Volume 1

Unit 1: On the Road
Unit 2: Big Cats of Africa
Unit 3: A Trip to Mexico
Unit 4: A Visit with Fish
Unit 5: Kayaking to the Sea
Unit 6: In the Outback
Unit 7: Cycle Race in France
We wish to acknowledge the curriculum developers, designers, editors, and production artists who created the Reading Edge, and the trainers, teachers, and students who piloted the program and provided valuable feedback.

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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.
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# Introductory Guide

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The Reading Edge

This guide includes essential information to help you teach your first Reading Edge Level 1 unit. It is intended both as a preparatory guide and a quick-reference answer guide for whenever you have questions. We recommend that you take a moment to review this guide as you prepare to teach your first Reading Edge unit. You will find the Getting Started section helpful for answering specific questions you may have about materials and lesson structure. The Cooperative Learning section offers information about forming teams and explains some techniques used in the lessons to encourage teamwork in your classroom. The Student Goal Setting section explains how to get the most out of the students’ self-assessment and goal-setting tools. The Monitoring Progress section describes ways to assess students’ strengths and weaknesses and how to use the information to make instructional and placement decisions and to set targets.
I. Overview

The Reading Edge is the reading component of the Success for All Middle School. It is a comprehensive literacy program for all middle grades students, from struggling to advanced, with the goal of preparing them to be strategic, independent, and motivated readers and learners. Built into the Reading Edge are several unique components that engage students in the learning process: goal setting, peer support, and frequent assessment and feedback.

The most important aspect of the first three weeks of reading instruction in the Reading Edge is to engage students in the learning process. During both the Getting Along Together unit and the first Reading Edge foundation units, teachers engage students in straight talk about reading difficulties they may have had in the past, especially related to work in their content-area classes. Students engage in activities to help them identify goals that are important to them and learn how to work collaboratively to reach those goals.

During the first two weeks of school, students take an initial, or baseline, reading assessment. Students’ assessments are scored, and the students are placed in appropriate reading groups. All reading levels begin with a foundation unit designed to demonstrate how strategies that students already use in everyday situations (making predictions, asking questions, etc.) can also be applied to learning problems, like understanding one’s science textbook. Connecting students’ prior knowledge and experience with problem-solving strategies launches the overarching investigation into how to choose and apply multiple effective strategies for success in reading.

Students are reassessed quarterly to determine their progress and current reading levels. These assessment results and other indicators enable teachers to immediately move students to more challenging groups as their skills progress. This structure allows for both differentiated, targeted instruction and rapid acceleration. It allows students who are struggling with decoding and phonics to work through well-structured texts with a high proportion of phonetically decodable words, while in other classes, students use novels or expository text appropriate to their reading level to improve fluency and comprehension.

Placing students in reading classes by instructional level gives students a safe place to work on issues that are most difficult for them. By the middle grades, most students who are reading below grade level are painfully aware of their deficiencies, and most have learned how to hide them. Early on in the Reading Edge, students learn that everyone has something to learn, including the teacher, and that in this reading class they will work with their teammates to fill in gaps and build on their strengths. Not only is it acceptable to talk about their reading roadblocks, it is part of the everyday routine.

As is true for all Success for All programs, the goal of the Reading Edge is to help each student meet his or her full potential. The Reading Edge
seeks to remove obstacles to reading achievement and to provide the
guidance that all students need, so they can enjoy, analyze, and learn
from the wide range of literature they will encounter as they move
through the middle grades. All students, including those who are reading
on or above grade level, can benefit from instruction in recognizing
various text structures, practicing strategies to help them make meaning
from text, and experiences that provide them a greater awareness of
their own characteristics as learners.

Reading Level 1 (first-grade reading level) focuses on
word-recognition skills. Students learn that letters represent
sounds, and these sounds can be blended together to make
words. Level 1 activities systematically introduce letters and letter
combinations and associate them with their sounds. Decoding
skills are taught in each lesson with direct explanation and
modeling. Students practice discriminating the sounds heard in
spoken language, developing a more keen awareness of these
sounds (phonemic awareness). The students work in partnerships
to read and discuss fourteen stories illustrated with photographs
and written with phonetically regular text. Each reading uses the
letters/sounds that were presented in instruction and practiced
throughout that week. As the students learn more letters and
sounds, the readings become more challenging. The age-appropriate
photographic style and contemporary content engage the older
student and offer opportunities to develop decoding skills.

Reading Levels 2 and 3 (grades 2 and 3 reading levels) use simple
fiction, nonfiction, and reader’s theater to focus on basic decoding skills,
improve reading fluency, build vocabulary, and improve comprehension.

Reading Levels 4–8+ (grades 4 through 8 reading levels) use short
stories, novels, poetry, plays, and nonfiction to help students learn
effective comprehension strategies and to become independent,
strategic readers.

Desired Student Outcomes in the Reading Edge

Word-Recognition Skills

✓ Uses phonetic clues and sound blending
✓ Recognizes and uses context clues
✓ Effectively breaks multisyllabic words into parts for decoding
✓ Uses structural clues (including prefixes, suffixes, and base words)
  for decoding and meaning

Fluency

✓ Reads with accuracy, expression, and at a speed appropriate to text
✓ Uses appropriate emphasis and inflection
✓ Reads for pleasure
Overview

Reading Comprehension—Narrative & Expository Text
✓ Uses core reading skills (main idea and supporting details, sequencing, compare and contrast, fact and opinion, cause and effect, problem and solution, drawing conclusions and inferring) and applies reading strategies (predicting, clarifying, questioning, and summarizing)
✓ Reads and differentiates between different literary genres
✓ Makes personal connections with text
✓ Reads for different purposes
✓ Uses organizational features to aid in comprehension

Writing
✓ Understands and uses the writing process (prewriting, drafting, revising, editing, and publishing)
✓ Writes using a structure for organization
✓ Uses evidence from readings to support and elaborate written responses
✓ Applies appropriate punctuation, capitalization, grammar, and spelling

Oral Language and Vocabulary
✓ Expresses ideas clearly and concisely during in-depth discussion
✓ Uses grade-level vocabulary in discussion
✓ Learns new vocabulary through reading and discussion

Focus of Level 1
Middle school students who are reading at a first-grade reading level have not mastered basic phonics skills. The goal of these units is to give students at this level the help they need to achieve a second-grade reading level as quickly as possible. This general goal can be broken down into the following areas:

1. **The students will acquire word-recognition skills.** In Level 1 lessons, you present letter/sound relationships and model how to blend sounds to say words. You give direct instruction in techniques a reader uses to successfully decode unfamiliar words, such as identifying familiar letter combinations or word parts, breaking down multisyllabic words, and using other words in the text or pictures as clues.

2. **The students will achieve greater reading fluency.** Fluency is simply the ability to read smoothly at an acceptable speed with few errors and with good expression. Achieving fluency frees up the intellectual resources that students need to accomplish comprehension tasks. When students practice reading words and passages multiple times, they gain automaticity with common words and word parts, and their fluency improves.
3. **The students will learn basic comprehension strategies.**
The comprehension strategies that are introduced include basic clarifying techniques, predicting topics using titles and pictures, posing questions about the topic before reading, and retelling events.

4. **The students will learn to write responses to what they read.**
Each day in Level 1 lessons, students discuss and then write short answers to literal comprehension questions about the reading.

### Scope and Sequence

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<tr>
<th>Unit Title</th>
<th>Letters / sounds</th>
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<td>1. On the Road</td>
<td>/g/, /s/, /t/, /l/, /n/, /b/, short /e/, /u/, /a/</td>
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<tr>
<td>2. Big Cats of Africa</td>
<td>/c/, /t/, /w/, /v/, /d/, /short o/, /i/</td>
</tr>
<tr>
<td>3. A Trip to Mexico</td>
<td>/p/, /l/, /ck/, /v/, /bl/, /pl/, /cl/, /fl/, /gl/, /nd/, /nk/, /nt/, /ng/</td>
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<tr>
<td>4. A Visit With Fish</td>
<td>/ch/, /tch/, /sh/, /th/, /thr/, /a_e/, /i_e/, /o_e/, /u_e/</td>
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<tr>
<td>5. Kayaking to the Sea</td>
<td>/ee/, /ea/, /ie/, -ing, -s</td>
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<tr>
<td>6. In the Outback</td>
<td>/ai/, /ay/, /oa/, /ow/ (show), -ed</td>
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<tr>
<td>7. Cycle Race in France</td>
<td>soft /g/, soft /c/, /oi/, /oy/, all, alk</td>
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<tr>
<td>8. Life on a Ranch</td>
<td>/ou/, /ow/ (cow), /au/, /aw/</td>
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<td>9. Auto Show in Japan</td>
<td>/ew/, /ue/, old, olt, olt</td>
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<td>10. Stuck in Goo</td>
<td>/ui/, /oo/ (moon), ild, ind</td>
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<td>11. To the North Pole</td>
<td>/ur/, /ir/, /er/, /ar/, /or/</td>
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<td>12. Texas Balloon Race</td>
<td>/igh/, /uy/, /y/, /oo/ (good)</td>
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<tr>
<td>13. Surfing in South Africa</td>
<td>-ge, -dge, -nge, /ph/, /wh/</td>
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<tr>
<td>14. Quiz Show in London</td>
<td>/eigh/, /qu/, /wr/, /kn/</td>
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II. Getting Started

Materials

For the Teacher

Teacher Edition
The teacher’s edition for Level 1 is divided into two blue-covered volumes. This book, volume 1, contains this introductory guide and units 1–7. Volume 2 includes units 8–14. The teacher edition contains detailed lesson plans that supply solid support for letter/sound presentation, modeling, and application. It also includes the cycle (unit) test answer keys for each unit.

Key Cards
A set of eighty-six key cards is used to present letters/sounds to your students. Each key card includes a photograph and a letter or letter combination on the front and an alliterative sentence on the back that repeats the featured letter/sound.

Record Book
The record book provides a convenient record-keeping system for one Reading Edge Level 1 class for two quarters of instruction. Each entry column corresponds to the assignments that students will complete for homework and classwork as well as the cycle test. In the record book you will also find the Quarterly Assessment Summary, which allows you to collect and record quarterly information to get a picture of each student’s progress and plan your instruction for the next quarter. It is also a tool to help you assess when a student is ready to move to Level 2.

Cycle Tests
The student’s cycle (unit) test sheets for each of the fourteen units are included in a booklet of blackline masters.

You will want to make a transparency of the Team Score Sheet/Learning Guide to help you model its use. Unit word lists can be displayed on chart paper or on a transparency.

For the Students

Student Editions
Materials also include a packaged classroom set of twenty student booklets for each Reading Edge unit. Each student edition contains a story that is divided into daily chapters with classwork pages and homework pages to go along with each day’s reading. At the back of each booklet, key cards are reproduced for student reference. Each day the students take these booklets home to practice reading word lists and story passages and to complete a word activity.

Team Score Sheets/Learning Guides
The Team Score Sheets/Learning Guides are packaged 140/pack. Each two- or three-member team will need a Team Score Sheet/Learning Guide for each unit.
Map It Out Sheets
Each of your students will need only one Map It Out personal goal-setting tool that he or she will use throughout the units. Your classroom pack includes twenty copies of these 11x14-inch sheets with toll booths for units 1–7 printed on the front and toll booths for units 8–14 on the back.

Key Card Sheet or Mat
A full set of all eighty-six key cards is reproduced on both sides of this 11x14-inch sheet for reference in class. The key card sheets are packaged ten in a pack, one for each team to use throughout the fourteen units.

The students will need several sticky notes each day to mark words they need to clarify as they read with their partners.

Lessons
Units for Level 1 use a seven-day cycle of instruction. Days 1–5 use a similar instructional sequence. Day 6 is reserved for formal assessment. On Day 7, called Toll Booth Day, students revisit their previous goals, assess and celebrate their successes, and set new goals.

Following is an explanation of what happens in each part of the lesson.

Teacher Background
This includes a summary of what the students read each day and, where warranted, information that you can use to enrich the students’ reading experience.

Set the Stage
This part of the lesson provides students with an agenda for the day’s learning. In it you post and present an objective or reading goal as well as Today’s Big Question, a question that helps students focus on a purpose for reading.

During Set the Stage:
- remind the students of the team cooperation goal such as help and encourage one another or explain your ideas/tell why to partners.
- refer students to their Map It Out sheets to review their personal goals for the unit. Map It Out resembles a road map and allows students to see where they are and what letter/sounds they will need to master to pass the toll booth test and move on to the next unit. They circle the letters or letter combinations with which they have trouble and note what they need to practice.
- have students review homework with their partners. The partners use a Team Score Sheet/Learning Guide to give each other feedback, to track practice successfully completed, and to earn points for good work. It is a way for partners to determine what they need to help each other with and to be sure that they are moving ahead.
Active Instruction

In this part of the lesson, you review letters and the sounds they stand for, present new letters/sounds, model clarifying strategies as you read with Think Alouds, and introduce new words the students will meet in the reading.

In the **Skill Review** part of the lesson, the students play Say It Fast to practice blending sounds to say words. In Break It Down, they practice stretching a word to distinguish individual sounds. These are skills needed to sound out words. Skill Review is also an opportunity to review particular letters/sounds presented in previous lessons.

During **Skill Instruction**, you present new letters/sounds using key cards. Key cards help the students associate the featured letters and sounds with a familiar word and a visual cue. As the students repeat the featured letter/sound, you describe what it takes to properly produce the sound. As tactile reinforcement, the students trace the letter(s) in the palms of their hands. As they listen to alliterative sentences, the students practice identifying the repeated sound and connect the sound with a letter or letter combination.

In **Build Background**, the students survey the reading with their partners and discuss clues that can help them predict the topic. They think about what they already know about the topic and what they would like to find out. Through predicting and questioning, partners activate their background knowledge before reading.

During **Listening Comprehension**, you read the first sections of a chapter aloud and pause to model clarifying strategies. The use of Think Alouds allows the students to hear what is going on in the mind of a strategic reader as you encounter unfamiliar words. They observe that you stop to figure out a word. You model analyzing and identifying letters/sounds, breaking words apart to recognize familiar parts, or chunks, and blending sounds to say the word. They hear you experiment with different pronunciations of vowel sounds and syllable stresses to clarify the word. They listen to your reasoning as you use context clues to determine the meaning of a word. “I think I know how to say the word, but now I’ll try it out in the sentence to see if it makes sense.” They also observe that sometimes after trying several approaches, it is time to mark the unknown word with a sticky note and seek the help of a partner. Listening to your thought process, helps the students begin to think about their own thinking. They become aware of the different strategies they can use to clarify words.

**Word List Introduction** previews a list of words the students will meet in the day’s reading. The green words are phonetically regular and include the letters and sounds that you have presented in Skill Instruction. Red words are important words that do not necessarily obey the phonetic rules as the students understand them. The students sound out each green word on the list slowly, stretching the sounds, and then say it fast to pronounce the word. You read the red words to the class, and the students say spell say the words.
Teamwork
During Teamwork, partners read a continuing story and practice decoding words with the letters and sounds presented during Active Instruction. Teamwork is divided into two sections.

**Partner Reading** is the students’ chance to practice the strategies and skills that they have learned. Partners read aloud and help each other identify and decode unfamiliar words. They reread the same text multiple times to fix errors and to improve fluency. Then they retell the events in each section of text to practice summarizing. After reading and clarifying the passage, partners discuss words that they had trouble with (words marked with sticky notes) and what strategies they used to figure them out. Then, several partnerships are asked to share these discussions with the class. Partners then work together on a Word Work activity that reinforces letter/sound recognition using words in the story.

Two partnerships come together in a team for **Team Discussion**. This engages the students in answering Team Talk questions that assess their understanding of the passage they read. After discussing the two questions as a team, the students individually write an answer to one of the questions.

As partners read aloud to each other and work to decode words, walk around the room and listen in. This is a good opportunity to monitor and record informal observations.

**Time for Reflection**
This important part of the lesson gives the students an opportunity to reflect on the day’s reading, share discussions, and explain their thinking. It has four sections.

In **Class Discussion** teams share and compare answers to the Team Talk questions. They discuss, in light of their reading, possible answers to Today’s Big Question posed at the beginning of the lesson. This is also a time to ask questions that will encourage the students to think about their own thinking. For example, “Does picturing the key card in your mind help you remember what sound a letter stands for?” or “Are you spotting familiar letter combos more quickly than you used to?” These questions help the students think about the day’s activities and relate them to the goal of becoming better readers. This gives you an opportunity to assess whether the students are taking ownership of their efforts.

