote for practice to make sure that they are just right. Then we'll make a final copy.**
- **Let's look at Alpie's letter that he wrote to his dad to help us remember the parts that we should have included in our letters. We will check our papers today to make sure that we didn't leave anything out.** Review the list of criteria from the chart paper that the students should have included in their letters.
- Ask the students to locate the draft letters to Er-lang that they wrote in their partner writing books.

## Writing

### 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?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Are there commas between items in a list?

- Use Alpie's letter to emphasize the use of the comma in his introductory and closing greetings.
- **We have been using our Editing Checklist to know what to look for when we check our writing for mistakes. Today I want to show you a way that commas are used that is not on our checklist because it is only used this way when you write a letter.**

## Lesson 43 **Day 4** . . . . .

- **Where do you see commas in Alphie’s letter to his dad?** Use Think-Pair-Share to have the students respond. [After “Dear” and after “Yours truly.”] **Check your own letter to make sure that you have included commas in both of these places.** Pause. **Now check your partner’s paper. You can add your commas now if you forgot them.**
- **Now we will check the rest of your letter.**

### Checking

- Ask the students to take turns reading their letters to their partners. Partners should look together to identify and correct mistakes in each sentence. The students should only correct mistakes in writing on their own papers.
- **Work with your partner to check your sentences together. Use the Editing Checklist to remember everything that you should look for. Remember that you will only make changes on your own paper.**
- Distribute a copy of the Adventures in Writing Scoring Guide to each team (or display a chart-paper version.) Remind the students how you will award points for their writing assignments. Guide them to check their papers for any corrections or additions that need to be made so the students can earn points for this week’s team score for Adventures in Writing.
- **To earn the first 2 points, you have to have a greeting at the beginning that says “Dear Er-lang,” sentences about your problem, and a closing at the end, like “Yours truly,” that includes your name.**
- **To earn the next 2 points, your sentences need to tell the problem, give information about the problem, and ask for help.**
- **To earn the next 2 points, your sentences must be complete. Make sure that you began the first word with a capital letter and put either a period or an exclamation mark at the end of each one.**
- **Did you use any STaR words, Green Words, Red Words, or challenge words in your sentences? Underline any words from either our STaR story or the Shared Story that you included in your writing. If you used any, you can earn the last 2 points!**
- Provide time for the students to make any necessary changes to their sentences.

### Polishing

- Instruct the students to write their polished copies of their sentences.
- **Now that you’ve checked your writing, you’re ready for the final step! You get to write your publication copy. This is a copy that we can show in the class and share with others. Use your best handwriting so your paper looks nice and neat! Lots of people will see your wonderful writing.**
- Pass out writing paper so the students can make their final copies. To make the letters special, you may provide decorative stationery. (optional)




## 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.
- 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.

Team Celebration Points →

- Award team celebration points to students who share an error that they or their partners 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.
- Post polished copies of the students' writing on a writing celebration bulletin board.

Team Celebration Points →



**Read & Respond**

### Homework

Have the students read a Shared Story or another book with a family member and then write one sentence about the book on the backs of their Read & Respond forms. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

## Preparation for the Next Lesson

- Convert the total team celebration points to scores of 100, 90 or 80 for each team. Enter these and the individual student scores into the Reading Roots Database. You will then be able to generate and print Super Team, Great Team and Good Team certificates plus team score sheets for your next lesson.

## Extension Activity *(optional)*

### 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 with the vocabulary words and share them with the class. The other students will then determine whether the new sentences are silly or sensible.



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Day 1	Day 2	Day 3	Day 4
<p><b>Team Celebration (20 min.)</b></p>	<p><b>FastTrack Phonics (20 min.)</b> Introduction of new sounds and/or practice with review sounds</p>	<p><b>FastTrack Phonics (20 min.)</b> Introduction of new sounds and/or practice with review sounds</p>	<p><b>FastTrack Phonics (20 min.)</b> Introduction of new sounds and/or practice with review sounds</p>
<p><b>Shared Story (50 min.)</b>  <b>Previewing</b>  <ul style="list-style-type: none"> <li>• Background/Motivation</li> <li>• Location Words</li> <li>• (Video Word Play/ Picture cards—part 1)</li> </ul> <b>Word Presentation—Part 1</b>  <ul style="list-style-type: none"> <li>• Key card or (DVD/ Video—Animated Alphabet)</li> <li>• (DVD/Video—Sound It Out)</li> <li>• Green Words</li> <li>• Challenge words</li> <li>• Red Words</li> <li>• Word wall review of Red Words</li> </ul> <b>Partner Word Reading</b>  <b>Guided Partner Reading—Part 1</b>  <b>Partner Story Questions—Part 1</b>  <ul style="list-style-type: none"> <li>• Comprehension question and vocabulary item: teacher modeling, partner discussion, partner writing</li> <li>• Class discussion of responses</li> </ul> <b>All Together Now—Part 1</b>  <ul style="list-style-type: none"> <li>• Group rereading of part 1 in unison</li> <li>• Word wall review of Red Words</li> </ul> </p>	<p><b>Shared Story (50–70 min.)</b>  <b>Partner Reading—Part 1</b>  <ul style="list-style-type: none"> <li>• (Picture cards—part 2)</li> </ul> <b>Word Presentation—Part 2</b>  <ul style="list-style-type: none"> <li>• Green Words</li> <li>• Challenge words</li> <li>• Word wall review of Red Words</li> </ul> <b>Partner Word Reading</b>  <b>Guided Partner Reading—Part 2</b>  <b>Partner Story Questions—Part 2</b>  <ul style="list-style-type: none"> <li>• Comprehension question and vocabulary item: teacher modeling, partner discussion, partner writing</li> <li>• Class discussion of responses</li> </ul> <b>All Together Now—Part 2</b>  <ul style="list-style-type: none"> <li>• Group rereading of part 2 in unison</li> </ul> <b>Reading Celebration</b>  <ul style="list-style-type: none"> <li>• Reading aloud by two students</li> <li>• Word wall review of Red Words</li> <li>• (DVD/Video—<i>Between the Lions</i>)</li> </ul> </p>	<p><b>Shared Story (50–70 min.)</b>  <b>Partner Reading—Part 2</b>  <ul style="list-style-type: none"> <li>• (Picture cards—part 3)</li> </ul> <b>Word Presentation—Part 3</b>  <ul style="list-style-type: none"> <li>• Green Words</li> <li>• Challenge words</li> <li>• Word wall review of Red Words</li> </ul> <b>Partner Word Reading</b>  <b>Guided Partner Reading—Part 3</b>  <b>Partner Story Questions—Part 3</b>  <ul style="list-style-type: none"> <li>• Comprehension question and vocabulary item: teacher modeling, partner discussion, partner writing</li> <li>• Class discussion of responses</li> </ul> <b>All Together Now—Part 3</b>  <ul style="list-style-type: none"> <li>• Group rereading of part 3 in unison</li> </ul> <b>Reading Olympics Warm-Up</b>  <ul style="list-style-type: none"> <li>• Timed class fluency practice</li> </ul> <b>Reading Celebration</b>  <ul style="list-style-type: none"> <li>• Reading aloud by two students</li> <li>• Word wall review of Red Words</li> <li>• (DVD/Video—<i>Between the Lions</i>)</li> </ul> </p>	<p><b>Shared Story (40–50 min.)</b>  <b>Partner Reading—Part 3</b>  <b>Summarization</b>  <ul style="list-style-type: none"> <li>• Idea tree or story map developed by class</li> </ul> <b>Assessment of Growth</b>  <ul style="list-style-type: none"> <li>• Partner prep time/Words Out Loud and fluency</li> <li>• Story Test—comprehension, vocabulary</li> </ul> </p>
<p><b>STaR (20 min.)</b>  Preview  Interactive Reading  STaR Celebration  STaR Writing  Alphie’s Question Quiz  <b>Homework</b>  <ul style="list-style-type: none"> <li>• Read &amp; Respond</li> </ul> </p>	<p><b>STaR (20 min.)</b>  STaR Review  Structure Review  Retell  STaR Celebration  STaR Writing  Alphie’s Question Quiz  <b>Homework</b>  <ul style="list-style-type: none"> <li>• Read &amp; Respond</li> </ul> </p>	<p><b>Adventures in Writing (20 min.)</b>  Prewriting  <ul style="list-style-type: none"> <li>• Modeling/Planning</li> </ul> Drafting  <b>Homework</b>  <ul style="list-style-type: none"> <li>• Read &amp; Respond</li> </ul> </p>	<p><b>Adventures in Writing (30–40 min.)</b>  Checking  <ul style="list-style-type: none"> <li>• Content/Mechanics</li> </ul> Polishing  Celebrating Writing  <b>Homework</b>  <ul style="list-style-type: none"> <li>• Read &amp; Respond</li> </ul> </p>

**Level 1**

Lesson	Day 1	Day 2	Day 3
1	/m/	/a/	/s/
2	/d/	/t/	/i/
3	/n/	/p/	/g/
4	/o/	Assessment 1	Review
5	/c/	/k/, /ck/	/u/
6	/r/	/b/	/f/
7	/e/	/l/	/h/
8	/ng/	Assessment 2	Review
9	/sh/	/z/	/w/
10	/ch/	/j/	/v/
11	/y/	/th/	/q/
12	/x/	Assessment 3	Review
13	/_ed/, /_ing/	/_ed/, /_ing/	/a_e/
14	/a_e/	/ee/	/ee/
15	/i_e/	/i_e/	/o_e/

**Level 2**

Lesson	Day 1	Day 2	Day 3
16	/o_e/	Assessment 4	Review
17	/oo/ (moon)	/oo/ (moon)	/ar/
18	/ar/	/c/ (ice)	/c/ (ice)
19	/ou/ (out)	/ou/ (out)	/ay/
20	/ay/	Assessment 5	Review
21	/ea/ (tea)	/ea/ (tea)	/or/
22	/or/	/ie/	/ie/
23	/_y/ (puppy)	/_y/ (puppy)	/oy/
24	/oy/	Assessment 6	Review
25	/er/	/er/	/ue/

**Level 3**

Lesson	Day 1	Day 2	Day 3
26	/ue/	/ai/	/ai/
27	/igh/	/igh/	/ow/ (snow)
28	/ow/ (snow)	Assessment 7	Review
29	/_ed/, /_ing/ (silent e)	/_ed/, /_ing/ (silent e)	/aw/
30	/aw/	/oi/	/oi/
31	/oa/	/oa/	/ur/
32	/ur/	Assessment 8	Review
33	/ow/ (cow)	/ow/ (cow)	/oo/ (book)
34	/oo/ (book)	/u_e/	/u_e/
35	/ir/	/ir/	/_y/ (fly)
36	/_y/ (fly)	Assessment 9	Review
37	/ph/	/ph/	/ge/, /dge/