**Word List Practice** allows students the chance to study the list of words you introduced from the reading by visualizing each one in a suggested way. For example, “Look at the word, pronounce it, say the names of its letters. Then close your eyes and picture the word written in red marker. Open your eyes, and see if you were right. Look away from the word, and write it down. Check to see if you spelled it correctly.”
The Dictation exercise has students writing three sentences that you dictate. These sentences include words from their word lists that contain the letter or letter combinations presented in the lessons. Partners swap student editions. You review spelling of key words in the sentences with the class as the students check their partners’ spelling, capitalization, and punctuation of the sentences.

The students take their student editions home to do Homework each day. Homework has three parts: 1) Students practice reading words on the word lists until they can read them correctly. Key cards reproduced in the back of the booklet help remind them of the letter/sounds. A listener, such as a parent, family member, paraprofessional, resource teacher, etc, initials a circle each time the student reads the lists correctly. 2) Students practice reading the chapter they read that day until they can read it fluently. Again, a listener initials a box for each successful reading. 3) Students complete a word activity using words from the word lists.

Timing Goals for Lessons

Daily lesson plans include estimates of how much time it takes to complete each part of a well-paced lesson. However, you may decide to vary the time spent on a particular part of a lesson depending on the needs of your students. Each practice opportunity in these Level 1 lessons is designed to move students toward mastery of a particular skill or strategy. As you prepare to teach each lesson, review the students’ progress, and pace the lessons to challenge but not frustrate the students. As the students master a skill, it will be necessary to use a more challenging version of a regular practice activity, or even eliminate it all together, allowing more time for a more advanced activity. For example, as Break-It-Down and Say-It-Fast become internalized thought processes, you may only refer to those techniques when the students encounter a particularly troublesome new word.

Take It Up a Notch/Take it Down a Notch

Opportunities to tailor each lesson to the needs of each class are indicated in a note called Take it up a notch/Take it down a notch. Lessons include suggestions for fine-tuning instruction based on your analysis of the students’ work, your observations, and their current fluency levels.
### Seven-Day Cycle of Instruction

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<td>Word List Practice</td>
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<td><strong>Set the Stage</strong></td>
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<td><strong>Active Instruction</strong></td>
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<tr>
<td>Use Map It Out to track progress</td>
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<tr>
<td><strong>Toll Booth Check</strong></td>
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<tr>
<td>Pretest for next unit (try next Toll Booth Check)</td>
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<tr>
<td><strong>Time for Reflection</strong></td>
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<tr>
<td>Tally team points and set team goals</td>
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<tr>
<td>Celebrate Good, Great, and Super Teams</td>
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</tbody>
</table>
III. Cooperative Learning

A Powerful Tool
Cooperative-learning structures are embedded in the lessons. Cooperative learning offers opportunities for students to discuss, share ideas, organize their thoughts, and work with other students. Teams provide a safe environment for students to try out ideas in a small group before speaking to the whole class and to admit when they are confused. Research shows that such opportunities for cognitive rehearsal, clarification, and reteaching have a positive effect on academic achievement. Teams work to help each member achieve his or her personal best, so there is always an equal opportunity for success—teams are not in competition with each other. Teams strive to improve upon past performance. Implemented consistently in your classroom, cooperative learning establishes routines that make it comfortable for students to explain their thinking to others and lays a strong foundation for the development of reading comprehension.

Teams
Teams are formed by you, not the students. In Level 1, a team consists of a partnership or triad. You will probably want to re-form teams each quarter. In teams that function well, students recognize that part of their job in class is to challenge and support their teammates.

Within their teams, students read aloud with their partners and discuss strategies used to clarify words. A student reads one section of text while the partner listens, tracks the text, and assists the reader with strategies to try as they decode unfamiliar words together. Then, the listening partner retells the main events of the section. Partners then switch roles, so the reader is now the listener for the next section of text. As they read, the students use sticky notes to mark words with which they have trouble. When they are able to figure out a word, they check the sticky note to show that they were successful in using clarifying strategies. They know that their work is not complete until each member of the team can successfully read the words in the day’s passage, read them smoothly, and understand what was read. To facilitate teamwork, visit teams and ask a question like the following: How are your teammates helping you figure out words?

After reading a chapter of text each day, partners share their clarifying discussions with the class, identifying the word that gave them trouble and what helped them figure it out, for example, blending letter sounds, identifying a letter combination, using their key cards, or using context clues. When partners and then the class share these clarifying discussions, everyone benefits from hearing what goes on in the mind of a reader.

Techniques
The following cooperative-learning techniques will keep the lesson moving at a brisk pace. You will find icons in the margin of the lesson where a technique is suggested. You can also use these tools without prompts whenever you think they apply.
Cooperative Learning

Think-Pair-Share
This is a simple questioning technique that keeps all the students involved in class discussions and gives every student a chance to answer every question. It also takes the fear out of class discussion by allowing the students to think carefully about their answers and talk about them with a partner before they are called on to respond. To use Think-Pair-Share, follow these steps:

- Ask a question.
- Have the students individually think about the answer for a few seconds.
- Allow the students to discuss the answer with their partners for a few seconds.
- Finally, call on a few students to share their answers with the class.

Numbered Heads
This technique gives all students a reason to participate in class and keeps you from calling on the same students all the time. Numbered Heads is a random selection system used to share student responses. Assign a number 1 or 2 to partners in a team. These number assignments remain the same throughout the unit. After a partner activity or partner discussion, randomly call a number one or two and this member of the team will be the one to report on the partners’ responses.

Team Cooperation Goals
The team cooperation goal is a way to improve students’ in-class behavior, reduce conflict, and increase time spent on instruction and learning. By focusing on a single behavior at a time and having team cooperation points tied to this targeted behavior, students soon internalize appropriate classroom behavior.

Award points to teams at appropriate times throughout the lesson whenever they show behavior that supports the team cooperation goal. Be sure to explain why you are giving the points so the whole class understands what behaviors are demonstrated. Teams keep a running record of their team cooperation points using a point strip, tally marks, or some other system. At the end of each class, remind teams to record their total cooperation points for that period on their Team Score Sheet/Learning Guides.

In beginning units, you will find a suggested team cooperation goal in Set the Stage, examples of what the behavior would look like, and reminders to award team cooperation points as positive reinforcement. In later units, during goal setting on Day 7, the students choose a team cooperation goal from the list that they will focus on in the next unit.

You will find the list of team cooperation goals in the resources section of this introductory guide. The goals include active listening, everyone participates, complete tasks, explain ideas/tell why, and help and encourage others. For ideas on cooperative-learning techniques and how to use the team cooperation goals effectively, see Cooperative Learning: A Teacher’s Guide from the Success for All Middle School.
IV. Student Goal Setting

Team Score Sheet/Learning Guide
This is a self-assessment tool that helps students identify strengths and weaknesses and set personal goals. It also helps students stay organized. Students keep track of their work as they complete it and identify the work they still need to master. Each day as partners initial the activities in their Team Score Sheet/Learning Guide, it reinforces the idea that daily practice in reading is a requirement and that conscientious practice results in higher scores for themselves and their teams.

As you visit each team during Homework Review and Teamwork, you give points for work completed. At the end of each unit, the students tally their points for classwork, homework, and team cooperation to find their individual unit scores and calculate their team's score. Award good, great, or super team certificates good for a front-of-the-lunch-line reward or some other reward that will motivate your class.

Map It Out
Map It Out allows students to see where they are and exactly what they need to know to move on to the next unit. The Map It Out sheet resembles a map with checkpoints, or toll booths. As the students learn new letter sounds and decoding skills, they move from one toll booth to the next and see their progress on this map. Objectives are clearly listed at the Toll Booth Checks—what letter sounds the students should know and what words they should be able to decode. The Toll Booth Check also includes a space for their unit scores and cycle test scores under the heading “How did I do?” and a space “I need to work on ___________.” Students who have not mastered certain letter sounds at the Toll Booth Check, circle those letters or letter combinations on their Map It Out sheet as what they will need to work on. Students may also discover from looking at the Team Score Sheet/Learning Guide that they could earn more points if they practiced word lists or completed their homework regularly. In this space on Map It Out those students would note, “I need to work on word lists or homework.” Each day at the beginning of the lesson, refer the students to their Map It Out sheets to review their goals for the unit.

Toll Booth Lesson, Day 7
In the Toll Booth lesson at the end of each unit, the students assess their own progress and set goals for themselves. They review the Team Score Sheet/Learning Guide and look at what they have been doing to earn points. They reflect on the question, “Am I a better reader than I was last week?” They tally their points to get a unit score. The students also review their scored cycle tests and clarify any outstanding questions. Then, using the Map It Out sheets, partners prepare for the Toll Booth Check, a chance to show that they know the letter sounds they have been practicing before they move on to the next unit. As partners practice, you go from team to team and conduct the brief Toll Booth
Check in which the student identifies letter sounds, reads a few words that include the letter sounds, and reads one of the sentences provided in your teacher edition. At the completion of the Toll Booth Check, students set goals and record them on the Map It Out sheet.

Note: As a pretest, you can challenge your students to try the letter/sounds and words for the next unit’s toll booth on the Map It Out sheet. For example, if the students have completed unit 2 and the Toll Booth Check for that unit, have them try the Toll Booth for unit 3. If a majority of the students pass the toll booth for unit 3, consider moving the class to unit 4. So they don’t miss out on the story content, you can have partners read the unit 3 reading and, as a bonus activity, make up Team Talk questions for other teams to answer, and then begin unit 4.

V. Monitoring Progress

Record Book

Using the record book allows you to identify each student’s strengths, review instructional needs, track trends across your class and others at the same level, and to work collaboratively with other teachers, the SFA facilitator, trainer, and administrators to make informed instructional decisions.

The record book is a log designed specifically for tracking your students’ progress at Reading Level 1. Each booklet provides a convenient record-keeping system for one Reading Level 1 class for two quarters of instruction. Each entry column corresponds to the products that students will complete for homework and in class, including the Cycle Test. The entries that you will make mirror the record that students will keep for themselves on their Learning Guide/Team Score Sheets. If you carry this record book with you while conferencing with students during Homework Review and the Teamwork portion of each lesson, you can keep an accurate and timely account of each student’s work.

The record book provides a place to record the following formal and informal achievement measures. You will collect scores for:

- **Daily Homework**—Days 2–6
  Students practice reading and spelling word lists, read a passage for fluency, and complete a written word-practice activity.

- **Daily Classwork Activities**—Days 1–6
  Daily fluent reading of word lists and passages, sentence writing to answer story questions, dictated sentence writing, and optional bonus activities

- **Cycle Test**—a curriculum-based assessment on Day 6

- **Leveled Word List Test** at the beginning and end of a quarter
Quarterly Assessment Summary

The Quarterly Assessment Summary allows you to collect quarterly student-achievement data to create a snapshot of each student’s success. It also gives you an opportunity to view class achievement over the quarter and decide where your students need more instruction, support, and practice.

- **Formal Curriculum Assessments**
  To fill out this section of the QAS for a particular student, refer to the scores in this record book, and average the student’s cycle scores for Word List, Passage, and Dictation, and the average of the student’s Cycle Test scores.

- **Formal Quarterly Assessments**
  For this section, record the student’s prior and present scores on the Leveled Word List Test. The difference between these two scores is recorded under Growth.

- **Mastery and Placement**
  Use all the information included on the QAS to determine a student’s present mastery level. When there are conflicting ratings or scores in the assessment data, always keep in mind that the student should be instructed at the highest level at which he or she can succeed. Weigh evidence of strengths most heavily.

- **Referrals**
  Use the following codes to indicate whether the family needs to be notified to support student progress and/or seek solutions to problems. S – T = problems with tardiness; S – B = needs help with behavior or motivation; S – AC = problems with reading skills/strategies; S – A = attendance problems (more than four absences in a quarter); S – O = other problems (health, family questions, etc.). What questions, concerns, or issues are significant to the student’s progress? Is the student adequately challenged? Record your thoughts in the Comments section.

- **Identify Targets**
  Based on careful analysis of student test data and standards information, you can identify specific instructional objectives to target during the next quarter. Targets should clearly describe student outcomes, be measurable, appropriate, and realistic. You can use the information you have recorded in the record book to identify classroom targets and to contribute to schoolwide achievement planning. Following are some sample quarterly targets for decoding skills and clarifying strategies.

  - 75% of the students will score a total of 20 points on dictation for a cycle.
  - 50% of the students will score a total of 25 points on passage reading.
  - 60% of partnerships will identify a clarifying strategy used to figure out an unfamiliar word.
VI. Resources
# Team Score Sheet/Learning Guide

## Team Member 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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**Unit Score**

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## Team Member 2

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**Unit Score**

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## Team Member 3

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</table>

**Unit Score**

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**Great =**

- Team Cooperation Points (maximum 10 points per day)

**Add unit scores and divide by the number of team members =**

**Team Score**
The Reading Edge: Level 1 Introductory Guide

How did I do? cycle test unit score

**TOLL BOOT**

**H**

3

**How did I do?**

**cycle test**

**unit score**

**On the Road**

I know:

s e

I read the sentence: 

I need to work on:

How did I do? cycle test unit score

**TOLL BOOTH**

**H**

2

**How did I do?**

**cycle test**

**unit score**

**Big Cats of Africa**

I know:

c w

I read the sentence: 

I need to work on:

**TOLL BOOTH**

**H**

1

**A Trip to Mexico**

I know:

b

I read the sentence: 

How did I do? cycle test unit score

**TOLL BOOT**

**H**

4

**How did I do?**

**cycle test**

**unit score**

**A Visit with Fish**

I know:

a

I read the sentence: 

How did I do? cycle test unit score
<table>
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<th>TOLL BOOTH</th>
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<th>How did I do?</th>
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<th>I read the sentence:</th>
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<table>
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<th>I know:</th>
<th>I need to work on:</th>
<th>I read the sentence:</th>
<th>I need to work on:</th>
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<tr>
<td>wh</td>
<td>strange</td>
<td>strange</td>
<td>strange</td>
</tr>
</tbody>
</table>

**Words**: moon, bind, root, fruit, swirl, term, torn, harbor, burned, TOLL BOOTH
Leveled Word List Record Sheet

**Directions:** Ask the student to read each of the words listed below from the Student Word List. Cross out any words that the student cannot pronounce or say correctly. Stop the test when the student misses six words in a row. Total the correct number of responses, and write the total in the box on the bottom of the test. Use the guide to determine the student’s placement for reading.

<table>
<thead>
<tr>
<th>Word</th>
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<td>after</td>
<td>queen</td>
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</tr>
<tr>
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<tr>
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<td>stream</td>
<td>join</td>
<td>watch</td>
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<td>coast</td>
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<tr>
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<td>exit</td>
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**Guidelines for Placement in Reading Edge**

**Over 72 correct:** Place in Level 2 Reading Instruction

**Note:** Do not depend on a single measure for placement. Use multiple measures to determine placement.
<table>
<thead>
<tr>
<th>few</th>
<th>wooden</th>
<th>sad</th>
<th>rocks</th>
</tr>
</thead>
<tbody>
<tr>
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<td>cart</td>
<td>getting</td>
<td>silly</td>
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</table>
Team Cooperation Goals

Use active listening.

Complete tasks.

Everyone participates.

Explain ideas/tell why.

Help and encourage others.
On the Road
On the Road

Summary

Becoming a reader is like learning to drive. Just as a beginning driver must learn and practice how to operate a car and follow the rules of the road, readers must learn and practice skills and strategies to become good readers.

This foundation unit introduces the students to classroom routines, presents some common consonant and short vowel sounds, and launches a series of high-interest student readings with a saga about two friends on a road trip.

Reading Goal

This unit reviews common consonants \( g, s, t, l, n, b \) and the vowels \( e, u, a \). It reviews the principle that letters represent sounds and can be blended together to make words. Students will practice blending letter sounds to pronounce words as they partner read a continuing story.
Teacher Background

In Day 1, the consonants and the short vowel sounds /e/ and /u/ are presented in Active Instruction. The students are introduced to several activities that help reinforce letter/sound associations. During Teamwork the students partner read chapter 1 of a phonetically regular passage that uses the letters/sounds that they are practicing in this unit. The students also practice cooperative-learning techniques that will help engage them in learning how to read. They will begin using the Team Score Sheet/Learning Guide to keep track of what they practice each day and to earn points for their work. It may take several days for the students to become accustomed to using the Team Score Sheet/Learning Guide, but it can be a valuable tool and motivator for the students.

In the text for Day 1, Len and Ted go on a bus trip. They make various stops until they reach Ted’s surprise location.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will review some common letter sounds and practice blending them.

   **Today’s Big Question:**
   Where do Len and Ted go on the bus?

2. Tell the students that they will work in teams during reading class. Point out to the students that the success of any team depends on all team members participating and supporting the goals of the team.

   The goal of your team is to make each of you a better reader. You will work with a partner to practice reading skills. By helping and encouraging your partner, you will move your team forward toward that goal. I will award up to 10 team cooperation points each day to teams whose members help and encourage one another.
3. Distribute a Team Score Sheet/Learning Guide to each team, and also display a transparency of the Team Score Sheet/Learning Guide. Explain that the students will use the team score sheet as a guide to help them keep track of what they will practice each day and to earn points for good work. It is a way for partners to help each other and be sure that everyone is progressing.

At the end of each day, you and your team will tally the points you have earned on your Team Score Sheet/Learning Guide. At the end of the unit, we will add up the totals to see which teams are good, great, or super teams.

4. Have the students in each team write their names on a Team Score Sheet/Learning Guide.

Throughout the lesson, praise the students for helping and encouraging one another, and award team cooperation points.

**Active Instruction**

**Present the Program**

1. Explain to the students that good readers, like good drivers, follow steps to learn new skills. Introduce this driving/reading analogy. Use **Think-Pair-Share** to ask:

   **What does it take to be a good driver?**
   
   *Accept reasonable responses. For example, you have to know how to operate a car to be a good driver. You need to know what signs mean and the rules of driving.*

   Point out that learning to drive takes time and practice.

   It takes time to learn how to be a good driver. No one learns to drive without first learning two important things: how the car works and the rules of the road. To learn how the car works, you first need to learn all the parts of the car, like the gas pedal and the brakes, and how these parts work together to make the car drive. After you move the car out of the garage, you need to learn the rules of the road to be a safe driver. You need to practice driving and pass certain tests to earn a driver’s license. Each step along the way builds knowledge and experience, and, by the end, you become a good driver.

2. Explain that the skills and strategies students learn in this reading class will help them get on the road to being an independent, smart reader.

   Getting a driver’s license lets you get on the road and travel where you want. Learning to be a smart reader is a lot like getting a driver’s license. When you learn the rules of decoding words and practice your reading skills, you can
read anything you want. It opens up many opportunities for you. In this class, you will learn reading skills and strategies. You will also get practice reading, so each day you will become a better and better reader.

3. Distribute a Map It Out sheet to each student. Use **Think-Pair-Share** to ask:

   **Looking at this sheet, what does this remind you of?**

   *Accept reasonable responses. For example, it looks like a map or road map.*

   Explain that the title of the sheet is Map It Out. It is a plan that tells every step of a trip. With this map, the students will set their goals and track their progress as readers. As they learn new letter sounds and how to decode words, they will move from one location to the next, and they will see their progress on this map. They will see what they can do and what goals they need to set for themselves.

4. Explain the purpose of the program and what the students can expect.

   In this class we will be using a program that teaches you how to be a better reader. During the first two weeks, we will learn the program routines, activities, and goals. Here’s what you can expect to do:

   - Learn what good readers know and how they think when they read.
   - Practice these things as you read stories until you, too, know and use the same skills and strategies.
   - Work very hard to learn these things as quickly as you can.
   - Track your progress on the road to being a reader using your map.
   - Work with partners and other team members to help one another learn.

   Let’s get started!

**Skill Review**

**Say-It-Fast**

1. Have the students say words after listening to you stretch the sounds and slightly isolate each one. Use as many of the words below as you need. The words may or may not have the lesson letter sound in them—this is practice in a skill used in sounding out words.

   When I stretch out the sounds /m-y; my/, for example, you would say *my*. The sounds make the word *my*.

   Now see if you can put together sounds to make words—“say it fast.” You need to do this when you sound out words as you read.
Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it, and then stretch the word to include that many sounds.

Skill Instruction

1. Write the letters g, s, and t on the board.

   We will review some common letters and sounds. It is very important when we read to make the sounds accurately, since the change of a single letter can make an entirely different word with a different meaning. Pay close attention to how the letters look and how they sound as I introduce each one.

2. Present the letter g.

   Hold up the key card for the letter g. Say the pictured word aloud. Gate. Have the students repeat the word after you say it. Gate. Tell the students that this card gives them the key to remembering how to write and say the letter g.

   What sound do you hear at the beginning of the words gate, grape, gum?

   /g/.

   What letter goes with the /g/ sound?

   The letter g.

   When I say /g...g...g/, I can feel the sound way in the back of my mouth. If I put my fingers here on my throat, I can feel the sound /g/. Let’s all try that together.

   Bounce /g/ softly three times. Make sure each /g/ sound is quickly bounced so the sound is clear and precise. Make sure the students do not add a vowel sound to say “guh” or “gih.”

   Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter g in the palms of their hands.

   Read the following sentence, and ask the students whether they can identify the initial sound and letter in the words.

   The girl gets more gum.

   Read the sentence again. Have the students clap whenever they hear the /g/ sound.
3. Present the letter s.

Hold up the key card for the letter s. Say the pictured word aloud. *Snake.* Have the students repeat the word after you say it. *Snake.* Tell the students that this card gives them the key to remembering how to write and say the letter s.

**What sound do you hear at the beginning of the words snake, small, skin?**
/s/.

**What letter goes with the /s/ sound?**
The letter s.

That’s a quiet sound, isn’t it? When I say /s→s/, my teeth are together in front, but my mouth isn’t closed. The air comes out between the little spaces between my teeth. Let’s stretch that sound together. /s→s/.

Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter s in the palms of their hands.

Read the following sentence, and ask the students whether they can identify the initial sound and letter in the words.

Some sailors sit in the sun.

Have the students repeat the sentence. Read the sentence again. Have the students clap when they hear the /s/ sound.

4. Present the letter t.

Hold up the key card for the letter t. Say the pictured word aloud. *Tent.* Have the students repeat the word after you say it. *Tent.* Tell the students that this card gives them the key to remembering how to write and say the letter t.

**What sound do you hear at the beginning of the words tent, tip, take?**
/t/.

**What letter goes with the /t/ sound?**
The letter t.

When I say /t/, it’s a lot like saying /d/. My tongue moves in the same way. But when I say /t/, I can hear lots of air. Let’s say that sound together.

Bounce the /t/ sound with the students. Make sure that the students do not add a vowel sound and say “tuh.”

Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter t in the palms of their hands.

Read the following sentence, and ask the students whether they can identify the initial sound and letter in the words.

Take a ticket from Tonya.
Have the students repeat the sentence. Read the sentence again. Have the students clap when they hear the /t/ sound.

**Show You Know It**

5. Have the students indicate whether they recognize the letters and sounds that have been presented by identifying them in any of the following alliterative sentences.

Tell me which sound you hear repeated in each of the following sentences:

- Gary got a goose to go to the garage. /g/
- Soccer, skateboarding, skiing, and surfing are sensational sports. /s/
- Turtles take too much time to travel. /t/

**Take it up a notch:** Have partners make up their own alliterative phrases with one or more of the sounds presented.

6. Write the letters **l**, **n**, and **b** on the board. Present the letter **l**.

Hold up the key card for the letter **l**. Say the pictured word aloud. *Laugh.* Have the students repeat the word after you say it. *Laugh.* Tell the students that this card gives them the key to remembering how to write and say the letter **l**.

**What sound do you hear at the beginning of the words laugh, lose, let?**

/l/.

**What letter goes with the /l/ sound?**

The letter **l**.

Ask the students to say /l/.

When I say /l/, my tongue moves to the top of my mouth. It stays there as I make the sound in the back of my mouth. /l/. Let’s say that sound together. /l/.

Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter **l** in the palms of their hands.

Read the following sentence, and ask the students whether they can identify the initial sound and letter in the words.

*Lena left late for lunch.*

Have the students repeat the sentence. Read the sentence again. Have the students clap when they hear the /l/ sound.

7. Present the letter **n**.

Hold up the key card for the letter **n**. Say the pictured word aloud. *Net.* Have the students repeat the word after you say it. *Net.* Tell the students that this card gives them the key to remembering how to write and say the letter **n**.
What sound do you hear at the beginning of the words *net, night, new*?

/\n/.

What letter goes with the /\n/ sound?
The letter n.

Ask students to say /\n/.

When I say /\n/, the tip of my tongue goes behind my top teeth. It’s almost like saying /d/, except my tongue doesn’t move, and I send air through my nose. Let’s all stretch that sound, /\nnn/.

Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter n in the palms of their hands.

Read the following sentence, and ask the students whether they can identify the initial sound and letter in the words.

Nancy needs no nap.

Have the students repeat the sentence. Read the sentence again. Have the students clap when they hear the /\n/ sound.

8. Present the letter b.

Hold up the key card for the letter b. Say the pictured word aloud. *Bear.* Have the students repeat the word after you say it. *Bear.* Tell the students that this card gives them the key to remembering how to write and say the letter b.

What sound do you hear at the beginning of the words *bear, bite, bean*?

/b/.

What letter goes with the /b/ sound?
The letter b.

Ask the students to say /b/.

My lips go together and pop open when I say /b/. It’s almost like saying /p/, except air doesn’t come out. /b/. Let’s say the /b/ sound together.

Bounce the /b/ sound with the students. Make sure that they do not add a vowel and say “buh.”

Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter b in the palms of their hands.

Read the following sentence, and ask the students whether they can identify the initial sound and letter in the words.

Ben bent the bar with his bare hands.

Have the students repeat the sentence. Read the sentence again. Have the students clap when they hear the /b/ sound.
Show You Know It

9. Have the students indicate whether they recognize the letters and sounds that have been presented by identifying them in any of the following alliterative sentences. Select sentences randomly, or focus on the ones with sounds with which you believe your students had the most trouble.

Tell me which sound you hear repeated in each of the following sentences:

No noise is not normal. /n/
Gary got a goose to go to the garage. /g/
Soccer, skateboarding, skiing, and surfing are sensational sports. /s/
Turtles take too much time to travel. /t/
Larry left a long letter for Lisa. /l/
The boys were bitten by buzzing bugs. /b/

10. Introduce the vowel sounds /e/ and /u/. Write the letters e and u on the board. Present the (short) /e/ sound.

Hold up the key card for the letter e. Say the pictured word aloud. Elbow. Have the students repeat the word after you say it. Tell the students that this card gives them the key to remembering how to write and say the short /e/.

**What sound do you hear at the beginning of end and elbow and in the middle of get?**
/e/.

**What letter goes with the /e/ sound?**
The letter e.

Ask the students to say /e/.

When I say /e/, my mouth is open just a little and my teeth are apart. It’s almost like I am making a small smile. /e/. Let’s say that together.

Read the following sentence, and ask the students whether they can identify the short /e/ and letter in the words.

Ned’s bent elbow gets red.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the short /e/ sound.

11. Present the (short) /u/ sound.

Hold up the key card for the letter u. Say the pictured word aloud. Umbrella. Have the students repeat the word after you say it. Umbrella. Tell the students that this card gives them the key to remembering how to write and say the short /u/.
What sound do you hear at the beginning of *umbrella* and *up* and in the middle of the words *cup*, *bump*, and *bud*?

/ə/.  

**What letter goes with the /u/ sound?**  
*The letter u.*

Ask students to say /u/.

When I say /u/, my mouth is open just a little. This is an easy sound to make. I just have to push some air out as I say /u/. This is a loud sound. Let’s all say that together. /u/.

Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter *u* in the palms of their hands.

Read the following sentence, and ask the students whether they can identify the short /u/ sound in the words.

**The pup jumps up on a stump.**

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the short /u/ sound.

**Show You Know It**

12. Have the students indicate whether they recognize the letters and sounds that have been presented by identifying them in any of the following alliterative sentences. Select sentences randomly, or focus on the ones with sounds with which you believe your students had the most trouble.

Tell me which sound you hear repeated in each of the following sentences:

- Let wet pets get in bed. /e/
- An ugly slug is stuck on the bus. /u/
- Ed sent ten eggs to Meg. /e/
- Dump the umbrella in the hut. /u/
- Send some salt to South Dakota. /s/
- There are ten tons of topsoil in the truck. /t/

Refer to the letters that you have written on the board.

As you can see, these letters can go together in lots of different ways. When you read, you remember the letters and the sounds they make. You blend the letter sounds together to read the word. Like learning to drive, practice is the key to reading. We will practice letters and the sounds they make. Sometimes the letter sounds will be easy for you to remember. Sometimes you will need to practice more before they become easy for you. Each day as you practice reading with your partner and at home, you will find that you can tackle more letter sounds.
Build Background

1. Refer the students to the unit 1 reading passage in their student editions, *On the Road*. Use Think-Pair-Share to ask:

   **If you want to guess what a book is about before you read it, what clues could you use?**
   
   *You could look at the title and pictures on the cover and inside the book.*

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity.

   Use a random selection system like Numbered Heads to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions.

   **What do you predict this story will be about?**
   
   *Answers will vary. For example, the story is about a bus trip.*

   Explain that predictions are based on clues.

   A prediction is a guess based on the clues you have. Since it is a prediction—something you don’t know for sure yet—it’s okay to have different ideas. A prediction is not wrong if you have a good reason for making it, even if it turns out not to be what happens in the reading.

3. Have partners discuss any bus experiences they have had. Use Numbered Heads to share the student’s background knowledge on the topic.

   **English Language Learners**

   Display pictures or act out new vocabulary words that may be unfamiliar.

   Have partners discuss pictures in the story to clarify words and to give opportunities for ELL students to use this new vocabulary.

   Discuss words and expressions with double meanings, such as “does not have a clue” and “this is nuts.”

4. Tell the students that you will read the introduction to this book. Read the following introductory text aloud.

   **Introduction**

   Len and Ted are friends. They are about to take the bus to a mysterious stop. Len knows where they are going, but Ted does not have a clue.
5. Refer the students to the predictions they made about the topic of the book. Point out that from the introduction it sounds like they will be reading about two friends going on a bus trip. Use **Think-Pair-Share** to ask:

   **What questions do you have about this topic before you begin to read? What would you like to find out?**

   Accept reasonable responses. For example, *why are Len and Ted riding the bus? Where are they going to go?*

   Use **Numbered Heads** to share responses, and record the student’s questions on the board.

### Listening Comprehension

1. Tell the students that you are going to begin reading chapter 1, "On the Bus," aloud.

   As I read, I will stop when I get to a word I need to figure out. I will look at the letters, figure out what sounds they make, and then blend the sounds together to read the word.

2. Pause before the word *get* in the reading.

   Hmm. The first letter in this word is *g*. I know *g* makes the /g/ sound. The next letter is *e*. We just learned that this letter makes the /e/ sound like in *elbow* and *end*. *Eh eh*.

   I’ll blend these two sounds together. /g-e/. Now the last letter, *t*. That makes the /t/ sound. I’ll blend the whole word.

   Stretch the sounds of each letter, slowly at first, and then more quickly until you blend them to make a word. /g-e-t; get/.

   Continue reading, and pause again at the word *bus*. Stretch the sounds of the letters and blend them. /b-u-s; bus/.

3. After you have read the section and modeled blending sounds, reread the section to model fluency and so the students can focus on comprehension.

### Word List 1 Introduction

1. Display the first word list. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are important words that do not necessarily obey the phonetic rules, as the students understand them. Tell the students that this is a list of words that they will meet in today’s text.
Active Instruction

Word List 1

Green Words
- get
- let’s
- up
- bus

Red Words
- here
- this
- off
- do
- we

Stretch and Read

2. Introduce the phonetically regular words—the green words.

Here are words that you will meet in your reading today. Let’s get ready to read by practicing these words. We’ll do this by using different strategies. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.

Sound out the green words on Word List 1 with your students.

Say-Spell-Say

3. Introduce the sight words—the red words—on the list.

Now let’s read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read even if you know the sounds. As I point to the word, say it, then spell it, then say it again.

Have the students read and spell the words here, this, off, do, and we.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know:
   - Sound it out.
   - Look for context clues.
   - Look at the pictures.
   - Ask for help.
Tell partners that they will take turns reading each section aloud. Remind them that practice is what makes reading easier, so they will practice by reading the passage several times.

Your goal is to read the entire passage smoothly and without making mistakes.

For now, I want you to focus on getting the words. The first time you read the passage, I want you to pay attention to the words you don’t know or don’t understand. Talk with your partners about how to figure them out. Can you blend the sounds and say the word? If you can’t figure out a word, put a sticky note next to it.

Reread the passage. Are there clues in the pictures that can help you and your partner figure out a word with a sticky note? If so, put a check on the sticky note next to the word to show that you now understand and are able to read smoothly.