**Level 4**

Lesson	Day 2	Day 3	Day 4
38	/ge/, /dge/	/tch/	/tch/
39	/ew/	/ew/	Assessment 10
40	Long a letter groups	Long a letter groups	Long a letter groups
41	Long e letter groups	Long e letter groups	Long e letter groups
42	Long i letter groups	Long i letter groups	Long i letter groups
43	Long o letter groups	Long o letter groups	Long o letter groups
44	/ur/, /ir/, /er/	/ur/, /ir/, /er/	/ur/, /ir/, /er/
45	/ou/, /ow/	/ou/, /ow/	/ou/, /ow/
46	/oy/, /oi/	/oy/, /oi/	/oy/, /oi/
47	Long u letter groups	Long u letter groups	Long u letter groups
48	Review	Review	Review

Letter(s)	Phrase	Lesson
ng	Bring the king a ring.	8
sh	Sherry shines her shoes.	9
ch	The chipmunk chooses cheese.	10
th	Theo has a thimble on his thumb	11
a_e	Bake a cake.	13–14
ee	See the tree?	14
i_e	In a while, crocodile	15
o_e	Phone home.	15–16
oo	Zoom to the moon	17
ar	Start the car.	17–18
c	City mice on ice	18
ou	Shout it out.	19
ay	May I play?	19–20
ea	Time for tea	21
or	Corn for the horse	21–22
ie	Tie your tie.	22
-y	Silly, happy puppy	23
oy	Boy with a toy	23–24
er	Bigger batter	25
ue	Blue glue	25–26
ai	Train in the rain	26
igh	Bright light	27
ow	Blow the snow.	27–28
aw	I saw a seesaw.	29–30
oi	Little voice, big voice	30
oa	Goat in a boat	31
ur	Nurse with a purse	31–32
ow	Brown cow	33
oo	Look for a book.	33–34
u_e	Huge cube	34
ir	Girl in a whirl	35
-y	Fly in the sky.	35–36
ph	Photo of Alphie	37
ge dge	Large badge	37–38
tch	Pitch and catch	38
ew	New stew	39

## Level 1

Lesson	Shared Story	STaR Story	Author
1		<i>Are You My Mother?</i>	P. D. Eastman
2		<i>There's an Alligator Under My Bed</i>	Mercer Mayer
3		<i>Bringing the Rain to Kapiti Plain</i>	Verna Aardema
4	<i>Show and Tell</i>	<i>How to Be a Good Dog</i>	Gail Page
5	<i>A Card for Dad</i>	<i>Sophie and the Mother's Day Card</i>	Kaye Umansky
6	<i>Miss Sid Meets Sad Sam</i>	<i>Birds</i>	Caroline Arnold and Patricia J. Wynne
7	<i>The Ice Cream Man</i>	<i>Ice Cream: The Full Scoop</i>	Gail Gibbons
8	<i>Pit-Pat</i>	<i>Six-Dinner Sid</i>	Inga Moore
9	<i>A Game of Tag at the Farm</i>	<i>Come Out and Play</i>	Maya Ajmera and John D. Ivanko
10	<i>The Painters</i>	<i>Jamaica Louise James</i>	Amy Hest
11	<i>The Costume Party</i>	<i>The Costume Party</i>	Victoria Chess
12	<i>Kim's Visit</i>	<i>The Relatives Came</i>	Cynthia Rylant
13	<i>The Field Trip</i>	<i>The Ant and the Elephant</i>	Bill Peet
14	<i>The Rainy Day</i>	<i>Mud Puddle</i>	Robert Munsch and Sami Suomalainen
15	<i>The Mysterious Song</i>	<i>Beaks!</i>	Sneed B. Collard III and Robin Brickman

## Level 2

Lesson	Shared Story	STaR Story	
16	<i>The Class Trip</i>	<i>Farmer Duck</i>	Martin Waddell and Helen Oxenbury
17	<i>Bug Alert!</i>	<i>Head Louse</i>	Karen Hartley, Chris Macro, and Philip Taylor
18	<i>Fang</i>	<i>Buster</i>	Denise Fleming
19	<i>The Pest in the Tent</i>	<i>Let's Go Camping!</i>	Brody Coleson
20	<i>May I Borrow Your Ice Cream?</i>	<i>Let's Be Friends Again!</i>	Hans Wilhelm
21	<i>The Noisy Morning</i>	<i>Bear Snores On</i>	Karma Wilson
22	<i>Hiccups</i>	<i>The Tortoise and The Hare</i>	An Aesop fable adapted by Janet Stevens
23	<i>Fish in Class</i>	<i>What's It Like to Be a Fish?</i>	Wendy Pfeffer and Holly Keller
24	<i>Late!</i>	<i>The Grouchy Ladybug</i>	Eric Carle
25	<i>And Then What Happened?</i>	<i>Cloudy With a Chance of Meatballs</i>	Judi Barrett

## Shared Story and STaR Story Title List .....

### Level 3

Lesson	Shared Story	STaR Story	Author
26	<i>Let's Go Fishing</i>	<i>Dear Mr. Blueberry</i>	Simon James
27	<i>The Camping Trip</i>	<i>The Three Billy Goats Gruff</i>	Paul Galdone
28	<i>Is There an Alligator in the Pond?</i>	<i>Trosclair and the Alligator</i>	Peter Huggins
29	<i>Leaves Fall</i>	<i>Trees Around the World</i>	Lucy Wilson
30	<i>Cupcakes</i>	<i>Baking a Wonderful Wacky Cake</i>	Catalina Castillo
31	<i>Ride a Bike</i>	<i>Vera Rides a Bike</i>	Vera Rosenberry
32	<i>Home with a Cold</i>	<i>The Big Snow</i>	Berta and Elmer Hader
33	<i>Slippery Steps</i>	<i>Callie Cat, Ice Skater</i>	Eileen Spinelli
34	<i>The Ice Storm</i>	<i>"On a Night of Snow"</i>	A poem by Elizabeth Coatsworth
35	<i>Did That Tree Eat My Kite?</i>	<i>Dear Tooth Fairy</i>	Alan Durant
36	<i>Who Is Wilfred?</i>	<i>Extra! Extra! Writing a Newspaper Article</i>	Jack Gallagher
37	<i>Planting Seeds in May</i>	<i>Camille and the Sunflowers</i>	Laurence Anholt

### Level 4

Lesson	Shared Story	STaR Story	Author
38	<i>The Land of the Midnight Sun</i>	<i>Living in the Arctic</i>	Allan Fowler
39	<i>The Three Wishes</i>	<i>Sausages</i>	Jessica Souhami
40	<i>The Artists of Benin City</i>	<i>Crafting Fun for a Rainy Day</i>	Kwami Conteh
41	<i>Anansi, the Spider</i>	<i>Rehema's Journey</i>	Barbara A. Margolies
42	<i>A Farm in China</i>	<i>The Empty Pot</i>	Demi
43	<i>Woo Zen, a Cinderella Story</i>	<i>Er-lang and the Suns</i>	Tony Guo, Euphine Cheung, and Karl Edwards
44	<i>A Trip to the Inca Kingdom</i>	<i>We're from Brazil</i>	Emma Lynch
45	<i>The Magic Lake</i>	<i>At Home in the Rain Forest</i>	Diane Willow
46	<i>Pen Pals in the U.S.A.</i>	<i>Country Kid, City Kid</i>	by Julie Cummins
47	<i>How Turtle Flew South for the Winter</i>	<i>What Is in the Ocean?</i>	by Kathleen Collins
48	<i>Paul Bunyan's Pancakes</i>	<i>Pecos Bill</i>	by Bill Balcziaik

Each of the Reading Roots Shared Stories focuses on various reading skills and strategies. The list below identifies where skills are introduced for the first time.

### Level 1

Shared Story Number	Letter Focus	Title	Skill
4	d	<i>Show and Tell</i>	Previewing Understanding the concept of a sentence Using periods at the end of sentences
5	t	<i>A Card for Dad</i>	Using periods correctly
6	i	<i>Miss Sid Meets Sad Sam</i>	Recognizing exclamation points Recognizing question marks
7	n	<i>The Ice Cream Man</i>	
8	p	<i>Pit-Pat</i>	Predicting Adding "s" to third person verbs
9	g	<i>A Game of Tag at the Farm</i>	
10	o	<i>The Painters</i>	
11	c	<i>The Costume Party</i>	Understanding the use of quotation marks
12	k, ck	<i>Kim's Visit</i>	
13	_nt, _nd	<i>The Field Trip</i>	
14	u	<i>The Rainy Day</i>	
15	ng	<i>The Mysterious Song</i>	Adding "ing" to the end of a verb

Shared Story Skills .....

**Level 2**

Shared Story Number	Letter Focus	Title	Skill
16	"s_" s blended with other consonants	<i>The Class Trip</i>	Introducing the word pattern "_all"
17	b	<i>Bug Alert!</i>	Understanding the prefix "un"
18	f	<i>Fang</i>	Identifying and describing new characters
19	e	<i>The Pest in the Tent</i>	Understanding the past tense "ed" ending
20	l	<i>May I Borrow Your Ice Cream?</i>	Introducing the contraction "I'll"
21	"_l" l blended with other consonants	<i>The Noisy Morning</i>	Recognizing "ed" and "ing" endings on verbs
22	h	<i>Hiccups</i>	Understanding the use of parentheses
23	sh	<i>Fish in Class</i>	Introducing the word pattern "_all"
24	r	<i>Late!</i>	
25	ee, ea	<i>And Then What Happened?</i>	Understanding the tall tale genre

**Level 3**

Shared Story Number	Letter Focus	Title	Skill
26	"_r" r blended with other consonants	<i>Let's Go Fishing</i>	Introducing contractions Identifying and discussing story setting Introducing question words "who," "where," and "what"
27	_lp, _mp, _ft	<i>The Camping Trip</i>	Practicing consonant blends
28	j	<i>Is There an Alligator in the Pond?</i>	
29	v	<i>Leaves Fall</i>	
30	a_e	<i>Cupcakes</i>	
31	i_e	<i>Ride a Bike</i>	
32	o_e, oe	<i>Home with a Cold</i>	
33	y	<i>Slippery Steps</i>	
34	soft c	<i>The Ice Storm</i>	
35	ch	<i>Did That Tree Eat My Kite?</i>	
36	w	<i>Who Is Wilfred?</i>	
37	ay, ai	<i>Planting Seeds in May</i>	

Shared Story Skills .....