### Clarifying Strategies

- **Sound it out** can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.
- **Read the sentence again** helps the student think about context: what word ought to go here for the sentence to make sense.
- **Look at the pictures** reinforces the habit of using all available clues to determine meaning.
- **Mark the word with a sticky note** reassures students that they do not need to understand every word to comprehend a passage.
- **Ask for help** establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

3. Refer to the Team Score Sheet/Learning Guide transparency and the Passage box under Day 1. Tell the students that when their partner can read the passage smoothly without mistakes, they can initial the Passage box next to their partner’s name.

4. Have the students read:

   “On the Bus” aloud with partners.

5. Circulate and listen while the students are reading. Prompt and reinforce the students’ efforts to clarify what they read. Encourage them to mark words they need to figure out with a sticky note. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Circle five points in the Teacher column next to Passage for students who can read the passage smoothly with no errors.
6. When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

   **Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out?**
   **Were there letter patterns that you recognized?**
   **Answers will vary.**

   Ask several students to share their discussion with the class.

**Word Work**

7. Refer the students to the Word Work activity for Day 1 in their student editions. Tell the students how to complete the activity. They will read the sentence and write the word from the word list that makes the most sense in the sentence.

   **Len and Ted get on the _____________. [bus]**

8. Have the students complete the activity. When they are done, partners can check each other’s work.

**Team Discussion**

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers to the questions.

   **Team Talk Questions**
   1. Who is on the bus?
      **Ted and Len are on the bus.**
   2. Where do Len and Ted go on the bus?
      **Len and Ted go to a fair; they go to a city, and they go to a basketball court. Len and Ted go to a car lot.**

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

**Time for Reflection**

**Class Discussion**

1. When the students have completed their team discussions, review the answers to the Team Talk questions with the class. Use **Numbered Heads** to elicit an answer, and ask if anyone answered differently.

2. Use **Think-Pair-Share** to ask:

   **Did we answer Today’s Big Question?**
   **Len and Ted go to many different places on the bus.**

   **Did you learn to read new words today?**
   **Answers will vary.**
How did you and your partner work together to figure out unfamiliar words?
*Answers will vary.*

Did reviewing and practicing the letter sounds help you sound out new words in your reading?
The students will probably say that reviewing and practicing was helpful.

**Word List Practice**

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model each of the steps below.

   **For each word on List 1:**
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and imagine the word written on the sidewalk.
   - Open your eyes, and look at the word again to see if you were right.
   - Look away from the word, and write it down.
   - Check to see if you spelled the word correctly.
   Repeat these steps until you can spell the word without any help.

2. When they have finished studying the words, have partners read the list to each other. Tell the students that if students successfully read all the words, their partners initial the Word List box on the Team Score Sheet/Learning Guide for Day 1 next to the partner’s name.

3. Circulate and listen to partner pairs as they read the word list. For students who can successfully read all the words, circle 5 points in the Teacher column next to Word List for Day 1 on their Team Score Sheet/Learning Guides.

**Dictation**

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.
   - I get on the bus.
   - Let’s get this.

   **Take it down a notch:** have the students write individual words.

2. When students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*get, bus, let’s, this*) while students check their partners’ spelling. Remind the students that, in addition to checking spelling, they should check that the
first letter of the sentence is capitalized and that the sentence has a period.

3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 1. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on their Team Score Sheet/Learning Guides for sentences written correctly.

4. Remind the students to record the number of team cooperation points their team received today for helping and encouraging one another. Explain that this number goes next to each student’s name on the Team Score Sheet/Learning Guide in the spaces marked “TCP.” Show the students on the transparency these spaces under Day 1.

5. Explain that all the points team members earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 1. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

**Homework**

1. Refer the students to the homework for Day 1. Point out that the homework has three parts. Explain that they will practice reading the words on Word List 1.

   Read the words until you can read them all correctly. Have someone listen to you read. Each time you read the list of words correctly, have the listener initial a circle.

   Explain that the listener can be a parent or other family member, paraprofessional, resource teacher, etc.

2. Tell the students that they will also practice reading “On the Bus.”

   The first time you read the passage, underline any words that you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or an adult for help, to figure out the words you have underlined. You can also refer to the key cards in the back of your student edition to remind yourself of letters/sounds.

   Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage. Have the listener initial a box each time you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the sentence activity on the homework page with your students.

   For this activity, your job is to read the sentence and choose a word from Word List 1 (both green and red words) that makes sense in the sentence. Write it in the blank.
Day 1 | Student Homework

1. Practice reading the words in Word List 1. Have someone initial in a circle each time you read all the words on the list correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>get</td>
</tr>
<tr>
<td>let’s</td>
</tr>
<tr>
<td>up</td>
</tr>
<tr>
<td>bus</td>
</tr>
<tr>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>here</td>
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<tr>
<td>this</td>
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<tr>
<td>off</td>
</tr>
</tbody>
</table>

2. Practice reading “On the Bus.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Fill in the blank. Choose the word from Word List 1 that makes the most sense in the sentence. Write it in the blank.

   1. ________ Here ________ is the bus.  
   2. Let’s ________ ________ get ________ on the bus.
Teacher Background

In Day 2, the students review more consonants and the short vowel sound /a/. They continue with activities that help reinforce letter/sound associations and read chapter 2 of a phonetically regular passage that uses the letters/sounds they are practicing in this unit. The students also practice cooperative-learning techniques that will help engage them in learning how to read. Support use of the Team Score Sheet/Learning Guide to help the students keep track of their practice and celebrate successes.

In the chapter 2 reading, Ted and Len take their new car on a road trip and run out of gas. They have to stay at an old campground for the night and sleep in a sagging tent.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will review some letter sounds and practice blending them to figure out words.

   **Today’s Big Question:**
   Why can’t Len and Ted leave the campground?

2. Remind the students that you will award team cooperation points to teams whose members help and encourage one another. Use Think-Pair-Share to ask:

   **What could you do to help your partner learn the letters/sounds?**
   Accept reasonable responses. For example, I could remind my partner about the picture on the key card. I could help my partner sound out a word.

   Point out that by helping and encouraging one another, partners and teams can learn the strategies and reading skills they need to move on.
Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guides. Display the transparency of the team score sheet. Remind them that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day. It is a way for partners to help each other and to be sure that everyone is moving ahead.

2. Refer to the Homework box under Day 2. Tell the students that if their partners have their homework today, they will initial this Homework box under Day 2 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 2 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, their partners will initial the Word List box for Day 2 next to the partner’s name. Have partners read the words on Word List 1 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 2 on their Team Score Sheet/Learning Guides. Have the students also check their partners’ fill-in-the-blank sentences.

5. Have partners read the homework passage from the reading to each other. Indicate on the transparency of the Team Score Sheet/Learning Guide the box Passage that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read all the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 2 on their Team Score Sheet/Learning Guides.

6. Remind the students that at the end of class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their total scores. Remind the students that helping and encouraging one another will improve their total scores and earn them a spot as a good, great, or super team.

This is why helping your partner to successfully read words and passages, bringing in homework, and checking that your partner’s sentences are correct will help you both move ahead, become better readers, and earn more points for your team.
Active Instruction

Skill Review

Say-It-Fast

1. Say each sound in the words listed below. The students will blend the sounds into words.

<table>
<thead>
<tr>
<th>/d-o/</th>
<th>/t-a-p/</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>tap</td>
</tr>
<tr>
<td>/s-i-t/</td>
<td>/t-a-n/</td>
</tr>
<tr>
<td>sit</td>
<td>tan</td>
</tr>
<tr>
<td>/m-e/</td>
<td>/m-a-t/</td>
</tr>
<tr>
<td>me</td>
<td>mat</td>
</tr>
</tbody>
</table>

Break-It-Down

2. Say a word, and ask the students to repeat it. Then, the students say the word sound by sound. Provide support as needed.

<table>
<thead>
<tr>
<th>/i-t/</th>
<th>/t-a-n/</th>
</tr>
</thead>
<tbody>
<tr>
<td>it</td>
<td>tan</td>
</tr>
<tr>
<td>/r-a-n/</td>
<td>/b-i-t/</td>
</tr>
<tr>
<td>ran</td>
<td>bit</td>
</tr>
<tr>
<td>/a-t/</td>
<td>/h-a-t/</td>
</tr>
<tr>
<td>at</td>
<td>hat</td>
</tr>
</tbody>
</table>

Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it, then stretch the word to include that many sounds.

Remind the students that each of the letters they have learned makes a particular sound, and all these sounds can be put together to make different words. Point out that knowing these sounds is like having the keys to reading.

Letter/Sound Review

3. Review the /g/ sound.

Hold up the key card for the letter g.

This is the key card for the letter g. The letter g makes the /g/ sound. /g...g...g/. Practice making this sound with me. /g...g...g/.

Point to the picture on the key card.

What is this picture? Say it with me. Gate

Read the sentence on the back of the key card aloud. Have the students clap when they hear the /g/ sound.

4. Repeat the same procedure for the other letters/sounds.
Show You Know It

5. Have the students indicate whether they recognize the letters and sounds that were presented in the previous lesson by identifying them in any of the following alliterative sentences. Select sentences randomly or focus on the ones with sounds with which you believe your students had the most trouble.

Tell me which sound you hear repeated in each of the following sentences:

- Tickling turtles takes time. /t/
- Lady Lydia loves to laugh loudly. /l/
- Set the eggs in the end of the tent. /e/
- Under the tub is a rug. /u/
- Bill’s brother was a big brat. /b/
- Green grapes are great groceries. /g/
- Nice neighbors need new nickels. /n/
- Sue smiled and sailed slowly southward. /s/

Celebrate the students’ successes in identifying the letters that represent the repeated sounds.

Skill Instruction

1. Present the (short) /a/ sound.

   Hold up the key card for short a.

   **What sound do you hear at the beginning of the word apple and in the middle of cat?**
   /a/.

   **What letter goes with the /a/ sound?**
   The letter a.

   Ask the students to say /a/. To say /a/, you have to open your mouth wide, don’t you? /a/ is a loud sound. It’s not like /m/. /m/ is quiet. /a/ is loud. Let’s all say that sound together. /aaa/.

   Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter a in the palms of their hands.

   Read the following sentence, and ask the students whether they can identify the short /a/ sound in the words.

   The acrobat had a black hat.

   Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the short /a/ sound.

   Tell the students that adding this sound to the letter sounds they learned in the first day will help them decode and read even more words.

   Remember that letters and letter sounds are the keys you need to get on the road to being a smart reader.
Show You Know It

2. Have the students indicate whether they recognize the letters and vowel sounds that have been presented by identifying them in any of the following alliterative sentences. Select sentences randomly or focus on the ones with sounds with which you believe your students had the most trouble.

Tell me which sound you hear repeated in each of the following sentences:

The last crab was fat and mad. /a/
Set the pet bed next to the tent. /e/
Grab the bat and blast the bag. /a/
Under the tub in the mud hut, bugs cut up a rug. /u/

Take it up a notch: Have partners make up their own tongue twisters with one or more of the sounds presented.

Take it down a notch: Confirm that the students can distinguish the sounds in each word. If they have difficulties with any letter sound, provide the students with additional active instruction and practice for each individual sound.

Build Background

1. Refer the students to the story in their student editions, and have them turn to chapter 2. Read the title: “The Tent.” Use **Think-Pair-Share** to ask:

   If you want to guess what a chapter is about before you read it, what clues could you use?
   You could look at the chapter title and at the pictures.

2. Have partners preview chapter 2 and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity.

   Use **Numbered Heads** to share responses. Ask the students to explain what clues they used to make their predictions. The students will probably predict that the reading is about a camping trip.

   Remember that a prediction is a guess based on the clues you have. Since it is a prediction—something you don’t know for sure yet—it’s ok to have different ideas. A prediction is not wrong if you have a good reason for making it, even if it turns out not to be what happens in the reading.

3. Have partners discuss what they already know about camping and tents. Use **Numbered Heads** to share the student’s background knowledge on the topic.
English Language Learners
Display pictures or act out new vocabulary words or concepts that may be unfamiliar.
Have partners discuss pictures in the story to clarify words and to give opportunities for ELL students to use this new vocabulary.
Discuss words and expressions with double meanings.

Listening Comprehension
1. Read the Introduction to chapter 2, “The Tent,” aloud.

Introduction
Ted and Len have decided to take a couple of days and go on a road trip. They put their bags in the car and head out to the highway. All day they drive, and as the sun is getting low, they find themselves way out in the country. Len and Ted have forgotten to make arrangements about where they will stay the night. There is no hotel or motel in sight. There is only an old campground and a few tents.

As I read, I am going to think aloud as I figure out words. I will look at the letters, think about the sounds they make, and blend the sounds together to say the word. If I can say the word, I often recognize it right away. Then I try it out in the sentence to see if it makes sense.

2. Read the first section of “The Tent” aloud. Stop when you get to the word blast. Use a Think Aloud to demonstrate identifying letter sounds and blending sounds to clarify a word.

Hmm. Here is a word that I do not know. I'll stop and try to figure it out. It begins with the letter b. That has the /b/ sound that we just reviewed. The next letter is l. The letter l makes the /l/ sound. Blend these together: /b-l/. Now here is an a. I remember the key card for a is apple. So letter a is the /a/ sound like in apple. /b-l-a/. Here is the letter s that makes the /s/ sound. /b-l-a-s/. The last letter is t. That is the /t/ sound. Now I'll blend the whole word. /b-l-a-s-t; blast/. I know that word. I'll reread the sentence to see if blast makes sense: "I bet this tent is a blast!" Yes, that makes sense in the sentence.

Continue reading aloud, and pause at the word sags.

Here is a word I have not seen before. I will try to blend the sounds and figure out the word: /s-a-g-s; sags/. The word is sags. “The tent sags.” When I look at the picture of the tent,
I see that it does sag. This time blending and looking at the picture helped me figure out the word.

2. After you have finished modeling the skills, model retelling events. Then read the page again to model fluency and so the students can focus on comprehension.

**Word List 2 Introduction**

1. Display and introduce List 2. Remind the students that green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.

<table>
<thead>
<tr>
<th>Word List 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Words</td>
</tr>
<tr>
<td>tent</td>
</tr>
<tr>
<td>sags</td>
</tr>
<tr>
<td>blast</td>
</tr>
<tr>
<td>bag</td>
</tr>
<tr>
<td>Red Words</td>
</tr>
<tr>
<td>look</td>
</tr>
</tbody>
</table>

**Stretch and Read**

2. Introduce the phonetically regular words—the green words—on List 2.

Here are words that you will meet in your reading today. Let’s get ready to read by practicing these words. We’ll do this by using different strategies. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.

Sound out the green words on List 2 with your students. As you do this exercise, select the words randomly rather than in any particular order.

**Say-Spell-Say**

3. Introduce the sight words—the red words—on List 2

Now let’s read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read even if you know the sounds.

As I point to the word, say it, then spell it, then say it again. Randomly point to words, and have students read the words as a group. Stretch or say spell say words that the students miss.
Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know:
   - Sound it out.
   - Look for context clues.
   - Look at the pictures.
   - Ask for help.

Tell partners that they will take turns reading each section of the passage. They will read the passage several times.

   Your goal is to read the entire passage smoothly and without making mistakes.

   For now, I want you to focus on getting the words. The first time you read the passage, I want you to pay attention to the words you don’t know or don’t understand. Talk with your partners about how to figure them out. Can you blend the sounds and say the word? If you can’t figure out a word, put a sticky note next to it.

   Reread the passage. Are there clues in the pictures that can help you and your partner figure out a word with a sticky note? If so, put a check on the sticky note next to a word that you now understand and are able to read smoothly.

   Clarifying Strategies
   - **Sound it out** can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.
   - **Read the sentence again** helps the student think about context: what word ought to go here for the sentence to make sense.
   - **Look at the pictures** reinforces the habit of using all available clues to determine meaning.
   - **Mark the word with a sticky note** reassures students that they do not need to understand every word to comprehend a passage.
   - **Ask for help** establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

2. Have the students read:

   “The Tent” aloud with partners.
3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Encourage them to mark words they cannot clarify with a sticky note.

4. When the students are finished reading and clarifying the passage, do a Think-Pair-Share exercise:

   **Talk to your partner about a word that you had trouble with (a sticky note word). How did you figure it out? Were there letter patterns that you recognized?**

   *Answers will vary.*

   Ask several students to share their discussion with the class. Celebrate the students’ successful reading of the passage.

**Word Work**

5. Have the students turn to the Word Work activity for Day 2. Tell the students how to complete the activity. They will read the sentence and write the word from Word List 2 that makes the most sense in the sentence.

   Let’s get the _______ and go on the bus. *[bag]*

6. Have the students complete the activity. When they are done, partners can check each other’s work.

**Team Discussion**

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers to the questions.

   **Team Talk Questions**

   1. What is wrong with the tent?
      
      *The tent sags.*

   2. What do Len and Ted need?
      
      *Ted and Len need gas to leave the campground.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.
Time for Reflection

Class Discussion

1. When the students have completed their team discussions, review the answers with the class. Use Numbered Heads to elicit an answer, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:
   - Did we answer Today’s Big Question?
     - Len and Ted can’t leave the campground because their car ran out of gas.
   - Did you learn to read new words today? Are you finding it easier to spell words on the word list you practiced reading?
     - Answers will vary.

3. Ask any other questions that will help the students think about their own thinking such as:
   - How does learning letter sounds help prepare you to read?
   - How is learning to read like learning to drive?

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

For each word on List 2:
- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word printed on a T-shirt.
- Open your eyes, and look at the word again to see if you were right.
- Cover up the word, and write it down.
- Check to see if you spelled the word correctly.
Repeat these steps until you can spell the word without any help.

Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.
   - I bet this tent is a blast.
   - This tent sags.

2. When students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and
review the spelling of key words in the sentences (bet, this, tent, blast, sags) while the students check their partners’ spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period.

3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 2. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle five points on Team Score Sheet/Learning Guides for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 2. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams. Use Think-Pair-Share to ask:

   Looking at the Team Score Sheet/Learning Guide, what do you think your team can do to become a super team?

   Accept reasonable responses. For example, we can do the homework and bring it in. We can practice and learn the words on the word list. We can help each other read the passage smoothly.

Homework

1. Refer the students to the homework for Day 2. Explain that they will practice reading the words on Word List 2.

   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on word lists 1 and 2 correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “The Tent.”

   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or an adult for help, to figure out the words you have underlined. You can also refer to the key cards in the back of your student edition to remind yourself of letters/sounds. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage. Have the listener initial a box each time you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.
3. Go over the sentence activity on the homework page with your students.

   For this activity, your job is to read the sentence and choose a word from Word List 2 that makes sense in the sentence. Write it in the blank.
Day 2 | Student Homework

1. Practice reading the words in Word List 2. Have someone initial in a circle each time you read all the words on lists 1 and 2 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>get</td>
<td>tent</td>
</tr>
<tr>
<td>let’s</td>
<td>last</td>
</tr>
<tr>
<td>up</td>
<td>blast</td>
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<tr>
<td>bus</td>
<td>bag</td>
</tr>
<tr>
<td><strong>Red Words</strong></td>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>here</td>
<td>look</td>
</tr>
<tr>
<td>this</td>
<td>cook</td>
</tr>
<tr>
<td>off</td>
<td></td>
</tr>
</tbody>
</table>

2. Practice reading “The Tent.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Fill in the blank. Choose the word from Word List 2 that makes the most sense in the sentence. Write it in the blank.

1. Let’s _____cook_____ the eggs. 2. Look, Len, the tent _____sags_____.
Teacher Background

Len and Ted wake up and find they have nothing to eat. They discover a nest of eggs and cook them for breakfast. Ted would like salt on his eggs, but since there is no salt he considers putting bugs on his eggs. Len observes that this idea is “nuts.”

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will practice blending letter sounds to figure out words.

   **Today’s Big Question:**
   What do Len and Ted eat for breakfast?

2. Remind the students that you will award team cooperation points to teams whose members help and encourage one another. Give examples of partners helping and encouraging each other. For example, partners can encourage each other to do the homework and practice the word lists and passage.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guides. Display the transparency of the team score sheet. Remind them that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day. It is a way for partners to help each other and to be sure that everyone is moving ahead.

2. Refer to the Homework box under Day 3. Tell the students that if their partners have their homework today, they will initial this Homework box under Day 3 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Refer to the box for Word List under Day 3 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each
other the word list they practiced for homework. When students successfully read all words, their partners will initial the Word List box for Day 3 next to the partner’s name. Have partners read the words on Word List 2 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 3 on their Team Score Sheet/Learning Guides. Have partners also check their partners’ fill-in-the-blank sentences.

4. Have partners read the homework passage from the reading to each other. Indicate on the transparency of the Team Score Sheet/Learning Guide the box Passage that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 3 on their Team Score Sheet/Learning Guides.

5. Remind the students that at the end of class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their total scores. Remind the students that helping and encouraging one another will improve their total scores and earn them a spot as a good, great, or super team.

This is why helping your partner to successfully read words and passages, bring in homework, and checking that your partner’s sentences are correct will help you both move ahead, become better readers, and earn more points for your team.

Active Instruction

Skill Review

Say-It-Fast

1. Say each sound in the words listed below. The students will blend the sounds into words.

| /d-u-s-t/  | dust      | /l-e-f-t/  | left      | /s-n-a-p/  | snap      |
| /t-r-y/    | try       | /h-a-n-d/  | hand      | /g-l-a-ss/ | glass     |
| /t-e-n-t/  | tent      | /th-i-nk/  | think     | /f-u-n/    | fun       |

Break-It-Down

2. Say a word, and ask the students to repeat it. Then, have the students say the word sound by sound. Provide support as needed.
Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

**Letter/Sound Review**

3. Hold up the key card for the letter *n*.

   This is the key card for the letter *n*. The letter *n* makes the /n/ sound. /n…n…n/. Practice making this sound with me. /n…n…n/.

   Point to the picture on the key card.

   What is this picture? Say it with me. Net.

   Read the sentence on the back of the key card aloud. Have the students clap when they hear the /n/ sound.

4. Repeat this procedure for each of the letters/sounds.

**Skill Instruction**

**Show You Know It**

1. Have the students indicate whether they recognize the letters and sounds that have been presented by identifying them in any of the following alliterative sentences. Select sentences randomly, or focus on the ones with sounds with which you believe your students had the most trouble.

   Tell me which sound you hear repeated in each of the following sentences:
   
   Lady Lydia loved to laugh loudly. /l/
   Tell Tina to take the turkey. /t/
   Seymour sends some salty sardine sandwiches. /s/
   Go get Garver to give gifts. /g/
   Nina is never too nice. /n/
   Ben broke a big bone. /b/
   Set the pet bed next to the tent. /e/
   Under the tub in the mud hut, bugs cut up a rug. /u/
   Dad had a nap after catching the cat. /a/

   Take it up a notch: Have partners make up their own tongue twisters with one or more of the sounds presented.
Take it down a notch: Have students identify individual words with one of more of the sounds presented. Celebrate the students’ successes in identifying the letters that represent the repeated sounds.

Build Background

1. Refer the students to the unit 1 reading in their student editions, and have them turn to chapter 3. Read the title: “Bugs on Eggs.” Use Think-Pair-Share to ask:

   If you want to guess what a chapter is about before you read it, what clues could you use?

   *You could look at the chapter title and at the pictures.*

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity.

   Use Numbered Heads to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions. The students will probably predict that the reading is about making eggs.

3. Have partners discuss what they already know about making eggs. Use Think-Pair-Share to ask:

   *What do you think bugs might have to do with making eggs?*

   *Accept reasonable responses.*

Listening Comprehension

1. Read the introduction to “Bugs on Eggs” aloud.

   **Introduction**
   
   Len and Ted wake up in the sagging tent and are really hungry. Ted gathers some wood, and Len makes a fire, but Len and Ted have no food to eat.

2. Tell the students that you are going to read the first page aloud and then retell what happens to monitor your understanding.

   In this class you will retell what you read on a page after you read it—tell the important ideas in your own words. This is how you check your understanding, or monitor yourself for meaning when you read. If you can tell it in your own words, then you probably understood it.

   I will read and retell the first section of *Bugs on Eggs* to show you how.

   Read the first section of the chapter, and then stop and retell it.

   In this section, Len wants to get something to eat.
Read the next section, and then stop and retell it.

Ted reminds Len that they have nothing to eat and no gas to drive anywhere.

3. Have the students read the next section of the passage with their partners and retell what happens. Use Numbered Heads to share retellings.

4. After you have finished modeling the skills, read the first three sections again to model fluency and so the students can focus on comprehension.

**Word List Introduction**

**Stretch and Read**

1. Display all three word lists, and introduce List 3. Remind the students that green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.

2. Introduce the phonetically regular words—the green words—on List 3.

   Here are words that you will meet in your reading. Let’s get ready to read by practicing these words. We’ll do this by using different strategies. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.

<table>
<thead>
<tr>
<th>Word List 3</th>
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</thead>
<tbody>
<tr>
<td>Green Words</td>
</tr>
<tr>
<td>sun</td>
</tr>
<tr>
<td>bug</td>
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<tr>
<td>eggs</td>
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<tr>
<td>net</td>
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<tr>
<td>nest</td>
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<td>best</td>
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<tr>
<td>salt</td>
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<tr>
<td>snag</td>
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<tr>
<td>Red Words</td>
</tr>
<tr>
<td>hook</td>
</tr>
<tr>
<td>ball</td>
</tr>
<tr>
<td>many</td>
</tr>
</tbody>
</table>

   As you do this exercise, select the words randomly rather than in any particular order.

**Say-Spell-Say**

3. Introduce the sight words—the red words—on the list.

   Now let’s read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read even if you know the sounds.
After I point to and say the word, we will say it together, spell it together, and then say it again.

Randomly point to words, and have the students read any words from earlier lists that still give them difficulty.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know:
   - Sound it out.
   - Look for context clues.
   - Look at the pictures.
   - Ask for help.

Remind the partners that they will take turns reading and retelling each section of the chapter. Remind them that they will read the passage several times.

   The first time you read the passage, I want you to pay attention to the words you don’t know or don’t understand, and then talk with your partners about how to figure them out. Use sticky notes to identify unfamiliar words. Each time you reread the passage, check off the sticky notes next to words that you now understand and are able to read smoothly. Your goal is to read the entire passage smoothly and without making mistakes.

Clarifying Strategies

**Sound it out** can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.

**Read the sentence again** helps the student think about context: what word ought to go here for the sentence to make sense.

**Look at the pictures** reinforces the habit of using all available clues to determine meaning.

**Mark the word with a sticky note** reassures students that they do not need to understand every word to comprehend a passage.

**Ask for help** establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.
2. Have the students read:

“Bugs on Eggs” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading aloud each section.

4. When the students are finished reading and clarifying the passage, use Think-Pair-Share to ask:

Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out? Were there letter patterns that you recognized?

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

5. Introduce the activity, Quick Erase. Tell the students that the goal of this activity is to make as many different words as possible by changing only one letter at a time. Write the word let on the board. Slowly touch each letter. Have the students make the sounds with you, then blend them to say the word.

Now I’m going to change one letter in this word. Do you think you can read it if I change one letter?

Change the l to g. Sound out the word by touching each letter and making its sound. Then, read the whole word: get. Continue to change one letter at a time and read the words with the students. Use the following word sequence:

let…get…set…sat…bat

Point out that you started with one word and made four more words by changing just one letter at a time.

6. Try Quick Erase again, and use the following sequence. Gradually reduce your support so the students are reading the words on their own.

tab…tan…ban…bun

Point out that by changing a different letter the same word can change in surprising ways.

7. Have the students play Quick Erase with their partners beginning with the word get. Have partners share with their teams how many words they were able to make.
Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers to the questions.

**Team Talk Questions**

1. What is in the nest?
   - Eggs are in the nest.
2. What does Len do with the eggs?
   - Len cooks the eggs.

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions, review the answers with the class. Use Numbered Heads to elicit an answer, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:
   - Did we answer Today’s Big Question?
     - Answers will vary.
   - Did you learn to read any new words today?
     - Answers will vary.

3. Ask any other questions that will help the students think about their own thinking, such as:
   - Is blending sounds getting easier for you?
   - Why is it important to remember the sound a letter makes?
   - Is practicing the letter sounds helping you to remember them?

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.
For each word on List 3:
- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and imagine the word written on a big sign.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.
Repeat these steps until you can spell the word without any help.

Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.
   - Let’s get eggs and a bun.
   - But here is a nest.
   - Bugs on eggs is nuts.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (let’s, get, eggs, bun, but, here, nest, nuts) while the students check their partners’ spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that the sentence has a period.

3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 3. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on the Team Score Sheet/Learning Guides for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points team members earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 3. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams. Use Think-Pair-Share to ask:

   **Looking at the Team Score Sheet/Learning Guide, what do you think your team can do to become a super team?**

   Accept reasonable responses. For example, we can do the homework and bring it in. We can practice and learn the words on the word list. We can help one another read the passage smoothly.
Homework

1. Refer the students to the homework for Day 3. Remind the students that they will practice reading the words on all three word lists. Read the words on all three word lists tonight until you can read them correctly. Have someone listen to you read. Each time you read the words on lists 1, 2, and 3 correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading chapter 3, “Bugs on Eggs.” Remind the students that their goal is to read this passage correctly and smoothly. Remember that part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it. If you are not reading this passage correctly and smoothly, keep practicing tonight.

3. Go over the Quick Erase activity. Your word activity tonight is Quick Erase. Begin with the word bun. Change one letter at a time to make different words. Be sure you are able to read the words you make.
Day 3 | Student Homework

1. Practice reading the words in Word List 3. Have someone initial in a circle each time you read all the words on lists 1, 2, and 3 correctly.

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<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
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<tbody>
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<td>off</td>
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</tbody>
</table>

2. Practice reading “Bugs on Eggs.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Play Quick Erase. Make a new word by changing one letter at a time.

bun ___________ ___________ ___________
Teacher Background

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will practice blending letter sounds to figure out words.

   **Today’s Big Question:**
   Why doesn’t Len want to put a bug on the hook?

2. Remind the students that you will award team cooperation points to teams whose members help and encourage one another.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guides. Display the transparency of the Team Score Sheet/Learning Guide. Remind them that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day.

2. Refer to the Homework box under Day 4. Tell the students that if their partners have their homework today, they will initial this Homework box under Day 4 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Refer to the box for Word List under Day 4 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When students successfully read all the words, their partners will initial the Word List box for Day 4 next to the partner’s name. Remind them that they must be able to read and spell the words for the cycle test.

4. Have partners read the words on Word List 3 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 4 on their Team Score Sheet/Learning Guides. Have partners also check their partners’ Quick Erase words.
5. Have partners read the homework passage from the reading to each other. Indicate on the transparency of the Team Score Sheet/Learning Guide the box Passage that students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 4 on their Team Score Sheet/Learning Guides.

6. Remind the students that at the end of class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their total scores. Remind the students that helping and encouraging one another will improve their total scores and earn them a spot as a good, great, or super team.

Active Instruction

Skill Review

Say-It-Fast

1. Say each sound in the words listed below. The students will blend the sounds into words.

| /i-s/ | is       | /s-a-d/ | sad     |
| /p-i-n/ | pin     | /r-a-m/ | ram     |
| /c-a-t-s/ | cats | /m-a-d/ | mad     |

Break-It-Down

2. Say a word, and ask the students to repeat it. Then, the students will say the word sound by sound. Provide support as needed.

| sat   | /s-a-t/ | run   | /r-u-n/ |
| sit   | /s-i-t/ | sun   | /s-u-n/ |
| up    | /u-p/   | cat   | /c-a-t/ |
| dad   | /d-a-d/ | rent  | /r-e-n-t/ |
| mitt  | /m-i-tt/ | let  | /l-e-t/ |

Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it, then stretch the word to include that many sounds.
Show You Know It

3. Have the students indicate whether they recognize the letters and sounds that have been presented by identifying them in any of the following alliterative sentences. Select sentences randomly or focus on the ones with sounds with which you believe your students had the most trouble.

Tell me which sound you hear repeated in each of the following sentences:

- Lady Lydia loved to laugh loudly. /l/
- Green goblins get goodies. /g/
- Tell Tom to take the turkey. /t/
- Seymour sends some salty sardine sandwiches. /s/
- Bend big blankets to bring. /b/
- Ned needs naps at night. /n/
- Set the pet bed next to the tent. /e/
- Under the tub in the mud hut, bugs cut up a rug. /u/
- Dad had a nap after catching the cat. /a/

Take it up a notch: Have partners make up their own tongue twisters with one or more of the sounds presented.

Build Background

1. Refer the students to the unit 1 reading in their student editions, and have them turn to chapter 4. Read the title: “Get a Bass.” Use Think-Pair-Share to ask:

   If you want to guess what a chapter is about before you read it, what clues could you use?
   You could look at the chapter title and at the pictures.

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity.

   Use Numbered Heads to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions. The students will probably predict that the reading is about catching a fish. Have partners discuss what they know about this topic.

Listening Comprehension

1. Read the introduction to chapter 4, “Get a Bass,” aloud.

   **Introduction**

   Len and Ted have eaten ten eggs for breakfast. Now they are thirsty and go across the road to the river to get a drink. Len spots a big fish in the river. This kind of fish is called a bass.
2. Tell the students that you are going to read the first section aloud.