**Level 4**

Shared Story Number	Letter Focus	Title	Skill
38	aw	<i>The Land of the Midnight Sun</i>	Understanding geographical information Getting factual information from text Summarizing to identify main ideas Understanding paragraphs Understanding “est” ending
39	th	<i>The Three Wishes</i>	Recognizing fairy tale genre Understanding and describing narrative story plot Understanding comparisons with “more than” and “less than” Discriminating “there” and “their” Using prefix “dis”
40	qu	<i>The Artists of Benin City</i>	Changing “y” to “i” before adding “es”
41	-ight, -ould	<i>Anansi, the Spider</i>	Recognizing folktale genre
42	oo (moon)	<i>A Farm in China</i>	
43	z	<i>Woo Zen, a Cinderella Story</i>	Recognizing fairy tale genre
44	oa (boat) ow (blow)	<i>A Trip to the Inca Kingdom</i>	Understanding historical information
45	x	<i>The Magic Lake</i>	Recognizing legend genre
46	oo (book)	<i>Pen Pals in the U.S.A.</i>	
47	ir, or, ar, er, ur	<i>How Turtle Flew South for the Winter</i>	
48	u__e, ue	<i>Paul Bunyan’s Pancakes</i>	

## Level 1

Lesson	STaR Story	Text	Objective
1	<i>Are You My Mother?</i> by P. D. Eastman	narrative	Students will write sentences about the main character of the story.
2	<i>There's an Alligator Under My Bed</i> by Mercer Mayer	narrative	Students will identify the main character's feelings in the story.
3	<i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema	narrative	Students will identify the setting of the story.
4	<i>How to Be a Good Dog</i> by Gail Page	narrative	Students will identify how the main character's feelings change in the story.
5	<i>Sophie and the Mother's Day Card</i> by Kaye Umansky	narrative	Students will identify important events in the story.
6	<i>Birds</i> by Caroline Arnold and Patricia J. Wynne	expository	Students will identify important information in a text.
7	<i>Ice Cream: The Full Scoop</i> by Gail Gibbons	expository	Students will answer questions about important parts of the text.
8	<i>Six-Dinner Sid</i> by Inga Moore	narrative	Students will ask questions about important story details.
9	<i>Come Out and Play</i> by Maya Ajmera and John D. Ivanko	expository	Students will use background knowledge to help them understand the topic of an expository text.
10	<i>Jamaica Louise James</i> by Amy Hest and Sheila White Samton	narrative	Students will identify the setting in a story.
11	<i>The Costume Party</i> by Victoria Chess	narrative	Students will identify the problem and solution in the story.
12	<i>The Relatives Came</i> by Cynthia Rylant and Stephen Gammel	narrative	Students will predict what will happen next in a story.
13	<i>The Ant and the Elephant</i> by Bill Peet	narrative	Students will compare characters in a story.
14	<i>Mud Puddle</i> by Robert Munsch and Sami Suomalainen	narrative	Students will understand dialogue in a story.
15	<i>Beaks!</i> by Sneed B. Collard III and Robin Brickman	expository	Students will make predictions about the main idea in an expository text.

## STaR Story Objectives

### Level 2

Lesson	STaR Story	Text	Objective
16	<i>Farmer Duck</i> by Martin Waddell and Helen Oxenbury	narrative	Students will describe different parts of the story.
17	<i>Head Louse</i> by Karen Hartley, Chris Macro, and Philip Taylor	expository	Students will identify topic sentences and main ideas in the text.
18	<i>Buster</i> by Denise Fleming	narrative	Students will describe how and why a character's feelings change from the beginning to the end of a story.
19	<i>Let's Go Camping!</i> by Brody Coleson	expository	Students will identify the topic, main idea, and supporting details in an expository text.
20	<i>Let's Be Friends Again!</i> by Hans Wilhelm	narrative	Students will identify the theme of the story. They will give supporting evidence for this theme.
21	<i>Bear Snores On</i> by Karma Wilson	narrative	Students will retell the story in logical order.
22	<i>The Tortoise and The Hare</i> An Aesop fable adapted by Janet Stevens	narrative	Students will identify the moral of the story. They will tell the difference between the theme and the moral.
23	<i>What's It Like to Be a Fish?</i> By Wendy Pfeffer and Holly Keller	expository	Students will identify text features (e.g., pictures, diagrams) that help them understand the main idea.
24	<i>The Grouchy Ladybug</i> by Eric Carle	narrative	Students will identify facts and opinions in the text.
25	<i>Cloudy With a Chance of Meatballs</i> by Judi Barrett	narrative	Students will identify humorous parts of the story.

## STaR Story Objectives .....

### Level 3

Lesson	STaR Story	Text	Objective
26	<i>Dear Mr. Blueberry</i> by Simon James	narrative	Students will discuss the differences between narrative and expository texts.
27	<i>The Three Billy Goats Gruff</i> by Paul Galdone	narrative	Students will identify how the setting of a story affects the characters.
28	<i>Trosclair and the Alligator</i> by Peter Huggins	narrative	Students will identify the theme of a story and whether it is real or fantasy.
29	<i>Trees Around the World</i> by Lucy Wilson	expository	Students will identify the topic of a text and tell why they think the author wrote about it.
30	<i>Baking a Wonderful Wacky Cake</i> by Catalina Castillo	expository	Students will identify the order of information in the text and tell why the author wrote it in this order.
31	<i>Vera Rides a Bike</i> by Vera Rosenberry	narrative	Students will identify the sequence of events in the story and tell why the author wrote the story in this order.
32	<i>The Big Snow</i> by Berta and Elmer Hader	narrative	Students will identify the main purpose of the story and tell how the author supports it.
33	<i>Callie Cat, Ice Skater</i> by Eileen Spinelli	narrative	Students will identify the moral of the story and give evidence that supports it.
34	<i>"On a Night of Snow"</i> A poem by Elizabeth Coatsworth	narrative	Students will interpret figurative language in a poem.
35	<i>Dear Tooth Fairy</i> by Alan Durant	narrative	Students will describe characters in the story. They will compare characters to themselves and tell how that makes them feel about the character.
36	<i>Extra! Extra! Writing a Newspaper Article</i> by Jack Gallagher	expository	Students will describe the importance of question words like "who," "what," "why," "when," "where," and "how."
37	<i>Camille and the Sunflowers</i> by Laurence Anholt	narrative	Students will tell why certain events are important to the solution of the problem in the story.

## STaR Story Objectives .....

### Level 4

Lesson	STaR Story	Text	Objective
38	<i>Living in the Arctic</i> by Allan Fowler	expository	Students will summarize the main ideas of the text.
39	<i>Sausages</i> by Jessica Souhami	narrative	Students will summarize the important events in a story.
40	<i>Crafting Fun for a Rainy Day</i> by Kwami Conteh	expository	Students will understand the process described in the text. They will identify clue words that help them to understand the sequence.
41	<i>Rehema's Journey</i> by Barbara A. Margolies	narrative	Students will identify questions that they have about the story and how the author answers the questions.
42	<i>The Empty Pot</i> by Demi	narrative	Students will identify various sentence structures in the story and tell how these affect the story.
43	<i>Er-lang and the Suns</i> by Tony Guo, Euphine Cheung, and Karl Edwards	narrative	Students will identify words that help them to understand the genre of the story. Students will tell how this genre differs from others.
44	<i>We're from Brazil</i> by Emma Lynch	expository	Students will identify historical information in the text and how they know these are facts.
45	<i>At Home in the Rain Forest</i> by Diane Willow	expository	Students will identify facts in an expository text.
46	<i>Country Kid, City Kid</i> by Julie Cummins	narrative	Students will make comparisons within the story and tell why the author presented the information this way.
47	<i>What Is in the Ocean?</i> by Kathleen Collins	expository	Students will present short reports composed of at least six sentences that provide information on a topic with main ideas and supporting details and maintain a clear focus.
48	<i>Pecos Bill</i> retold by Bill Balczak	narrative	Students will identify elements that help them recognize the tall-tale genre. Students will tell how this genre differs from others.

## Scope and Sequence

Adventures in Writing lessons are structured so that students can begin writing from the beginning of the program. The lessons increase in complexity so that students progress from writing short, simple words and phrases to thinking about, planning, and polishing their writing. The writing goals for each level of the program are listed below:

### Level 1

During STaR Writing on Days 1 and 2, a series of emergent writing strategies are introduced over the course of the Reading Roots lessons in level 1. As each new strategy is introduced, the teacher adds it to a Writing Strategies Bank that is maintained and referenced for all writing activities in all parts of the lesson.

#### Adventures in Writing goals in level 1:

- Prewriting:** Learn the purpose of prewriting. Learn different ways to prewrite including story review, brainstorming, list making, and partner/team/group discussion.
- Peer Discussion:** Learn how to discuss writing topics with peers to generate writing ideas and plan writing.
- Word-Level Writing:** Complete sentence stems with a word or a short phrase. Use phonetic spelling and writing strategies to write words.
- Sentence-Level Writing:** Write up to two simple sentences independently using phonetic spelling and writing strategies.
- Peer Editing:** Learn how to give and receive constructive comments about writing. Learn how to use a partner's comments to improve or edit writing.

### Level 2

Although the Writing Strategies Bank is still used as a reference for the students, in level 2 the teacher encourages the students to use more sophisticated strategies, such as sound spelling, to write words. Also in level 2, there is an increased emphasis on having partners provide information to each other about how to elaborate their written or oral sentences to make the language more interesting.

#### Adventures in Writing goals in level 2:

- Prewriting:** Use brainstorming, list making, and discussion for prewriting.
- Peer Discussion:** Learn how to discuss writing topics with peers to generate writing ideas and plan writing.
- Sentence-Level Writing:** Write at least three sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex.
- Self-Editing:** Check for capitalization, spelling, and punctuation.
- Peer Editing:** Give and receive constructive comments about writing. Use a partner's comments to improve or edit writing.

### Level 3

In level 3, the concepts of self- and peer-editing are introduced. Over the course of the lessons in level 3, the teacher will introduce a series of items to check, such as capitalization and punctuation, on an Editing Checklist that the students will use as they review their work. Like the Writing Strategies Bank, new items are added to the list as they are introduced. The students practice the editing process in each lesson by helping one of the Reading Roots puppets to edit his or her paper before checking their own. The students are encouraged to work together in their partnerships to find and correct errors.

#### Adventures in Writing goals in level 3:

- Prewriting:** Use brainstorming, list making, and discussion for prewriting. Organize prewriting notes and phrases into categories.
- Peer Discussion:** Discuss writing topics with peers to generate writing ideas and plan writing.
- Sentence-Level Writing:** Write at least six sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex.
- Self-Editing:** Learn how to make additional edits to writing such as looking for omitted words, considering word choice, and considering sentence structure.
- Peer Editing:** Give and receive constructive comments about writing. Use a partner’s comments to improve or edit writing.