In this class, you will retell—tell the important ideas in your own words—what you read in a section after you read it. This is how you check your understanding, or monitor yourself for meaning when you read. If you can tell it in your own words, then you probably understood it.

As I read a section of “Get a Bass,” I will figure out words by sounding them out or looking at pictures for clues. Then I will retell what happened in my own words.

Read the first section of the chapter. Pause to sound out the word net. Then retell the section.

In this passage, Len wants to get a bass in a net.

Read the next section, stopping at the word snag to sound out the word and try it in the sentence. Then retell the section.

Ted reminds Len that they have no nets, but they do have a hook.

3. Have the students read the next section of the passage with their partners and retell what happens. Use Numbered Heads to share retellings.

4. After you have finished modeling the skills, read the sections again to model fluency and so the students can focus on comprehension.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know:
   
   - Sound it out.
   - Look for context clues.
   - Look at the pictures.
   - Ask for help.

Remind partners to take turns reading and retelling each section. Remind them that they will read the passage several times.

Clarifying Strategies

Sound it out can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.

Read the sentence again helps the student think about context: what word ought to go here for the sentence to make sense.
Look at the pictures reinforces the habit of using all available clues to determine meaning.
Mark the word with a sticky note reassures students that they do not need to understand every word to comprehend a passage.
Ask for help establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

The first time you read the passage, I want you to pay attention to the words you don’t know or don’t understand and then talk with your partners about how to figure them out. Use sticky notes to identify unfamiliar words. Each time you reread the passage, check off the sticky notes next to words that you now understand and are able to read smoothly. Your goal is to read the entire passage smoothly and without making mistakes.

2. Have the students read:

“Get a Bass” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help.

4. When the students are finished reading and clarifying the passage, use Think-Pair-Share to ask:

Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out? Did you blend the sounds? Did you use pictures as clues?
Answers will vary.
Ask several students to share their discussion with the class.

Word Work

5. Remind the students how to play Quick Erase. Remind them that the goal of this activity is to make as many different words as possible by changing only one letter at a time. Write the word bug on the board. Slowly touch each letter. Have the students make the sounds with you, and then blend them to say the word.

Now I’m going to change one letter in this word. Do you think you can read it if I change one letter?
Change the b to t. Sound out the word by touching each letter and making its sound. Then, read the whole word: tug. Continue to change one letter at a time and read the words with the students. Use the following word sequence:

bug…tug…tub…tab…tag
Point out that by changing a different letter, the same word can change in surprising ways.

6. Have the students play Quick Erase with their partners beginning with the word bus. Have partner pairs share how many words they were able to make.

Celebrate the students' successes in identifying the letter sounds and writing words.

**Team Discussion**

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers to the questions.

   **Team Talk Questions**
   
   1. Why does Len want to put a bug on the hook?  
      *Len wants to snag a bass. The bass will bite the bug and the hook.*
   2. How do Len and Ted leave the campground?  
      *Len and Ted leave the campground on the bus.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

**Time for Reflection**

**Class Discussion**

1. When the students have completed their team discussions, review the answers with the class. Use Numbered Heads to elicit an answer, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:

   *Did we answer Today's Big Question?*  
   *Len thinks that using a bug on the hook is nuts.*

   *Did you learn to read new words today that you didn’t know before?*  
   *Answers will vary.*

3. Ask any other questions that will help the students think about their own thinking such as:

   *Is blending sounds getting easier for you?*
   *Why is it important to remember the sound a letter makes?*
   *Is practicing the letter sounds helping you to remember them?*
The students study their word lists by visualizing each word.

Time for Reflection

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model each of the steps below.

For each red word on Lists 1, 2, and 3:
- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and imagine the word written on a frosty window.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

Repeat these steps until you can spell the word without any help.

Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.
   - Get a hook to snag a bass.
   - Bugs on eggs, but no bugs on hooks.
   - Let’s go get gas.

2. When the students have finished writing, review the spelling of key words in the sentence while they check their work. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that the sentence has a period.

   Take it down a notch: Have the students write one sentence or individual words.

3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 4. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on the Team Score Sheet/Learning Guides for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Remind them that all the points team members earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 4. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams. Use Think-Pair-Share to ask: 
Looking at the Team Score Sheet/Learning Guide, what do you think your team can do to become a super team?
Accept reasonable responses. For example, we can do the homework and bring it in. We can practice and learn the words on the word list. We can help one another read the passage smoothly.

Homework

1. Refer the students to the homework for Day 4. Explain that they will practice reading the words on all three word lists.

   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on list 1, 2, and 3 correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Get a Bass.”

   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or an adult for help, to figure out the words you have underlined. You can also refer to the key cards in the back of your student edition to remind yourself of letters/sounds.

   Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage. Have the listener initial a box each time you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the Quick Erase activity on the homework page with your students.

   Your word activity tonight is Quick Erase. Begin with the word net. Change one letter at a time to make different words. Be sure you are able to read the words you make.
Day 4 | Student Homework

1. Practice reading the words in Word Lists 1, 2, and 3. Have someone initial in the circle each time you read all the words on lists 1, 2, and 3 correctly.

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<thead>
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<th>Word List 1</th>
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</table>

2. Read “Get a Bass.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Play Quick Erase. Make a new word by changing one letter at a time.

net __________ __________ __________
Unit 1 | Day 5

Listening Comprehension: first two sections of chapter 5
Partner Reading: chapter 5: “The Guts Test”

Teacher Background

During Teamwork, the students will partner read to practice fluency.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

Reading Goal:
Today we will review the letter sounds and practice blending them to figure out words.

Today’s Big Question:
Why do Len and Ted have a guts test?

2. Remind the students that you will award team cooperation points to teams whose members help and encourage one another.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guides. Display the transparency of the Team Score Sheet/Learning Guide. Remind them that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day.

2. Refer to the Homework box under Day 5. Tell the students that if their partners have their homework today, they will initial this Homework box under Day 5 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Refer to the box for Word List under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word lists they practiced for homework. When students successfully read all the words, their partners will initial the Word List box for Day 5 next to the partner’s name. Remind them that they must be able to read and spell the words for the cycle test.

4. As partners read their word lists, circulate and listen to partner pairs. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 5 on their Team Score Sheet/
Learning Guides. Have partners also check their partners’ Quick Erase words.

5. Have partners read the homework passage from the reading to each other. Indicate on the transparency of the Team Score Sheet/Learning Guide the box Passage that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read all the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 5 on their Team Score Sheet/Learning Guides.

6. Remind the students that at the end of class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their total scores. Remind the students that helping and encouraging one another will improve their total scores and earn them a spot as a good, great, or super team.

Active Instruction

Skill Review

Say-It-Fast

1. Say each sound in the words listed below. The students will blend the sounds into words.

| /s-a-t/ sat | /m-a-t/ mat |
| /m-a-d/ mad | /t-e-n-t/ tent |
| /t-o-p/ top | /l-i-p/ lip |
| /t-u-b/ tub | /l-i-d/ lid |

Break-It-Down

2. Say a word, and ask the students to repeat it. Then, the students will say the word sound by sound. Provide support as needed.

| /i-s/ is | /s-a-d/ sad |
| /r-a-m/ ram | /c-a-t-s/ cats |
| /m-a-d/ mad | /s-e-n-t/ sent |
| /D-a-d/ Dad | /g-r-a-b/ grab |

Show You Know It

3. Have the students indicate whether they recognize the letters and sounds that have been presented by identifying them in any of the following alliterative phrases. Select phrases randomly or focus on
the phrases with sounds with which you believe your students had the most trouble.

Tell me which sound you hear in each of the following sentences:
Lady Lydia loved to laugh loudly. /l/
Tell Tom to take the turkey. /t/
Seymour sends some salty sardine sandwiches. /s/
“Great gads! Give me grapes!” /g/
Barnyard bugs bite badly. /b/
Nelly needs a nice necklace. /n/
Set the pet bed next to the tent. /e/
Under the tub in the mud hut, bugs cut up a rug. /u/
Dad had a nap after catching the cat. /a/

Take it up a notch: Have partners make up their own tongue twisters with one or more of the sounds presented.

Listening Comprehension

1. Refer the students to chapter 5, “The Guts Test,” and read the introduction.

   **Introduction**
   Len and Ted tell the driver of the bus their problem about running out of gas. The bus driver offers to bring them a can of gas for their car when he returns in the evening. Ted and Len spend the rest of the day at the campground, waiting for their gas to arrive. They sit by the river and watch the sun go down.

2. Tell the students that you are going to read the first page aloud and stop at words you don’t know to figure them out. Read the first section of the chapter, stopping at the word ball. Model blending the sounds to pronounce the word.

   I don’t recognize this word, so I am going to try to sound it out. /b-a-l; ball/. I know that word. The sun is a ball. That makes sense because sometimes the sun looks like a ball in the sky.

3. Continue reading, and stop to sound out the word less.

   /l-e-s; less/. The ball is less and…here is the same word, less. The ball is less and less. Hmm. I think that means the sun is going down. It is showing less and less. That makes sense.

4. Point out that by stopping to sound out the word you were able to pronounce it. Then when you figured out the word, you thought about what the word meant in the sentence. You read the sentence again to see if it made sense.
Read the next section of text. Stop when you get to the word *many*.

This word looks familiar. I think I’ve seen it before. Wait. This word is on the word list. I know because I have been practicing the list. This is one of the red words: the word *many*. I’ll try it in the sentence: “Yes, but less sun, many bugs.” That makes sense. I know that the mosquitoes really come out and start biting when the sun goes down.

5. After you have finished modeling the skills, read the sections again to model fluency and so the students can focus on comprehension.

**Teamwork**

**Partner Reading:**

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know:
   - Sound it out.
   - Look for context clues.
   - Look at the pictures.
   - Ask for help.

Remind the partners that they will take turns reading and retelling each section. Remind them that they will read the passage several times.

**Clarifying Strategies**

- **Sound it out** can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word's vowels.
- **Read the sentence again** helps the student think about context: what word ought to go here for the sentence to make sense.
- **Look at the pictures** reinforces the habit of using all available clues to determine meaning.
- **Mark the word with a sticky note** reassures students that they do not need to understand every word to comprehend a passage.
- **Ask for help** establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

The first time you read the passage, I want you to pay attention to the words you don’t know or don’t understand, and then talk with your partners about how to figure them
out. Use sticky notes to identify unfamiliar words. Each
time you reread the passage, check off the sticky notes next
to words that you now understand and are able to read
smoothly. Your goal is to read the entire passage smoothly
and without making mistakes.

2. Have the students read:

“The Guts Test” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the
students’ efforts to clarify what they read. Remind them to sound
words out, look for context clues, look at the pictures, or ask for
help. Praise teams whose members help and encourage one another,
and award team cooperation points.

4. When the students are finished reading and clarifying the passage,
use Think-Pair-Share to ask:

Talk to your partner about a word you had trouble with
(sticky note word). How did you figure it out? Did you
blend the sounds? Did you use pictures as clues?

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

5. Remind the students how to play Quick Erase. Remind them that the
goal of this activity is to make as many different words as possible by
changing only one letter at a time. Write the word sub on the board.
Slowly touch each letter. Have the students make the sounds with
you, and then blend them to say the word.

Now I’m going to change one letter in this word. Do you think
you can read it if I change one letter?

Change the s to t. Sound out the word by touching each letter and
making its sound. Then, read the whole word: tub. Continue to
change one letter at a time and read the words with the students. Use
the following word sequence:

sub...tub...tug...beg...bag

Point out that by changing a different letter the same word can
change in surprising ways.

6. Have the students play Quick Erase with their partners beginning
with the word nut. Have partners share with their teams how many
words they were able to make. Celebrate the students’ successes in
identifying the letter sounds and writing words.
Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers to the questions.

   **Team Talk Questions**
   1. What does Len find in the tent?
      *Len finds a bat in the tent.*
   2. What was the guts test?
      *The guts test was to get ten slugs in the tent.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions, review the answers with the class. Use Numbered Heads to elicit an answer, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:
   - Did we answer Today’s Big Question?
     *Len and Ted have a guts test to see who is brave.*
   - Did you learn to read new words today?
     *Answers will vary.*

3. Ask any other questions that will help the students think about their own thinking such as:
   - Is blending sounds getting easier for you?
   - Why is it important to remember the sound a letter makes?
   - Is practicing the passages helping you to read more smoothly?

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model each of the steps below.
For each word that you are still not sure how to spell:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and imagine the word written with a brown crayon.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

Repeat these steps until you can spell the word without any help.

**Dictation**

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

   - Here is a bat in the tent.
   - Let’s get ten slugs.
   - The bat snags the bugs.

2. When the students have finished writing, have them exchange student editions. Write the sentences on the board, and review the spelling of key words in the sentences (here, bat, tent, let’s, get, ten, slugs, snags, bugs) while the students check their partners’ spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that the sentence has a period.

3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 5. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on the Team Score Sheet/Learning Guides for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Remind them that all the points team members earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 5. Remind the students that at the end of the unit some teams will be good teams, some will be great teams, and some will be super teams. Use **Think-Pair-Share** to ask:

   **Looking at the Team Score Sheet/Learning Guide, what do you think your team can do to become a super team?**

   Accept reasonable responses. For example, we can do the homework and bring it in. We can practice and learn the words on the word list. We can help one another read the passage smoothly.
Homework

1. Refer the students to the homework for Day 5. Explain that they will practice spelling the words on all three word lists.
   
   Read the words at home tonight and practice spelling them correctly. Have someone listen to you spell. Each time you spell the words on lists 1, 2, and 3 correctly, have the listener initial a circle.

2. Remind the students that they will have a cycle test tomorrow. Tonight they will practice reading chapter 5 of the student reading correctly and smoothly.

   Remember that part of your test tomorrow will be to read a similar passage with some of the same words and answer questions about it. If you are not yet reading this passage correctly and smoothly, keep practicing tonight.

3. Go over the Quick Erase activity on the homework page with your students.

   Your word activity tonight is Quick Erase. Begin with the word bat. Change one letter at a time to make different words. Be sure you are able to read the words you make.
Day 5 | Student Homework

1. Practice spelling the words in Word Lists 1, 2, and 3. Have someone initial in the circle each time you spell all the words on lists 1, 2, and 3 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
<th>Word List 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>get</td>
<td>nuts</td>
<td>get</td>
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<tr>
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<td>us</td>
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<td>set</td>
<td>blast</td>
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<tr>
<td>bus</td>
<td>not</td>
<td>bag</td>
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<tr>
<td><strong>Red Words</strong></td>
<td><strong>Red Words</strong></td>
<td><strong>Red Words</strong></td>
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<td>here</td>
<td>do</td>
<td>look</td>
</tr>
<tr>
<td>this</td>
<td>we</td>
<td>cook</td>
</tr>
<tr>
<td>off</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Read “The Guts Test.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Play Quick Erase beginning with the word bat. Change one letter at a time to make new words.

bat __________  __________  __________
Timing Goal: 10 minutes

**Set the Stage**

1. Post and present today’s goal.

   **Goal:**
   Today we will take the cycle test.

2. Remind the students that you will award team cooperation points to teams whose members help and encourage one another.

**Homework Review**

1. Have the students take out their homework and Team Score Sheet/Learning Guides. Display the transparency of the Team Score Sheet/Learning Guide. Remind them that the Team Score Sheet/Learning Guide helps them keep track of what they practice each day.

2. Refer to the Homework box under Day 6. Tell the students that if their partners have their homework today, they will initial this Homework box under Day 6 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Refer to the box for Word List under Day 6 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word lists they practiced for homework. Remind them that they must be able to read and spell the words for the cycle test today. When students successfully read all words, their partners will initial the Word List box for Day 6 next to the partner’s name. Have partners read all the words on the word lists to each other.

4. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 6 on their Team Score Sheet/Learning Guides. Have partners also check their partners’ Quick Erase words.

5. Have partners read the homework passage from the student reading to each other. Indicate on the transparency of the Team Score Sheet/Learning Guide the box Passage that the students will check if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points.
in the Teacher column next to Passage for Day 6 on their Team Score Sheet/Learning Guides.

6. Remind the students that at the end of class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their total scores. Remind the students that helping and encouraging one another will improve their total scores and earn them a spot as a good, great, or super team.

**Active Instruction**

**Prepare the Students for the Test**

1. Remind the students that the test is independent work. The students should not ask their partners for help as they read. Be sure that the word lists are not visible.
2. Distribute the test, which includes space for spelling and writing dictated sentences, a test passage to read, a comprehension question, and a word activity section.

**Cycle Test**

1. Conduct the spelling part of the test by reading the ten words from Lists 1, 2, and 3.
2. When the spelling portion of the test is complete, continue to the dictation, and read each sentence aloud to the students. When the students have completed the dictation sentences, they may begin working on their own. Review the directions with the students, and have them complete the rest of the test.
3. When the students have finished, collect the tests. Tell the students that they will receive their scored tests during the next class.

**Time for Reflection**

**Class Discussion**

1. Use **Think-Pair-Share** to ask questions that will help the students think about their own thinking such as:
   - Do you think practicing the passages in *On the Road* helped you read the test passage today? How?
   - Is blending sounds getting easier for you?

   Point out again that learning to read is like learning to drive a car. The more you do it, the better you get at it. The more you practice reading, the better reader you become.
2. Remind the students to record the team cooperation points they have received today. Remind them that all the points team members earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 6. Explain that during the next class they will add up their points and determine their team’s score. Will their team be a good team, great team, or super team?

**Cycle Test**

**Spelling Test (3 points each)**

Read each of the following words aloud, pausing for the students to spell each one on their tests. Emphasize each sound in the word, and then blend them.

1. get
2. bus
3. tug
4. net
5. sun
6. look
7. bag
8. gas
9. bet
10. snag

**Dictation (15 points each)**

The last egg is in the bag.

Go get a slug in the tent.

**Test Passage**

Explain to the students that they are to read the passage below, answer the question that follows, and then move directly into the next section of the test.

**Ted and Len Get Gas**

Len: Get set, Ted. Here is the bus.

Let’s get the gas.

Ted: Yes! Let’s get the gas.

Len: The gas lets us go. This is the best.

Ted: Yes, this is the best. No tents!

Len: No tents, no bats, no bugs.


It is a slug. It is a slug in the bag.

Len: No slugs in the bags! Let it go.


The slug is on Len’s leg.

Len: No!
Short Answer (20 points)
Answer the question below using one or two sentences.
Is a bat in the bag?
No, a slug is in the bag.

Word List (20 points)
Put the best word in each blank.
1. Let’s __cook__ the eggs.
2. The __sun__ is a ball.
3. Get a __net__ to snag a bass.
4. The tent __sags__.
5. The __bat__ is in the tent.

Word Bank

<table>
<thead>
<tr>
<th>sun</th>
<th>sags</th>
<th>cook</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
<td>net</td>
<td></td>
</tr>
</tbody>
</table>
Teacher Background

In the Toll Booth lessons at the end of each unit, the students assess their own progress and set goals for themselves. Each student has a Map It Out sheet. This map allows the students to see where they are and what they need to know to move on to the next unit. Objectives are clearly listed at the Toll Booth Checks—what letter sounds the students should know and what words they should be able to decode. As partners practice, you go from team to team and conduct brief Toll Booth Checks with each student. To pass through the Toll Booth, the students identify and check off the letter sounds, and then they read a few words and a sentence selected by you.

Time for Reflection is an opportunity to recognize the students’ successes and to help them set goals. The students add up their daily points on their Team Score Sheet/Learning Guides and celebrate good, great, and super teams. The students also use the Toll Booth Check and their scores on the Team Score Sheet/Learning Guide to set goals. For example, a student who was unable to identify the letters/sounds /l/ and /n/ writes the letters in the space on the Toll Booth: “I need to work on ______.” A student who notes that he or she could improve his or her score and the team score by bringing in his or her homework regularly will set that as a goal on his or her map.

Set the Stage

1. Post and present today’s goal.

Goal:
Today we will look at how we are doing, celebrate, and set new goals.

Active Instruction

1. Remind the students that they have been earning points every day for the work they do.

Use Think-Pair-Share to ask:
What have you been doing to earn points?
*Accept reasonable responses. For example, we earned points by doing the homework, practicing the word list, reading a passage, writing sentences, helping and encouraging our team members.*

Do you think doing these things has helped you move forward in your reading? Do you think you are a better reader than you were last week?
*Answers may vary.*

Display the transparency of the Team Score Sheet/Learning Guide, and have the students get out their Team Score Sheet/Learning Guides. Show the students how to add the total points they earned each day to get a unit score. There will be a unit score for each student. Allow a minute for the students to add up their daily totals. Show the students where to record their unit scores. Explain that at the end of the lesson, each team will add up the unit scores to find out how their team did.

2. Explain to the students that today they will be going over the cycle test. Distribute the scored cycle tests from *On the Road*. Have the students work with their partners to review the answers. Allow the students the opportunity to ask questions of the class to clarify any outstanding questions.

3. Introduce the Toll Booth Check. Tell the students that they will complete a Toll Booth Check to get ready to move on to the next unit. Use **Think-Pair-Share** to ask:

   **What is a toll booth? What does a toll booth have to do with driving?**
   
   A toll booth is a gate, or checkpoint, where you stop and pay a toll (a fee) before you can continue on.

   **What might a Toll Booth Check in reading class be?**
   
   *Accept reasonable responses. For example, a Toll Booth Check in reading might be when you stop and check if you know how to read words.*

Tell the students that today each one of them will have a Toll Booth Check, a chance to show they know the letter sounds they have been practicing before they move on to the next unit.

4. Have the students get out their Map It Out sheets, and display the transparency of the map. Remind them that this map shows their step-by-step progress in reading. They will be moving quickly from one unit to the next, stopping along the way to do Toll Booth Checks and show they know it. Use **Think-Pair-Share** to ask:

   **What happens when you come to the end of the map and have passed the last Toll Booth?**
   
   *Accept reasonable responses.*

Tell the students that at the end of the map they move out of Level 1.
5. Refer them to the first Toll Booth on their maps, unit 1. Point out the question at the top: How did I do? Point out that the students now have a unit score and a cycle test score to help them answer the question, “How did I do?” Tell them to write these two scores that they earned for unit 1 on their maps.

**Toll Booth Check**

1. Point out to the students that on their maps, the unit 1 Toll Booth includes a list of the letter sounds they have been practicing. There is also a list of words they will need to read to pass through this Toll Booth. Have partners review the list of letters to be sure they know the sound each letter makes. Then have them read the list of words to each other in preparation for passing their Toll Booth Check.

2. While the partners practice, move from one partnership to the next to do a Toll Booth Check. Ask each student to tell you what sound the letter stands for as you point to letters on the list. Point to the letters randomly so you will be sure that the student knows the letter sound. Ask each student to read words on the list as you randomly point to them. Have the students check off the letter sounds and words they read correctly. Then have the student read one of the following sentences. If the student reads the sentence accurately, he or she can check off the space next to “I read the sentence” on the map.

   - Ted sat in the tub.
   - Look at the sun set.
   - Let the bugs in the bag go.
   - Get us the last ten tags.

3. When students pass the Toll Booth Check, have them color in the box Toll Booth 1 to show they have moved on. Challenge these students to try the letters/sounds and words for unit 2 Toll Booth Check. If a majority of the students are able to pass the Toll Booth Check for unit 2, consider moving the class on to unit 3. They can read the unit 2 story as a bonus activity and make up Team Talk questions to challenge other teams.

4. For the students who are unable to identify all the letter sounds, have the student write the unchecked letters in the space: “I need to work on ________.” Tell these students that they can practice these letter sounds and take the Toll Booth Check again in the coming week.

**Time for Reflection**

1. When all the students have had the Toll Booth Check, celebrate their successes, and point out that they have “left the garage and are on the road.” On the Map It Out transparency, point out the space “I need to work on ________.”
When we travel we set goals. We decide where we want to go and when we want to get there. You are setting goals for yourself too. You are deciding what you need to work on to get you where you want to go. Some of you may need to work on certain letter sounds, some of you may need to work on bringing in your homework, or work on sentence writing. Your Team Score Sheet/Learning Guide and your map will help you set your goals.

Have the students look at their maps.

Was there a letter sound or a word on the Toll Booth Check with which you had trouble? Circle what gave you trouble. This will remind you what you need to work on for next week.

Refer the students to their Team Score Sheet/Learning Guides. Use **Think-Pair-Share** to ask:

- Where did you miss getting points on your Team Score Sheet/Learning Guide this week?
- What can you do about it?
- What goal will you set for yourself for next week?

2. Tell the students that it is time to add up their team scores. Have teams work together to add each team member’s unit score to get the team score. Assist teams in determining whether they are a good, great, or super team.

3. Hold a brief ceremony where you award Good, Great, and Super Team certificates and acknowledge teams for their hard work and team cooperation.
Big Cats of Africa
Big Cats of Africa

Summary

The students’ reading for this second foundation unit, *Big Cats of Africa*, deals primarily with animals of the Serengeti in East Africa. The Serengeti is a vast grassy plain, famous for its wildlife, that falls mostly within the borders of Tanzania; parts of the Serengeti ecosystem also extend into neighboring Kenya.

In addition to lions, crocodiles, hippos, and anteaters, the Serengeti is also home to gnus (or wildebeests), giraffes, hyenas, elephants, rhinos, warthogs, and zebras, animals with which your students may be familiar. The Serengeti is famous as the site of safaris and, in recent years, as the setting of the Disney animated film *The Lion King*.

Reading Goal

This unit reviews common consonants *m, w, d, h*, hard *c, r*, and the vowels *a, e, i, o, u*. The students will practice blending letter sounds to pronounce words as they partner read a selection about a magazine photographer who is documenting wildlife in Africa.
Teacher Background

The Day 1 text introduces the subject of big cats. Most of the big cats of Africa can be found in the grasslands, or savannah, of East Africa. Big cats are predators.

The term *big cats* in the text can refer not only to lions, which are perhaps the most readily noticed big cats on the Serengeti, but to cheetahs and leopards, which exist there in smaller numbers. While most big cats are solitary hunters, lions hunt in groups and form family groups known as prides. Among the animals that big cats hunt are hoofed mammals such as impalas and wildebeests, or gnus.

There are many books about wildlife in Africa, on the Serengeti and elsewhere, that could interest your students. To enrich this unit and provide a venue for further exploration, make books on these subjects available for the students to take home or to read in class when other tasks are completed.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will review some letter sounds and practice blending them.

   **Today’s Big Question:**
   How does a big cat hunt animals?

2. Tell the students that they will work in teams during reading class. Point out to the students that the success of any team depends on all team members participating and supporting the goals of the team.

   Remember that the goal of your teams is to make each of you a better reader. You will work with your partner to practice reading skills. By helping and encouraging your partner, you will move your team forward toward that goal. I will award up to 10 team cooperation points each day to teams whose members help and encourage one another.
3. Distribute a Team Score Sheet/Learning Guide to each team, and display the transparency of the Team Score Sheet/Learning Guide. Remind the students that they will use the Team Score Sheet/Learning Guide to help them keep track of what they will practice each day and to earn points for good work. It is a way for partners to help each other and be sure that everyone is moving ahead.

At the end of each day, you will tally the points you have earned on the Team Score Sheet/Learning Guide. At the end of the unit, we will add up the totals to see which teams are good, great, or super teams.

4. Have the students in each team write their names on the Team Score Sheet/Learning Guide.

**Active Instruction**

**Present the Program**

1. Remind the students of the purpose of the program and what the students can expect.

   - Learn what good readers know and how they think when they read.
   - Practice these things as you read books until you, too, know and use the same skills and strategies.
   - Work very hard to learn these things as quickly as you can.
   - Work with partners and other team members to help one another learn.

   Let’s get started!

2. Have the students turn to their Map It Out sheets. Remind the students that this sheet is a plan that tells every step of a trip and that they will use Map It Out to set their goals and track their progress as readers. As the students learn new letter sounds and decoding skills, they will move from one location to the next and see their progress on this map. Map It Out helps the students see what they can do and what goals they need to set for themselves. Have the students refer to their maps and review their goals for the unit.

   Use **Think-Pair-Share** to ask:

   **What can your partner do to support you as you work toward your goal?**

   Accept reasonable responses. For example, my partner can help me pay attention during partner reading. My partner can remind me to try different strategies to figure out a word.
Skill Review

Say-It-Fast

1. Have the students say the words after listening to you stretch the sounds and slightly isolate each one. The words may or may not have the lesson letter sound in them—this is practice in a skill used in sounding out words.

   In the last unit, we practiced stretching out sounds to make a word. Now see if you can put together sounds to make words. In other words, say it fast. You need to do this when you sound out words as you read.

   /b-a-t/ bat   /c-a-r-t/ cart   /h-o-l-d/ hold
   /s-l-i-p/ slip   /d-a-r-t/ dart   /r-i-ng/ ring
   /p-e-n/ pen   /g-i-f-t/ gift   /l-o-o-p/ loop
   /m-e-n/ men   /b-r-i-m/ brim   /g-l-u-m/ glum

Take it up a notch: Have the students suggest words to put on the list. Have the students sound out these words.

Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

Letter/Sound Review

2. Have the students write the following words as you dictate:
   bun   set   lug   bat

   Have your students check their work as you say the letter sounds and write each word on the board. Draw your finger under each letter in a word, and have the students blend the letter sounds with you.

Skill Instruction

1. Introduce the short vowel sounds /o/ and /i/.

   In this lesson, we will review some letters and sounds. It is very important when we read to make the sounds accurately, since the change of a single letter can make an entirely different word with a different meaning.

2. Present the short /o/ sound.

   Hold up the key card for the letter o. Say the pictured word aloud. *Ostrich*. Have the students repeat the word after you say it. Tell the students that this card gives them the key to remembering how to write and say the letter o.
What sound do you hear at the beginning of the word *ostrich* and in the middle of the words *stop*, *rot*, and *pop*?

/o/.

What letter goes with the short /o/ sound?

*The letter o.*

That’s right. When I say /o…o…o/, my mouth is open and my chin drops down a little. /o/. Let’s all stretch the sound /o/ together. /o/. /o/ is a loud sound.

Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter o in the palms of their hands.

Read the following sentence, and ask the students if they can identify the short /o/ in the words.

Stop hopping on Bob’s plot.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the short /o/ sound.

3. Present the short /i/ sound.

Hold up the key card for the letter i. Say the pictured word aloud. *Inch.* Have the students repeat the word after you say it. Tell the students that this card gives them the key to remembering how to write and say the letter i.

What sound do you hear at the beginning of the word *inch* and in the middle of the words *lip*, *pit*, and *skin*?

/i/.

What letter goes with the short /i/ sound?

*The letter i.*

When I say the /i/ sound, my mouth is only open a little bit. The corners of my mouth pull back to say /i/. Let’s make that sound. /i...i...i/.

Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter i in the palms of their hands.

Read the following sentence, and ask the students if they can identify the short /i/ sound in the words.

Give the big pigs some figs.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the short /i/ sound.
Show You Know It

4. Have the students indicate whether they recognize the letters and sounds that have been presented by identifying them in any of the following alliterative sentences. Select sentences randomly or focus on the ones with sounds with which you believe your students had the most trouble.

Tell me which sound you hear repeated in each of the following sentences:
- Silly songs seem simple to sing. /s/
- I think it is big and pink. /i/
- Bouncing beans bump and bang in the bowl. /b/
- I’m not on top of the hot spot. /o/
- Larry leaves letters in the locker. /l/
- Tara is tired and ticklish. /t/

Take it up a notch: Have partners make up their own alliterative phrases with one or more of the sounds presented.

Take it down a notch: If your students are unable to identify the sounds, provide additional instruction and practice for each individual sound.

5. Introduce the letters w, m, d, and h. Present the letter w.

Hold up the key card for the letter w. Say the pictured word aloud. Window. Have the students repeat the word after you say it. Tell the students that this card gives them the key to remembering how to write and say the letter w.

What sound do you hear at the beginning of the words window, water, will, and wish?
/w/.

What letter goes with the /w/ sound?
The letter w.

When I say the /w/ sound, my lips are close together in a little circle. Then they open up. /w/. Let’s practice that sound together. /w/.

Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter w in the palms of their hands.

Read the following sentence, and ask the students if they can identify the /w/ sound in the words.

Wendy wonders why water is wet.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /w/ sound.

6. Present the letter m.

Hold up the key card for the letter m. Say the pictured word aloud. Map. Have the students repeat the word after you say it. Tell the
students that this card gives them the key to remembering how to write and say the letter m.

**What sound do you hear at the beginning of the words *map, moth, and mall*?**
/m/.

**What letter goes with the /m/ sound?**
The letter m.

When I say /m/, my lips are together, and it sounds like I am humming, /m/. Let’s all say that sound together: /m...m...m/. Emphasize the pure, stretched sound. Don’t let the students say “muh” or “meh.”

Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter m in the palms of their hands.

Read the following sentence, and ask the students if they can identify the /m/ sound in the words.

> Mel makes money mailing magazines.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /m/ sound.

7. Present the letter d.

Hold up the key card for the letter d. Say the pictured word aloud. *Dog.* Have the students repeat the word after you say it. Tell the students that this card gives them the key to remembering how to write and say the letter d.