### Level 4

The writing process in level 4 unfolds over two days. The students continue to use strategies from the Writing Strategies Bank as needed and refer to the Editing Checklist when reviewing their papers. However, they no longer practice editing with puppet papers before working with their partners. As a part of the editing process, the students also begin to use an Adventures in Writing Scoring Guide to ensure that their papers meet the criteria for earning a top score of 8 points for the team score sheet average.

#### Adventures in Writing goals in level 4:

- Prewriting:** Use brainstorming, list making, and discussion for prewriting. Organize prewriting notes and phrases into categories.
- Peer Discussion:** Discuss writing topics with peers to generate writing ideas and plan writing.
- Sentence-Level Writing:** Write six or more sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex.
- Paragraph Writing:** Understand paragraphs and their format. Write sentences in the form of a paragraph.

**Adventures in Writing goals in level 4:** *(continued)*

- Self-Editing:** Learn how to make additional edits to writing such as looking for omitted words, considering word choice, and changing sentence structure.
- Peer Editing:** Give and receive constructive comments about writing. Use a partner’s comments to improve or edit writing.
- Publishing:** Make a final copy for display and sharing with the class.

# Objectives

## Level 1

Lesson	Skill
1	Students will write sentences about the main character of the story.
2	Using a sentence starter, students will write complete sentences to provide the solution to a problem.
3	Students will write complete sentences using antonyms.
4	Students will write complete sentences using adjectives to describe people.
5	Students will write sentences in response to questions.
6	Students will write sentences that describe story characters.
7	Students will write answers to questions about desserts.
8	Each student will write two sentences to contribute to a team book that explains how to take care of a cat.
9	Students will write complete sentences using background knowledge and information about a topic provided during STaR lessons.
10	Students will write sentences that make figurative comparisons of places.
11	Students will write sentences to describe costumes.
12	Students will use lists of objects and a sentence starter to write sentences about a place they will go and what they will pack.
13	Students will write sentences about where they would like to go on a field trip and the types of things they would do there.
14	Students will write sentences that explain a way to get clean after one has gotten dirty.
15	Students will write sentences that provide a clue and a different ending to the Shared Story.

**Level 2**

Lesson	Skill
16	Students will write postcards to a friend that tell about the things they can do on a class trip.
17	Students will write descriptive sentences about the contents of a student's backpack.
18	Students will create character webs to help them write descriptive sentences about Fang.
19	Students will write about their plans for a camping trip.
20	Students will write about sharing something with a friend.
21	Students will write about ways to wake up Bob, a story character.
22	Students will write advice for a friend who has the hiccups.
23	Students will write about the contents of a fish tank.
24	Students will use sequencing words to write about different things they do to get ready for school in the morning.
25	Students will write tall tales.

**Level 3**

Lesson	Skill
26	Students will work together to write about a fishing trip they went on with a friend.
27	Students will write about a camping trip.
28	Students will write about a swimming trip that they will take with a friend.
29	Students will write descriptions of trees during different seasons.
30	Students will write recipes for cupcakes.
31	Students will write directions for riding a bicycle.
32	Students will write about how to take care of a pet.
33	Students will write directions that tell how to make a snowman.
34	Students will write about fun indoor and outdoor activities that they can do on a snowy day.
35	Students will write riddles.
36	Students will interview classmates and write articles.
37	Students will write instructions for planting seeds.

**Level 4**

Lesson	Skill
38	Students will describe the Arctic.
39	Students will write about three wishes.
40	Students will write the steps to make a clay animal.
41	Students will describe their lives.
42	Students will use character webs to write descriptions of a story character.
43	The students will write letters asking for help with a problem.
44	Students will write about a typical day.
45	Students will write poems (a cinquain about a story character).
46	Students will write about a place they have visited.
47	Each student will write a paragraph about a plant or animal that lives in the ocean.
48	Students will write tall tales about themselves.

## Section Tab

- 1 /m/ mermaid, moon, mop, mitt
- 2 /a/ match, mitt, moon,  
mop, ant, apple, ax
- 3 /s/ mermaid, moon, ant, apple,  
seven, sun, suit, sock
- 4 /d/ six, mother, ant, sock,  
desk, duck, door, doll
- 5 /t/ door, soap, mittens, apple,  
tiger, teeth, ten, tie
- 6 /i/ ax, suit, duck, tire, insect, inch, igloo
- 7 /n/ seven, desk, tent, inch,  
nurse, nose, nails, nine
- 8 /p/ nuts, ten, door, insect,  
pillow, pie, pickle, pig
- 9 /g/ pig, igloo, tiger, nose,  
goat, gum, gate, girls
- 10 /o/ insect, nails, popcorn,  
goat, octopus, ox
- 11 /c/ ox, pig, goose, nurse, car,  
cake, camel, cane
- 12 /k/ gate, octopus, popcorn, coat,  
key, kite, kitten, kitchen
- 13 /u/ octopus, kite, sock, cane,  
umbrella, under, up
- 14 /r/ umbrella, gate, cookies, kitten,  
rooster, rug, rope, rake
- 15 /b/ cap, kitchen, umbrella, ruler,  
bus, bug, book, balloon

## Section Tab

- 16 /f/ bed, rope, up, key, fire, fish, fan, five
- 17 /e/ boat, feet, rake, under,  
eggs, edge, echo
- 18 /l/ eggs, run, five, book,  
ladder, lamp, leaf, lion
- 19 /h/ log, bike, edge, fish, hand,  
hat, heart, happy
- 20 /ng/ five, echo, hat, lion, ring, king, swing
- 21 /sh/ hose, octopus, fan, leaf,  
shirt, shell, sheep, shoe
- 22 /z/ shirt, log, heart, eggs,  
zebra, zipper, zoo, zig-zag
- 23 /w/ umbrella, zebra, sheep, happy,  
wagon, windmill, watch, web
- 24 /ch/ watch, zig-zag, shoe, hen,  
chain, chair, cherry
- 25 /j/ cherry, web, zebra, shell,  
Jack-in-the-box, jeep, jet, jug
- 26 /v/ jet, wagon, zipper, cherry,  
van, vine, vase, vegetables
- 27 /y/ vine, chain, Jack-in-the-box,  
whale, yard, yo-yo, yawn, yell
- 28 /th/ chair, valentine, yarn, jug,  
thimble, thermometer, thumb
- 29 /q/ thimble, vegetables, yawn, jeep,  
quarter, queen, question mark, quilt
- 30 /x/ van, thumb, yo-yo, quilt,  
box, ox, six, fox

## Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
ax	26	mouse	27	snow	28
bait	26	mouse	<b>R</b> 27	sock	28
bike	26	path	27	spring	28
boat	26	pets	27	storm	28
cat	26	ship	27	suitcase	28
crab	26	shoulder	27	summer	28
creek	26	tent	27	sun	28
fishing	26	tree stump	27	toys	28
fishing gear	26	whale	27	wind	28
hat	26	alligator	28	winter	28
mittens	26	bank	28	<b>dump</b>	29
net	26	bird	<b>R</b> 28	<b>house</b>	<b>R</b> 29
pole	26	books	28	<b>jacket</b>	29
reel	26	cat	28	<b>leaves</b>	29
sandwich	26	clothes	28	<b>mittens</b>	29
shed	26	cloud/sky	28	<b>plastic bags</b>	29
spoon	26	cookies	28	<b>rake</b>	29
water	<b>R</b> 26	creek	28	<b>storm</b>	29
worms	26	fall	28	tree—fall	29
worms	<b>R</b> 26	game	28	tree—spring	29
bear	27	ice	28	tree—summer	29
bear	<b>R</b> 27	<b>jam sandwiches</b>	28	tree—winter	29
bus	27	<b>jeep</b>	28	<b>van</b>	29
<b>camping gear</b>	27	lamp	28	<b>vest</b>	29
<b>campsite</b>	27	money	28	<b>bowl</b>	30
car	27	<b>picnic mat</b>	28	<b>butter</b>	30
child	27	pictures	28	<b>cake mix</b>	30
dad	27	<b>pond</b>	28	<b>cane</b>	30
dog	27	<b>raft</b>	28	<b>cupcake tin</b>	30
giant	27	rain	28	<b>cupcakes</b>	30
<b>head</b>	<b>R</b> 27	Sad Sam	28	<b>eggs</b>	30
horse	27	sleet	28	<b>eggshells</b>	30

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## Lesson Index for Levels 3 and 4 Language Development Cards . . .

Card	Lesson	Card	Lesson	Card	Lesson
<b>milk</b>	30	<b>head</b>	<b>R</b> 32	oven	34
<b>oven</b>	30	<b>medicine</b>	32	<b>principal</b>	34
<b>spoon</b>	30	<b>medicine</b>	<b>R</b> 32	<b>sleeping bag</b>	34
<b>timer</b>	30	<b>pine cones</b>	32	<b>stick</b>	34
airplane	31	<b>robe</b>	32	toothbrush	34
bike	31	<b>seeds</b>	32	baker	35
<b>bike helmet</b>	31	<b>shed</b>	32	<b>chin</b>	35
boat	31	<b>snow</b>	32	construction worker	35
bus	31	<b>stones</b>	32	doctor	35
car	31	<b>throat</b>	32	<b>kite</b>	35
<b>eyes</b>	<b>R</b> 31	<b>van</b>	32	police officer	35
feet	31	<b>window seat</b>	32	<b>string</b>	35
<b>handlebars</b>	31	<b>ice</b>	33	teacher	35
handles	31	<b>pebbles</b>	33	<b>tree</b>	35
<b>helicopter</b>	31	<b>pond</b>	33	<b>wind</b>	35
horse	31	<b>sand</b>	33	<b>articles</b>	36
parachute	31	<b>sleet</b>	33	<b>dog</b>	36
<b>pedals</b>	31	<b>steps</b>	33	<b>newspaper</b>	36
raft	31	<b>twins</b>	33	<b>pictures</b>	36
<b>school</b>	<b>R</b> 31	<b>backpack</b>	34	<b>web</b>	36
ship	31	<b>blanket</b>	34	<b>blue jay</b>	37
skateboard	31	car	34	<b>cloud/sky</b>	37
train	31	<b>dark</b>	34	<b>dirt</b>	37
tricycle	31	<b>dinner</b>	34	<b>fence</b>	37
truck	31	<b>electricity</b>	34	<b>garden</b>	37
van	31	fan	34	<b>grass</b>	37
<b>yard</b>	31	<b>fireplace</b>	34	<b>nest</b>	37
<b>blanket</b>	32	football	34	<b>pail</b>	37
<b>doe and baby deer</b>	32	<b>hot dog</b>	34	<b>raincoat</b>	37
<b>fence</b>	32	<b>ice storm</b>	34	<b>seeds</b>	37
<b>fence</b>	<b>R</b> 32	lamp	34	<b>Arctic</b>	38
<b>game</b>	32	mop	34	<b>cooked fish</b>	38

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## Lesson Index for Levels 3 and 4 Language Development Cards . . .

Card	Lesson	Card	Lesson	Card	Lesson
lake	38	palace	40	stone	42
lawn	38	queen	40	tea	42
office	38	<b>chicken</b>	41	<b>vegetables</b>	42
pine tree	38	<b>child</b>	41	<b>zoo</b>	42
raw fish	38	<b>feast</b>	41	<b>Chinese bride</b>	43
reindeer	38	<b>fish</b>	41	<b>fan</b>	43
sea	38	<b>football</b>	41	<b>fog</b>	43
shawl	38	<b>forest</b>	41	<b>king</b>	43
ship	38	<b>peanuts</b>	41	<b>moon</b>	43
Stockholm	38	<b>spider</b>	41	<b>New Year feast</b>	43
straw bed	38	<b>village</b>	41	<b>palace</b>	43
Sweden	38	<b>vine</b>	41	<b>peach</b>	43
beard	39	<b>waist</b>	41	<b>pond</b>	43
elf	39	<b>yams</b>	41	<b>robe</b>	43
hamlet (village)	39	<b>bamboo</b>	42	<b>scales</b>	43
hut	39	<b>China</b>	42	<b>silk</b>	43
path	39	<b>chopsticks</b>	42	<b>slippers</b>	43
sausage	39	<b>dragon</b>	42	<b>Andes Mountains</b>	44
soup	39	<b>duck</b>	42	<b>coast</b>	44
woodcutter	39	<b>farm</b>	42	<b>earthquake</b>	44
Africa	40	<b>fireworks</b>	42	<b>Inca Kingdom</b>	44
airport	40	<b>goose</b>	42	<b>Incas</b>	44
arts and crafts	40	<b>Great Wall of China</b>	42	<b>llamas</b>	44
<b>Benin City</b>	40	<b>jump rope</b>	42	<b>messenger</b>	44
<b>cocoa</b>	40	<b>kite</b>	42	<b>South America</b>	44
<b>crocodile</b>	40	<b>panda</b>	42	<b>steep steps</b>	44
<b>equator</b>	40	<b>paper</b>	42	<b>volcano</b>	44
<b>hippo</b>	40	<b>pig</b>	42	<b>wool</b>	44
<b>liquid</b>	40	<b>ping pong</b>	42	<b>corn</b>	45
<b>market</b>	40	<b>rice</b>	42	<b>crab</b>	45
mask	40	<b>silk</b>	42	<b>fan</b>	45
<b>Nigeria</b>	40	<b>spoon</b>	42	<b>illness</b>	45

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## Lesson Index for Levels 3 and 4 Language Development Cards . . .

<b>Card</b>	<b>Lesson</b>	<b>Card</b>	<b>Lesson</b>	<b>Card</b>	<b>Lesson</b>
<b>Incas</b>	45	<b>hook</b>	46	<b>stick</b>	47
<b>jail</b>	45	<b>letter</b>	46	<b>teepee</b>	47
<b>llamas</b>	45	<b>masts</b>	46	<b>turtle</b>	47
<b>palace</b>	45	<b>medicine person</b>	46	<b>turtle shell</b>	47
<b>prince</b>	45	<b>oceans</b>	46	<b>bacon fat</b>	48
<b>snake</b>	45	<b>Olympic Mountains</b>	46	<b>beard</b>	48
<b>son</b>	45	<b>Pacific Ocean</b>	46	<b>fire hose</b>	48
<b>apartment</b>	46	<b>pen pals</b>	46	<b>flour</b>	48
<b>aquarium</b>	46	<b>pony</b>	46	<b>log cabins</b>	48
<b>Atlantic Ocean</b>	46	<b>sails</b>	46	<b>logs</b>	48
<b>beach</b>	46	<b>sea lion</b>	46	<b>ox</b>	48
city/country	46	<b>sequoia trees</b>	46	<b>pancakes</b>	48
<b>clipper ship</b>	46	<b>ships</b>	46	<b>penny</b>	48
<b>coast</b>	46	<b>U.S.A.</b>	46	<b>pine tree</b>	48
<b>doctor</b>	46	<b>waves</b>	46	<b>sawmill</b>	48
farm	46	<b>whale</b>	46	<b>settlers</b>	48
<b>flippers</b>	46	<b>wooden house</b>	46	<b>shovel</b>	48
<b>harbor</b>	46	<b>buffalo</b>	47	<b>steamboat</b>	48
<b>hoof</b>	46	<b>grip/grasp</b>	47		

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## Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
<b>Africa</b>	40	books	28	<b>crocodile</b>	40
airplane	31	<b>bowl</b>	30	<b>cupcake tin</b>	30
<b>airport</b>	40	<b>buffalo</b>	47	<b>cupcakes</b>	30
<b>alligator</b>	28	bus	27, 31	dad	27
<b>Andes Mountains</b>	44	<b>butter</b>	30	<b>dark</b>	34
<b>apartment</b>	46	<b>cake mix</b>	30	<b>dinner</b>	34
<b>aquarium</b>	46	<b>camping gear</b>	27	<b>dirt</b>	37
<b>Arctic</b>	38	<b>campsite</b>	27	doctor	35, 46
<b>articles</b>	36	<b>cane</b>	30	<b>doctor</b>	46
arts and crafts	40	car	27, 31, 34	<b>doe and baby deer</b>	32
<b>Atlantic Ocean</b>	46	<b>cat</b>	26	dog	27
<b>ax</b>	26	cat	28	<b>dog</b>	36
<b>backpack</b>	34	<b>chicken</b>	41	<b>dragon</b>	42
<b>bacon fat</b>	48	<b>child</b>	27, 41	<b>duck</b>	42
<b>bait</b>	26	<b>chin</b>	35	<b>dump</b>	29
baker	35	<b>China</b>	42	<b>earthquake</b>	44
<b>bamboo</b>	42	<b>Chinese bride</b>	43	<b>eggs</b>	30
<b>bank</b>	28	<b>chopsticks</b>	42	<b>eggshells</b>	30
<b>beach</b>	46	city/country	46	<b>electricity</b>	34
<b>bear</b>	27	<b>clipper ship</b>	46	<b>elf</b>	39
<b>bear</b>	<b>R</b> 27	clothes	28	<b>equator</b>	40
<b>beard</b>	39, 48	cloud/sky	28	<b>eyes</b>	<b>R</b> 31
<b>Benin City</b>	40	<b>cloud/sky</b>	37	fall	28
<b>bike</b>	26	<b>coast</b>	44, 46	fan	34
bike	31	<b>cocoa</b>	40	<b>fan</b>	43, 45
<b>bike helmet</b>	31	construction worker	35	<b>farm</b>	42
<b>bird</b>	<b>R</b> 28	<b>cooked fish</b>	38	farm	46
<b>blanket</b>	32, 34	cookies	28	<b>feast</b>	41
<b>blue jay</b>	37	<b>corn</b>	45	feet	31
<b>boat</b>	26	<b>crab</b>	26, 45	<b>fence</b>	<b>R</b> 32
boat	31	<b>creek</b>	26, 28	<b>fence</b>	32, 37

**R** = Readle Card

All cards are used in Reading Roots 3rd Edition.

Cards in **bold text** only needed in Reading Roots 4th Edition, paper format.

## Alphabetical Index for Levels 3 and 4 Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
fire hose	48	hot dog	34	messenger	44
fireplace	34	house	<b>R</b> 29	milk	30
fireworks	42	hut	39	mittens	26, 29
fish	41	ice	28	money	28
fishing	26	ice	33	moon	43
fishing gear	26	ice storm	34	mop	34
flippers	46	illness	45	mouse	<b>R</b> 27
flour	48	Inca Kingdom	44	mouse	27
fog	43	Incas	44, 45	nest	37
football	34	jacket	29	net	26
football	41	jail	45	New Year feast	43
forest	41	jam sandwiches	28	newspaper	36
game	28	jeep	28	Nigeria	40
game	32	jump rope	42	oceans	46
garden	37	king	43	office	38
giant	27	kite	35, 42	Olympic Mountains	46
goose	42	lake	38	oven	30
grass	37	lamp	28, 34	oven	34
Great Wall of China	42	lawn	38	ox	48
grip/grasp	47	leaves	29	Pacific Ocean	46
hamlet (village)	39	letter	46	pail	37
handlebars	31	liquid	40	palace	40, 43, 45
handles	31	llamas	44, 45	pancakes	48
harbor	46	log cabins	48	panda	42
hat	26	logs	48	paper	42
head	<b>R</b> 27, 32	market	40	parachute	31
helicopter	31	mask	40	path	27, 39
hippo	40	masts	46	peach	43
hoof	46	medicine	<b>R</b> 32	peanuts	41
hook	46	medicine	32	pebbles	33
horse	27, 31	medicine person	46	pedals	31

**R** = Readle Card

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## Alphabetical Index for Levels 3 and 4 Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
<b>pen pals</b>	46	<b>sails</b>	46	<b>South America</b>	44
<b>penny</b>	48	<b>sand</b>	33	<b>spider</b>	41
<b>pets</b>	27	<b>sandwich</b>	26	<b>spoon</b>	26, 30, 42
<b>picnic mat</b>	28	<b>sausage</b>	39	spring	28
pictures	28	<b>sawmill</b>	48	<b>steamboat</b>	48
<b>pictures</b>	36	<b>scales</b>	43	<b>steep steps</b>	44
<b>pig</b>	42	<b>school</b>	<b>R</b> 31	<b>steps</b>	33
<b>pine cones</b>	32	<b>sea</b>	38	<b>stick</b>	34, 47
<b>pine tree</b>	38, 48	<b>sea lion</b>	46	<b>Stockholm</b>	38
<b>ping pong</b>	42	<b>seeds</b>	32, 37	<b>stone</b>	42
<b>plastic bags</b>	29	<b>sequoia trees</b>	46	<b>stones</b>	32
<b>pole</b>	26	<b>settlers</b>	48	storm	28
police officer	35	<b>shawl</b>	38	<b>storm</b>	29
<b>pond</b>	28, 33	<b>shed</b>	26, 32	<b>straw bed</b>	38
<b>pond</b>	43	ship	27, 31	<b>string</b>	35
<b>pony</b>	46	<b>ship</b>	38	suitcase	28
<b>prince</b>	45	<b>ships</b>	46	summer	28
<b>principal</b>	34	<b>shoulder</b>	27	sun	28
queen	40	<b>shovel</b>	48	<b>Sweden</b>	38
<b>raft</b>	28	<b>silk</b>	42, 43	<b>tea</b>	42
raft	31	skateboard	31	teacher	35
rain	28	<b>sleeping bag</b>	34	<b>teepee</b>	47
<b>raincoat</b>	37	sleet	28	<b>tent</b>	27
<b>rake</b>	29	<b>sleet</b>	33	<b>throat</b>	32
<b>raw fish</b>	38	<b>slippers</b>	43	<b>timer</b>	30
<b>reel</b>	26	<b>snake</b>	45	toothbrush	34
<b>reindeer</b>	38	snow	28	toys	28
<b>rice</b>	42	<b>snow</b>	32	train	31
<b>robe</b>	32	sock	28	<b>tree</b>	35
robe	43	<b>son</b>	45	<b>tree stump</b>	27
Sad Sam	28	<b>soup</b>	39	tree—fall	29

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## Alphabetical Index for Levels 3 and 4 Language Development Cards

<b>Card</b>	<b>Lesson</b>	<b>Card</b>	<b>Lesson</b>	<b>Card</b>	<b>Lesson</b>
tree—spring	29	<b>vest</b>	29	<b>window seat</b>	32
tree—summer	29	<b>village</b>	41	winter	28
tree—winter	29	<b>vine</b>	41	<b>woodcutter</b>	39
tricycle	31	<b>volcano</b>	44	<b>wooden house</b>	46
truck	31	<b>waist</b>	41	<b>wool</b>	44
<b>turtle</b>	47	<b>water</b>	<b>R</b> 26	<b>worms</b>	<b>R</b> 26
<b>turtle shell</b>	47	<b>waves</b>	46	<b>worms</b>	26
<b>twins</b>	33	<b>web</b>	36	<b>yams</b>	41
<b>U.S.A.</b>	46	whale	27	<b>yard</b>	31
<b>van</b>	29, 32	<b>whale</b>	46	<b>zoo</b>	42
van	31	wind	28		
<b>vegetables</b>	42	<b>wind</b>	35		

**R** = Readle Card

All cards are used in Reading Roots 3rd Edition.

Cards in **bold text** only needed in Reading Roots 4th Edition, paper format.

# Reading Celebration!



Name

read aloud to the class today  
with wonderful expression from

name of book

© 2003 Success for All Foundation

01702E HD0209

# Reading Celebration!



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© 2003 Success for All Foundation

01702E HD0209

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Name

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name of book

© 2003 Success for All Foundation

01702E HD0209



# Read & Respond

for Reading Roots



# Read & Respond

for Reading Roots



*Dear Parents:* Your child is now reading books from the last section of Reading Roots, level 4. Please have your child read to you for twenty minutes each evening. Your child may read from the Shared Story being used in class or any book he or she chooses.

Ask your child to write one or two sentences that tell about the story on the back of this form.

Be sure to celebrate this progress!

Child's Name \_\_\_\_\_

Date \_\_\_\_\_

Child's Name \_\_\_\_\_

Date \_\_\_\_\_

# 1

- I read from Shared Story # \_\_\_\_\_.
- I read a different book.

**1st EVENING**

Book Title \_\_\_\_\_

Signature \_\_\_\_\_

# 1

- I read from Shared Story # \_\_\_\_\_.
- I read a different book.

**1st EVENING**

Book Title \_\_\_\_\_

Signature \_\_\_\_\_

# 2

- I read from Shared Story # \_\_\_\_\_.
- I read a different book.

**2nd EVENING**

Book Title \_\_\_\_\_

Signature \_\_\_\_\_

# 2

- I read from Shared Story # \_\_\_\_\_.
- I read a different book.

**2nd EVENING**

Book Title \_\_\_\_\_

Signature \_\_\_\_\_

# 3

- I read from Shared Story # \_\_\_\_\_.
- I read a different book.

**3rd EVENING**

Book Title \_\_\_\_\_

Signature \_\_\_\_\_

# 3

- I read from Shared Story # \_\_\_\_\_.
- I read a different book.

**3rd EVENING**

Book Title \_\_\_\_\_

Signature \_\_\_\_\_

# 4

- I read from Shared Story # \_\_\_\_\_.
- I read a different book.

**4th EVENING**

Book Title \_\_\_\_\_

Signature \_\_\_\_\_

# 4

- I read from Shared Story # \_\_\_\_\_.
- I read a different book.

**4th EVENING**

Book Title \_\_\_\_\_

Signature \_\_\_\_\_

1.

2.

3.

4.

1.

2.

3.

4.



# Leer y responder

para Reading Roots



**Estimados padres:** Su hijo(a) está leyendo cuentos del nivel 4 de Lee Conmigo, que es el nivel más avanzado del programa. Por favor, invítelo a leer en voz alta durante veinte minutos cada noche. Puede leer el Cuento compartido que se está usando en clase, o cualquier otro cuento que desee. Luego, pídale que escriba en la parte posterior de este formulario una o dos oraciones acerca del cuento.

¡Recuerde celebrar el progreso de su hijo(a)!

Nombre del niño

Fecha

# 1

- Leí el Cuento compartido # \_\_\_\_\_.
- Leí otro cuento.

**Primera Noche**

Título del cuento

Firma

# 2

- Leí el Cuento compartido # \_\_\_\_\_.
- Leí otro cuento.

**Segunda Noche**

Título del cuento

Firma

# 3

- Leí el Cuento compartido # \_\_\_\_\_.
- Leí otro cuento.

**Tercera Noche**

Título del cuento

Firma

# 4

- Leí el Cuento compartido # \_\_\_\_\_.
- Leí otro cuento.

**Cuarta Noche**

Título del cuento

Firma



# Leer y responder

para Reading Roots



**Estimados padres:** Su hijo(a) está leyendo cuentos del nivel 4 de Lee Conmigo, que es el nivel más avanzado del programa. Por favor, invítelo a leer en voz alta durante veinte minutos cada noche. Puede leer el Cuento compartido que se está usando en clase, o cualquier otro cuento que desee. Luego, pídale que escriba en la parte posterior de este formulario una o dos oraciones acerca del cuento.

¡Recuerde celebrar el progreso de su hijo(a)!

Nombre del niño

Fecha

# 1

- Leí el Cuento compartido # \_\_\_\_\_.
- Leí otro cuento.

**Primera Noche**

Título del cuento

Firma

# 2

- Leí el Cuento compartido # \_\_\_\_\_.
- Leí otro cuento.

**Segunda Noche**

Título del cuento

Firma

# 3

- Leí el Cuento compartido # \_\_\_\_\_.
- Leí otro cuento.

**Tercera Noche**

Título del cuento

Firma

# 4

- Leí el Cuento compartido # \_\_\_\_\_.
- Leí otro cuento.

**Cuarta Noche**

Título del cuento

Firma

1.

2.

3.

4.

1.

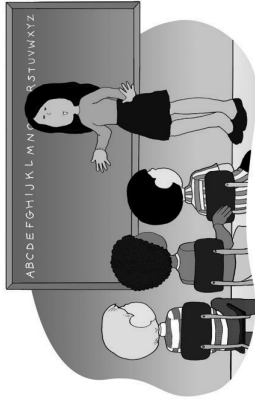
2.

3.

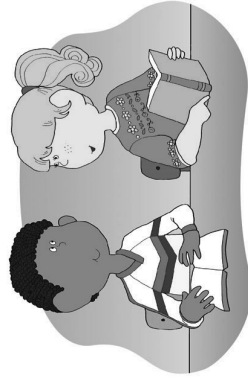
4.

## Team Cooperation Goals

Practice Active  
Listening



Explain Your Ideas/  
Tell Why



Everyone  
Participates



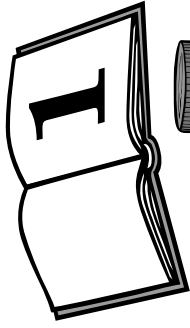
Help and  
Encourage Others



Complete  
Tasks



## Guided Partner Reading



1 Read Page Help

2 Retell

3 Reread for Fluency

## Guided Partner Reading

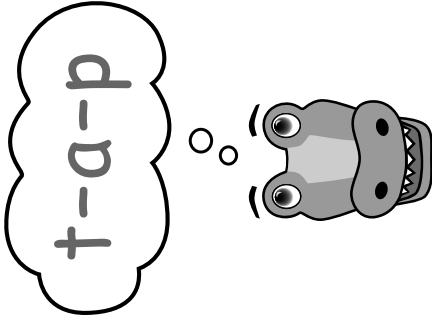
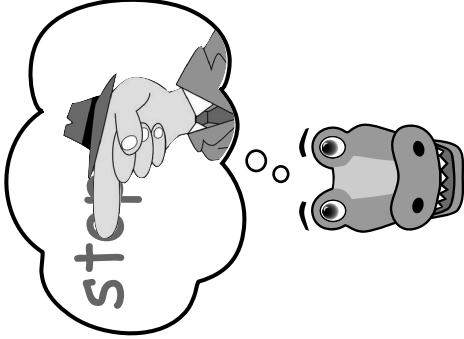
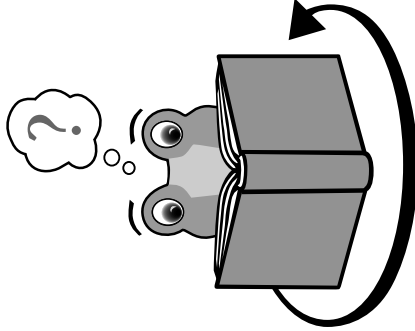
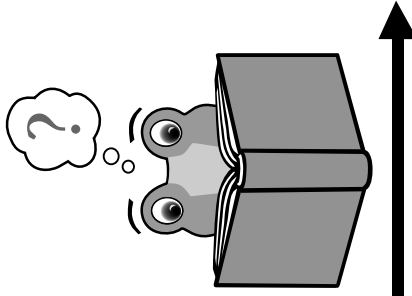


1 Read Page Help

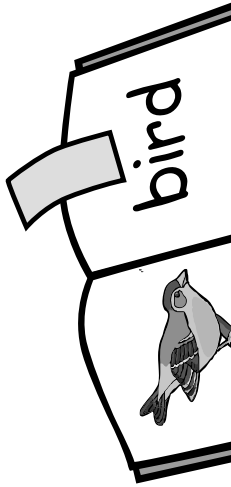
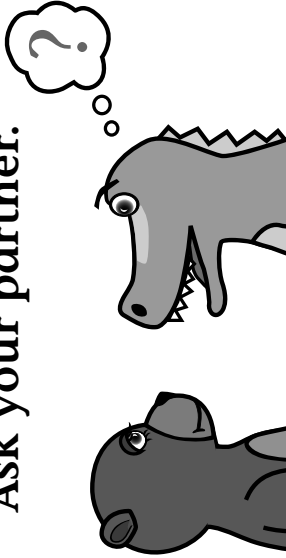

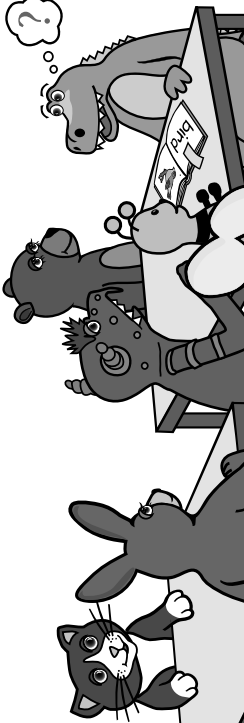
2 Retell

3 Reread for Fluency

# Stuck?

 <p>t-a-p</p>	 <p>stop</p>
 <p>?</p>	 <p>?</p>
<p>Sound It Out</p>	<p>Finger Detective</p>
<p>Read Again and Think</p>	<p>Read On and Think</p>

# Still Stuck?

 <p>bird</p>	<p>Put a ✓ on the sticky note if you figure it out.</p>
 <p>?</p>	<p>Ask your partner.</p>
 <p>?</p>	<p>Ask your team.</p>
 <p>?</p>	<p>Discuss with the class.</p>

Adventures in Writing  
**Scoring Guide**

2 points Write your sentences.

2 points Follow directions.

2 points Write complete sentences.

2 points Use STaR words,  
Green Words, Red Words,  
or challenge words.

Adventures in Writing  
**Scoring Guide**

2 points Write your sentences.

2 points Follow directions.

2 points Write complete sentences.

2 points Use STaR words,  
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Adventures in Writing  
**Scoring Guide**

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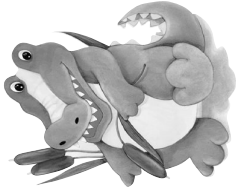
Adventures in Writing  
**Scoring Guide**

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
2 points Use STaR words,  
Green Words, Red Words,  
or challenge words.

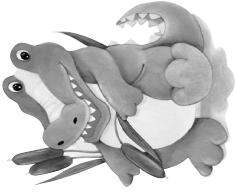


**LEVEL 4**  
**Fluency Flyer** for Reading Roots

Name \_\_\_\_\_

Story	Title	I can read most of my words correctly. (2)	I can read smoothly. (2)	I can read with expression. (2)	BONUS: I can read ALL of my words correctly. (2)
38	The Land of the Midnight Sun				
39	The Three Wishes				
40	The Artists of Benin City				
41	Anansi, the Spider				
42	A Farm in China				
43	Woo Zen, A Cinderella Story				


 **Dear Parents:** The mark beside the story title shows that your child has read the story successfully. Be sure to celebrate this progress!



**LEVEL 4**  
**Fluency Flyer** for Reading Roots

Name \_\_\_\_\_

Story	Title	I can read most of my words correctly. (2)	I can read smoothly. (2)	I can read with expression. (2)	BONUS: I can read ALL of my words correctly. (2)
44	A Trip to the Inca Kingdom				
45	The Magic Lake				
46	Pen Pals in the U.S.A.				
47	How Turtle Flew South for the Winter				
48	Paul Bunyan's Pancakes				

 **Dear Parents:** The mark beside the story title shows that your child has read the story successfully. Be sure to celebrate this progress!



# Reading Roots Team Score Sheet—Scoring\*

4th Edition

## Top Section: The Previous Lesson

**Team Celebration Points**—Record the final score of 80, 90, or 100 for the team celebration points earned by the team in the previous lesson.

- Individual Score Averages—Record individual scores on the teacher cycle record form. Then, on the team score sheet, record the average of all team members for the following scores that were earned in the previous lesson.

**Read & Respond**—8 points possible per team member

- Individual team members earn 2 points for each day when they have written a response and had their form signed.

**Fluency Flyer**—Up to 8 points can be earned for each Shared Story based on criteria met on the Level 4 Fluency Flyer.

- 2 points – Most words correct
- 2 points – Smooth
- 2 points – Expressive
- 2 points – (bonus) – ALL words correct!

**Words Out Loud**—8 points possible per team member

- The students will read all the words on the inside front cover of the Shared Story or specific words selected by the teacher.
- The students can earn a total of 8 points if all the words are read correctly. You will subtract one point for each word missed to determine the student score. If a student misses more than two words, allow more time for practice, and then retest.

\*Reading Roots Data Tools users simply add the data described into the database, and team score sheets will be automatically generated for each team. The system will average the individual scores and determine the team-status level for each team.

**Story Test**—8 points possible per team member

- Students demonstrate their comprehension by answering short-answer and multiple-choice questions.
- 2 points – There are two vocabulary items on the story test worth 1 point each.
- 6 points – There are two comprehension questions worth 3 points each.
- You will add both the vocabulary and comprehension scores together to determine each student's Story Test score.

**Adventures in Writing**—Adventures in Writing assignments will now earn a score of up to 8 points.

- 2 points – Completes the task (Teacher defines the number of sentences expected.)
- 2 points – Addresses the writing prompt
- 2 points – Uses complete sentences
- 2 points – Includes STaR words or Shared Story words

**Team Goal**—Teams that score the same number or greater as the previous lesson in their goal will earn 2 bonus points.

## Bottom Section: The Current Lesson

**Team Goal**—During Team Celebration in each lesson on day 1, the teams will review their previous scores and select a goal area on which to focus. Each team should write their team goal on the line provided.

**Tally Boxes**—The tally boxes are provided as an option for recording team celebration points throughout the lesson. The points from the tally box are transferred to the Team Celebration Points poster at the end of day 4.

**Read & Respond chart**—Space is provided for individual students to record the Read & Respond points they earn each day.

# SUPER TEAM! SUPER TEAM! SUPER TEAM!

---

Team Name

---

Team Member

---

Teacher



# GREAT TEAM

Team Name

Team Member

Teacher

# Great Team!

TEAM NAME

TEAM MEMBER

TEACHER

# GOOD TEAM!

_____
Team Name
_____
Team Member
_____
Teacher



.....  
Team Name

.....  
Team Member

.....  
Teacher

# Good Team!

Team Name

Team Member

Teacher

# good team

team name

team member

teacher





# Reading Olympics Gold Medal

Name: \_\_\_\_\_

has read 60 words correctly per minute from

Story Name: \_\_\_\_\_



# Reading Olympics Gold Medal

Name: \_\_\_\_\_

has read 60 words correctly per minute from

Story Name: \_\_\_\_\_



# Story Test Booklet for Reading Roots

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**Story Test Lesson 38**

**Story Test Lesson 39**

**Story Test Lesson 40**

**Story Test Lesson 41**

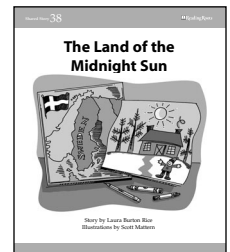
**Story Test Lesson 42**

**Story Test Lesson 43**





Name \_\_\_\_\_



# Story Test Lesson 38

Answer these questions in complete sentences.

1. What tells you that it is cold in the Arctic?

\_\_\_\_\_  
\_\_\_\_\_

2. Would you like to live in the Arctic? Tell why or why not.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write the answer on the blank line.

3. I felt \_\_\_\_\_ when I had a cold.

My dad works in an \_\_\_\_\_.

After the big snow, \_\_\_\_\_ cars were hidden.

office

even

awful

4. The sun was \_\_\_\_\_ all day.

The boy \_\_\_\_\_ his dog for Show and Tell.

I made a \_\_\_\_\_ to go with my story.

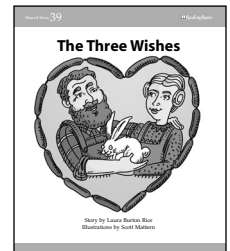
drawing

shared

shining



Name \_\_\_\_\_



# Story Test Lesson 39

Answer these questions in complete sentences.

1. How did Garth get three wishes?

\_\_\_\_\_  
\_\_\_\_\_

2. How did Garth and his wife use their last wish?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write the answer on the blank line.

3. I \_\_\_\_\_ out of the house to get the bus.

I \_\_\_\_\_ my feet because I was mad.

I was \_\_\_\_\_ to get a new bike.

stomped  
thrilled  
dashed

4. We went shopping for new \_\_\_\_\_.

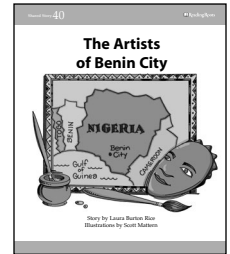
She \_\_\_\_\_ for new toys.

Mom made chicken \_\_\_\_\_ for lunch.

soup  
clothes  
wished



Name \_\_\_\_\_



# Story Test Lesson 40

Answer these questions in complete sentences.

1. What do farmers do at the market in Benin City?

\_\_\_\_\_  
\_\_\_\_\_

2. The artist put liquid metal into a clay shape. What happened when the liquid metal cooled?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write the answer on the blank line.

3. The part of Africa near the \_\_\_\_\_ is hot.

Mom got fish for dinner at the \_\_\_\_\_.

The home of a king and queen is called a \_\_\_\_\_.

- palace
- market
- equator

4. I saw a \_\_\_\_\_ of a man in the city.

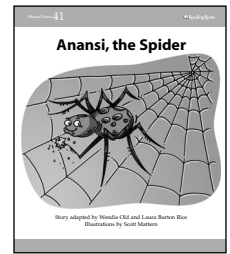
Ice is solid. Water is \_\_\_\_\_.

Cans and rings are made of \_\_\_\_\_.

- metal
- statue
- liquid



Name \_\_\_\_\_



# Story Test Lesson 41

.....

Answer these questions in complete sentences.

1. Why did Anansi's children yank the vines?

---

---

---

2. What happened to Anansi's waist?

---

---

---

Write the answer on the blank line.

3. We have a bright idea for a game.

We think it is a \_\_\_\_\_ idea.

A. smart

B. shining

C. light

4. We did not need to use a lamp.

It was \_\_\_\_\_.

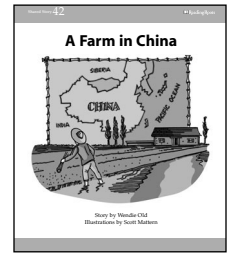
A. tight

B. daylight

C. night



Name \_\_\_\_\_



# Story Test Lesson 42

Answer these questions in complete sentences.

1. Tell something about the Great Wall of China.

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---

2. Name some things that were invented in China.

---

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---

Write the answer on the blank line.

3. I had dinner with a Chinese family.

They ate with \_\_\_\_\_.

A. forks

B. chopsticks

C. poles

4. Peas are \_\_\_\_\_.

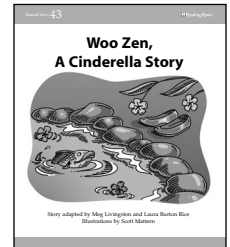
A. ducks

B. vegetables

C. meat



Name \_\_\_\_\_



# Story Test Lesson 43

.....

Answer these questions in complete sentences.

1. How did Woo Zen's stepmother make Woo Zen sad?

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2. Why did the stepmother hide Woo Zen from the king's men?

---

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---

Write the answer on the blank line.

3. My friend helped me learn my Red Words.

I was \_\_\_\_\_.

A. grateful

B. great

C. grabbed

4. I would be \_\_\_\_\_ if an animal talked to me.

A. agreed

B. around

C. amazed



# Administering the FastTrack Phonics Assessment

In levels 1–3, the FastTrack Phonics Assessment is administered periodically to measure each student’s progress in a variety of phonemic-awareness or phonics skill areas.

Because the students’ skills increase rapidly throughout the year, each assessment contains a unique set of parts.

Skill	Assessment Part	1	2	3	4	5	6	7	8	9	10
Auditory sound blending	Say-It-Fast	✓	✓								
Auditory sound segmentation	Break-It-Down	✓	✓								
Reading a phoneme for a given grapheme	Reading Sounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Reading phonetic words	Stretch and Read		✓	✓	✓	✓	✓	✓	✓	✓	✓
Writing a grapheme for a given phoneme	Writing Sounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Writing phonetic words	Stretch and Spell			✓	✓	✓	✓	✓	✓	✓	✓

In level 4, we administer Assessment 10, which contains only reading words (Stretch and Read) and writing words (Stretch and Spell) with the last five phonemes introduced in FastTrack Phonics (/ph/, /ge/, /dge/, /tch/, and /ew/). The remaining FastTrack Phonics lessons in level 4 will provide the students time to practice spelling words that contain sounds that can be written in multiple ways. There is no assessment for these sounds.

You will also administer the Structured Oral-Language Observation (SOLO) 10 to each individual. We recommend that you administer the SOLO along with the Stretch and Read portion of the FastTrack Phonics Assessment, which is also administered one-to-one with each student. Then the Stretch and Spell section can be administered to the class as a whole.

## How to Administer Each Part

The following instructions describe how each part of the assessment is to be administered. Use the FastTrack Phonics Assessments Items charts to reference the specific words, sounds, letters, or letter groups to be measured in each individual assessment.

## Stretch and Read

Display the student page for Stretch and Read for the appropriate assessment. Say: **Now you're going to read some words.** Ask the student to read the words from the list. You may remind the student that he or she can make each sound (like Alphie) and then say the word.

## Stretch and Spell

Say: **Now we will write some words. I'll say a word and then use it in a sentence. You should repeat the word and then say it like Alphie so you can hear all the sounds.** Then, write the word. Call out the words from the FastTrack Phonics Assessment Content chart.

## Using the Reading Roots Data Tools

When administering the assessment, record correct responses in the space provided on the Reading Roots 4th Edition Teacher Cycle Record Form in writing.

Stretch and Read	Record the total number of words read correctly in the column labeled "Stretch and Read."
Stretch and Spell	Record the total number of words written correctly in the column labeled "Stretch and Spell."

Once you have collected information for each student, you may enter it into the database. Click the FastTrack Phonics Assessment link in the Reading Roots database to access the entry page for FastTrack Phonics assessment data. Under FastTrack Phonics Assessment 10, type the number of words the student read or wrote correctly in the columns labeled "Stretch and Read" and "Stretch and Spell."

# FastTrack Phonics Assessment Items

## Reading Roots 4th Edition Level 4

Assessment Number	Stretch and Read <i>Students read from word list</i>	Stretch and Spell
<b>10</b> <i>Given during RR lesson 39</i>	<b>page</b> <b>graph</b> <b>judge</b> <b>match</b> <b>grew</b> <b>stage</b> <b>gopher</b> <b>badge</b> <b>itch</b> <b>blew</b>	1. <b>flew</b> —The bird flew away. 2. <b>budge</b> —I tried to lift the bed, but it wouldn't budge. 3. <b>gopher</b> —The gopher dug holes all over the yard. 4. <b>catch</b> —I can catch a baseball from far away. 5. <b>grew</b> —My sister grew three inches last year. 6. <b>page</b> —I wrote my name at the top of the page. 7. <b>photo</b> —My hair looks funny in this photo. 8. <b>judge</b> —The judge will tell us who won the contest. 9. <b>itch</b> —The bug bite made my arm itch. 10. <b>cage</b> —My pet bird lives in a big cage.

### Stretch and Read: Assessment 10

page	graph
judge	match
grew	stage
gopher	badge
itch	blew

# Administering the Structured Oral-Language Observation (SOLO)

## Understanding the Structure of the SOLO

The Structured Oral-Language Observation, or SOLO, measures the level to which each student has acquired vocabulary words taught during the STaR portion of the Reading Roots lessons. The highest level of vocabulary acquisition, expressive use, is measured first. Words in a student's expressive vocabulary can be used to communicate in speech and/or writing. To measure expressive vocabulary, the student is shown pictures and asked questions about each one with the goal of providing the opportunity for the student to produce a specific vocabulary word.

The student is then asked to identify pictures that illustrate the words he or she was unable to express, as a measure of receptive vocabulary. Words in a student's receptive vocabulary are understood when read or heard in context, but they cannot be consistently produced by the student.

There are ten different SOLO assessments. Because each assessment is given quickly in a one-to-one setting, we recommend administering the SOLO at the same time that the one-to-one portions of the FastTrack Phonics Assessment are given. For example, a teacher might call individual students to his or her desk to administer Reading Sounds and Stretch and Read for FastTrack Phonics Assessment 3 and also the entire SOLO 3. He or she would then administer the whole-group portions of the FastTrack Phonics Assessment, Writing Sounds and Stretch and Spell, to the entire class at once.

## Administering the SOLO

To administer a SOLO assessment, you will need the SOLO Record Form and the student page for that particular assessment. Each SOLO student page contains ten pictures and question prompts. First, use the questions to prompt the student to produce the vocabulary word indicated on the SOLO Record Form. The word is not printed on the student page so the child will not read the word. You may ask additional questions as long as the target vocabulary word is not provided. If the student gives a response that makes sense but is not the specific vocabulary word, ask, “Can you think of another word for that?”



### Example:

The target vocabulary word is “costume.”

**Teacher:** What are the children wearing?

**Student:** Funny clothes.

**Teacher:** Yes, it’s funny when we dress up to look like someone or something else. What are those clothes called?

Give full credit if the student produces the correct word, but in a different form, such as in the case of a verb’s tense.

After repeating this process for all ten pictures, go back, and say any words that the student was unable to produce. If the student in the example above was unable to say “costume,” you might say, “Look at all these pictures. Which one shows a costume?”

## Scoring the SOLO



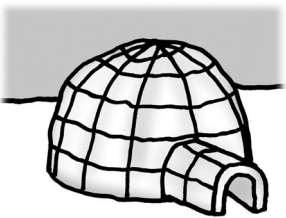


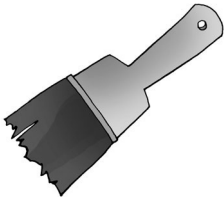

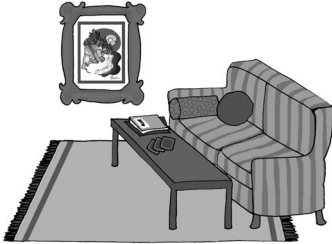
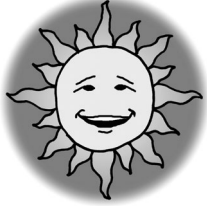
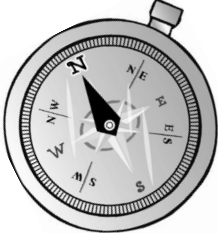
Score 3 points for each picture using the formula below.

- Saying the correct word = 3 points
- Saying an appropriate, but different word = 2 points
- Pointing to the illustration = 1 point
- Incorrect/No response = 0 points

The total score (0–30) for each student is recorded in the “STaR Vocabulary” column of the Reading Roots 4th Edition Teacher Cycle Record Form.



**SOLO #10**

<p>1</p>  <p>What do you feel when you are interested in something and want to know more about it?</p>	<p>2</p>  <p>This little girl is afraid to talk to the other children. She is _____.</p>
<p>3</p>  <p>What is this house made of ice called?</p>	<p>4</p>  <p>The newspaper is filled with stories so we can learn more of this.</p>
<p>5</p>  <p>What is the boy trying to do to get the towel from the dog?</p>	<p>6</p>  <p>What kind of person would need this to get their job done?</p>
<p>7</p>  <p>What is this person wearing that tells you about their job?</p>	<p>8</p>  <p>What do you see in this room?</p>
<p>9</p>  <p>The _____ makes everything bright.</p>	<p>10</p>  <p>What direction is this arrow pointing?</p>

**Oral Reading and Partner Reading Rubric:** 1 = little evidence, 2 = some attempt, 3 = consistent and effective  
**Writing Rubric:** 1 = occasionally, 2 = regularly, 3 = consistently and effectively

Students	FastTrack Phonics Assessment	Partner Reading (1-3)			STaR AQQ (0-3)	Writing (0-8)	Fluency (0-8)		Story Test (0-8)	Fluency WCPM (1-100)	Team Goal Met (0-2)	HW (0-5)	Team Scores (70, 80, 90, 100)
		Helps Partner Appropriately	Retells with Accuracy	Takes Turns Appropriately			Oral Expression	Adventures in Writing					
<b>Team:</b>													
1.	R												
	W												
2.	R												
	W												
3.	R												
	W												
4.	R												
	W												
5.	R												
	W												
<b>Team:</b>													
1.	R												
	W												
2.	R												
	W												
3.	R												
	W												
4.	R												
	W												
5.	R												
	W												
<b>Team:</b>													
1.	R												
	W												
2.	R												
	W												
3.	R												
	W												
4.	R												
	W												
5.	R												
	W												









The *Reading Roots 4th Edition Teacher's Manual* consists of four levels with 48 engaging lessons that provide fun and interesting activities centered on literature and grade-level, decodable text. Each lesson contains lessons for phonics instruction, student story reading (Shared Story lessons), children's literature (Story Telling and Retelling [STaR] lessons), and writing (Adventures in Writing).

Reading Roots 4th Edition is a comprehensive reading program for beginning readers. It provides a strong base for students' literacy and fosters their love of reading through rich literature experiences, oral language development, thematically focused writing instruction, opportunities to read decodable stories, and phonics practice.



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.

These programs were originally developed at Johns Hopkins University.



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