**What sound do you hear at the beginning of the words *dog, dip, and date*?**
/d/.

**What letter goes with the /d/ sound?**
The letter d.

When I say the /d/ sound, I put the tip of my tongue behind my top teeth. My tongue moves down when I say /d…d…d/. Let’s say that sound together: /d/.

Make sure the students do not add a vowel sound to say “duh” or “deh.”

Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter d in the palms of their hands.

Read the following sentence, and ask the students if they can identify the /d/ sound in the words.

> Did Dan’s dog dig that hole?

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /d/ sound.
8. Present the letter *h*.

Hold up the key card for the letter *h*. Say the pictured word aloud. *Hats.* Have the students repeat the word after you say it. Tell the students that this card gives them the key to remembering how to write and say the letter *h*.

**What sound do you hear at the beginning of the words hats, him, and hot?**

/\h\/.  

**What letter goes with the /h/ sound?**  
*The letter h.*

When I say the /h/ sound, I push air out of my mouth to say /h...h...h/. If I put my hand on my throat, I can’t feel any vibration. Let’s say that sound together. /h/.

Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter *h* in the palms of their hands.

Read the following sentence, and ask the students if they can identify the /h/ sound in the words.

Hal held his hat in his hand.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /h/ sound.

### Show You Know It

9. Have the students indicate whether they recognize the letter sounds that have been presented by identifying them in any of the following alliterative sentences. Select sentences randomly or focus on the ones with sounds with which you believe your students had the most trouble.

Tell me which sound you hear repeated in each of the following sentences:

- Mabel makes money mixing marbles. /m/
- Silly songs seem simple to sing. /s/
- I think it is big and pink. /i/
- Will wants water from the well. /w/
- Don’t dare drop the dish! /d/
- I’m not on top of the hot spot. /o/
- Larry leaves letters in the locker. /l/
- Tara is terribly ticklish. /t/

### Build Background

1. Refer the students to the next unit, *Big Cats of Africa*, in their student editions. Use **Think-Pair-Share** to ask:

If you want to guess what a book is about before you read it, what clues can you use?
You can look at the title and pictures on the cover and inside the book.

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use a random selection system like Numbered Heads to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions. The students will probably predict that the reading is about African animals or about lions hunting.

A prediction is a guess based on the clues you have. Since it is a prediction—something you don’t know for sure yet—it’s okay to have different ideas. A prediction is not wrong if you have a good reason for making it, even if it turns out not to be what happens in the reading.

3. Have partners discuss what they already know about African animals. Use Numbered Heads to share the students’ background knowledge on the topic.

4. Tell the students that you will read the introduction to this book. Read the following introductory text aloud.

**Introduction**

There are many reasons to visit the continent of Africa. Some people visit Africa to see the pyramids in Egypt. The pyramids are thousands of years old. No one is certain how the Egyptians were able to build these enormous monuments to their dead rulers.

Other people visit Africa to learn about their ancestors. Many Africans who became slaves in America belonged to the Akan people of West Africa. Their great-great-great grandchildren today visit this part of Africa to learn about where their families came from.

My name is Mel. I am traveling to Africa to visit the famous grasslands of the Serengeti plains, where many of the well-known animals of Africa live. I want to take pictures of the wildlife, especially lions, for a magazine story about the big cats of Africa.

5. Refer the students to the predictions they made about the topic of the book. Point out that the introduction makes it sound like they will be reading about lions. A magazine photographer named Mel is taking pictures of lions in Africa. Use Think-Pair-Share to ask:

**What questions do you have about this topic before you begin to read? What would you like to find out?**
Accept reasonable responses. For example, I would like to find out how many lions there are in the wild, or I'd like to know what animals are hunted by lions, and I would like to know how you get close to lions to photograph them.

Use Numbered Heads to share responses, and record the students’ questions on the board.

**English Language Learners**

- Display pictures or act out new vocabulary words that may be unfamiliar.
- Have partners discuss pictures in the story to clarify words and to give opportunities for ELL students to use this new vocabulary.
- Discuss words and expressions with double meanings.
- Have the students draw pictures and illustrate the new vocabulary words.

**Listening Comprehension**

1. Tell the students that you are going to begin reading *Big Cats of Africa* aloud.

   As I read, I will stop when I get to a word that I need to figure out. I will look at the letters, figure out what sounds they make, and then blend the sounds together to read the word.

2. Read the title of chapter 1 aloud. Pause before the word *grass*. Model sounding out the word.

   Stretch the sounds of each letter, slowly at first, and then more quickly until you blend them to make a word. /g-r-a-s-s; grass/. So the title of this chapter is “Big Cat in the Grass.”

   Continue reading the first section of the chapter, pausing before the word *hunt*.

   Hmm. I don't know this word. It is something that big cats do. I'll stretch the sounds of the letters and blend them to figure out the word. /h-u-n-t; hunt/. I know that word. Now I'll read the sentence again: “I will see the big cats hunt.” Yes, that makes sense.

   Continue reading the second section of the chapter. Stop again before the word *map* to model using pictures to help clarify a word.

   Hmm. I'm going to skip this word and read the rest of the sentence: “Here is a (something) of Africa.” Well, I can see that on this same page there is a map of Africa. I'll bet that word is *map*. I'll try sounding it out to make sure. /m-a-p; map/. 

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I was right. The picture of the map gave me a clue to figure out the word.

Continue reading to the end of the second section.

3. After you have read the two sections and modeled blending sounds, reread the page to model fluency and so the students can focus on comprehension.

**Word List 1 Introduction**

1. Display List 1. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are important words that do not necessarily obey the phonetic rules, as the students understand them. Tell the students that this is a list of words that they will meet in the text.

<table>
<thead>
<tr>
<th>Word List 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>big</td>
</tr>
<tr>
<td>sits</td>
</tr>
<tr>
<td>grass</td>
</tr>
<tr>
<td>hunt</td>
</tr>
<tr>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>Africa</td>
</tr>
</tbody>
</table>

**Stretch and Read**

2. Introduce the phonetically regular words—the green words—on List 1.

Here are words that you will meet in your reading today. Let’s get ready to read by practicing these words. We’ll use different strategies to practice. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.

Sound out the green words on List 1 with your students.

**Say-Spell-Say**

3. Introduce the sight words—the red words—on the list.

Now let’s read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read them even if you know the sounds. As I point to each word, say it, then spell it, then say it again.

Have the students read and spell the words *Africa* and *animals*. 
Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

<table>
<thead>
<tr>
<th>Clarifying Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sound it out</strong> can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.</td>
</tr>
<tr>
<td><strong>Read the sentence again</strong> helps the student think about context: what word ought to go here for the sentence to make sense.</td>
</tr>
<tr>
<td><strong>Look at the pictures</strong> reinforces the habit of using all available clues to determine meaning.</td>
</tr>
<tr>
<td><strong>Mark the word with a sticky note</strong> reassures the students that they do not need to understand every word to comprehend a passage.</td>
</tr>
<tr>
<td><strong>Ask for help</strong> establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.</td>
</tr>
</tbody>
</table>

Your goal is to read the entire passage smoothly and without making mistakes.

For now, I want you to focus on getting the words. The first time you read the passage, I want you to pay attention to the words you don’t know or don’t understand. Talk with your partners about how to figure them out. Can you blend the sounds and say the word? If you can’t figure out a word, put a sticky note next to it.

Reread the passage. Are there clues in the pictures that can help you and your partner figure out a word with a sticky note? If so, put a check on the sticky note next to the word to show that you now understand and are able to read smoothly.

2. Refer to the Team Score Sheet/Learning Guide transparency and the Passage box under Day 1. Tell the students that if their partner can read the passage smoothly without mistakes, they can initial the Passage box next to their partner’s name.

3. Have the students read:

   “Big Cat in the Grass” aloud with partners.
4. Circulate and listen while the students are reading. Prompt and reinforce the students’ efforts to clarify what they read. Encourage them to mark words they need to figure out with a sticky note. Remind them to sound words out, look for context clues, or ask for help. Circle 5 points in the Teacher column next to Passage for the students who can read the passage smoothly with no errors.

5. When the students are finished reading and clarifying the passage, use Think-Pair-Share to ask:

   Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out? Were there letter patterns that you recognized? Answers will vary.

Ask several students to share their discussion with the class.

**Word Work**

6. Have the students turn to the Word Work activity for Day 1 in their student editions. Tell the students how to complete the activity. They will read the sentence and write the word from the word list that makes the most sense in the sentence.

   Big cats hunt in the _________. [grass]

7. Have the students complete the activity. When they are done, partners can check each other’s work.

**Team Discussion**

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers to these questions.

   **Team Talk Questions**
   
   1. What does Mel want to see in Africa?
      
      *Mel wants to see the big cats hunt.*

   2. How does a big cat hunt animals?
      
      *A big cat jumps from the grass and runs fast.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.
Time for Reflection

Class Discussion

1. When the students have completed their team discussions, review the answers with the class. Use Numbered Heads to elicit an answer, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:
   - Did we answer Today’s Big Question?
     Yes, a big cat like a lion hunts by sitting still in the grass and then jumping out and chasing an animal.
   - Did knowing more letter sounds help you sound out hard words today?
     The students will probably say yes.
   - How do you feel when you read a hard word and get it right?
     Answers will vary.

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe or model, if necessary, each of the steps below.

   For each word on List 1:
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and imagine the word written in the sky.
   - Open your eyes, and look at the word again to see if you were right.
   - Look away from the word, and write it down.
   - Check to see if you spelled the word correctly.
   Repeat these steps until you can spell the word without any help.

2. When they have finished studying the words, have partners read the list to each other. Tell the students that if students successfully read all the words, their partners initial the Word List box on the Team Score Sheet/Learning Guide for Day 1 next to the partner’s name.

3. Circulate and listen to partner pairs as they read the word list. For the students who can successfully read all the words, circle 5 points in the Teacher column next to Word List for Day 1 on the Team Score Sheet/Learning Guide.
Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

   Big cats hunt in the grass.
   The grass lands are here.
   The big cat will hunt animals.

   Take it down a notch: Have the students write individual words.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (big, cats, hunt, grass, lands, animals) while the students check their partner’s spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period.

3. Display the Team Score Sheet/Learning Guide transparency. Refer the students to the box for Dictation under Day 1. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.

4. Remind the students to record the number of team cooperation points their team received today on the Team Score Sheet/Learning Guide. Explain that this number goes next to each student’s name on the team in the spaces marked TCP. Show the students these spaces under Day 1 on the transparency.

5. Explain that all the points team members earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 1. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

1. Refer the students to the homework for Day 1. Point out that the homework has three parts. Explain that they will practice reading the words on Word List 1.

   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the list of words correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Big Cat in the Grass.”

   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking
a friend or adult for help to figure out the words you have underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage. Have the listener initial a box each time you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the sentence activity on the homework page with your students.

   For this activity, your job is to read the sentence and choose a word from Word List 1 that makes sense in the sentence. Write it in the blank.
Day 1 | Student Homework

1. Practice reading the words in Word List 1. Have someone initial in a circle each time you read all the words on the list correctly.

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</tr>
</tbody>
</table>

2. Practice reading “Big Cat in the Grass.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Fill in the blank. Choose the word from Word List 1 that makes the most sense in the sentence. Write it in the blank.

1. The grass ____ lands ____ are in Africa.

2. The big cats ____ hunt ____ animals.

3. The ____ animals ____ see the big cat.
Teacher Background

Today's chapter, “Eat or Be Eaten,” describes the end of the encounter between the big cat and its prey. It also describes a crocodile (or “croc”) dragging a land animal into its pond.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   We will review some letter sounds and practice blending them to clarify words.

   **Today’s Big Question:**
   How does a croc eat a land animal?

2. Remind the students that you will award team cooperation points to teams whose members work together and help each other.

3. Have the students turn to their Map It Out sheets and review their goals for this unit. Remind the students that this sheet is a plan that tells every step of a trip, and that they have been using Map It Out to set their goals and track their progress as readers.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide. Remind the students that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day. It is a way for partners to help each other and be sure that everyone is moving ahead.

2. Refer to the Homework box under Day 2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 2 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their
partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 2 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 2 next to the partner’s name. Have partners read the words on Word List 1 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 2 on their Team Score Sheet/Learning Guide. Have partners also check their partner’s fill-in-the-blank sentences.

5. Have partners read the homework passage from the reading to each other. Indicate on the transparency the Passage box that the students will check if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 2 on the Team Score Sheet/Learning Guide.

6. Remind the students that at the end of the class, they will tally today’s points and write them on the Team Score Sheet/Learning Guide as today’s total. At the end of the unit, they will add up their daily points to get their scores. Remind the students that helping and encouraging one another will improve their scores and earn them a spot as a good, great, or super team.

This is why helping your partner to successfully read words and passages, bring in homework, and checking that your partner’s sentences are correct will help you both move ahead, become better readers, and earn more points for your team.

**Active Instruction**

**Skill Review**

**Say-It-Fast**

1. Say each sound in the words listed below. The students will blend the sounds into words.

| /i-t/ | it       | /p-o-t/ | pot       |
| /d-i-g/ | dig     | /t-i-n/ | tin       |
| /m-u-tt/ | mutt   | /m-i-tt/ | mitt      |
The students review words with the /o/, /i/, /d/, /h/, and /w/ sounds.

Letter/Sound Review

2. Hold up the key card for the letter o. This is the key card for the letter o. The letter o makes the /o/ sound. /o…o…o/. Practice making this sound with me. /o…o…o/.
   Point to the picture on the key card.
   The /o/ sound is the sound at the beginning of the word ostrich. Say the word with me. Ostrich.
   Read the sentence on the back of the key card. Have the students repeat it. Read the sentence again and have the students snap their fingers when they hear the /o/ sound.

3. Repeat the same procedure with the key cards i, d, h, and w.

Show You Know It

4. Have the students indicate whether they recognize the letters and sounds that have been presented by identifying them in any of the following alliterative sentences. Select sentences randomly or focus on the ones with sounds with which you believe your students had the most trouble.
   Tell me which sound you hear repeated in each of the following sentences:
   I think it is big and pink. /i/ 
   Will wants water from the well. /w/ 
   His hats are here. /h/ 
   Don’t dare drop the dish! /d/ 
   I’m not on top of the hot spot. /o/

Skill Instruction

1. Introduce the letter sounds /c/ and /r/ by presenting words with those sounds. Say each word with the new letter sound slightly stretched. Ask the students whether they can identify the initial sound and letter in each word. As you discuss each sound, write the corresponding letter in upper and lower case on the board.

2. Present the /c/ sound. Hold up the key card for the letter c. Say the pictured word. Car. Have the students repeat the word after you say it. Tell the students that this card gives them the key to remembering how to write and say the letter c.
   What sound do you hear at the beginning of the words car, cat, and coat?
   /c/. 

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**Active Instruction continued**

**What letter goes with the /c/ sound?**

*The letter c.*

When I say the /c/ sound, I can feel the sound way in the back of my mouth. It sounds a lot like another sound we know, /g/. But /c/ is a little different. When I say /c/, I can feel air coming out. I can put my hand in front of my mouth and feel the air.

Let’s say this sound together.

Bounce the /c/ sound with the students. Make sure they do not add a vowel sound and say “cuh.”

Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter c in the palms of their hands.

Read the following sentence, and ask the students if they can identify the /c/ sound and letter in the words.

Cats can’t carry cups.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /c/ sound.

3. Present the /r/ sound. Hold up the key card for the letter r. Say the pictured word aloud. *Road.* Have the students repeat the word after you say it. Tell the students that this card gives them the key to remembering how to write and say the letter r.

What sound do you hear at the beginning of the words *road, ring,* and *rope*?

/r/.

**What letter goes with the /r/ sound?**

*The letter r.*

When I say the /r/ sound, my tongue lifts up in the back of my mouth. /r/. I sound like a car going fast, don’t I? /r/. Let’s all say /r/ together.

Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter r in the palms of their hands.

Read the following sentence, and ask the students if they can identify the /r/ sound and letter in the words.

The riders ride around the ring.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /r/ sound.

**Show You Know It**

4. Have the students indicate whether they recognize the letters and sounds that have been presented by identifying them in any of the following alliterative sentences. Select sentences randomly or focus on the ones with sounds with which you believe your students had the most trouble.
Tell me which sound you hear repeated in each of the following sentences:
Candied carrots can cause cavities. /c/
Rare is the ranger who remembers to rest. /r/
Lady Lydia loves to laugh loudly. /l/
Set the pet bed next to the tent. /e/
Under the tub in the mud hut, bugs cut up a rug. /u/
“Wow! What a winner,” Wilmer wailed. /w/
Mary and Maude march to the middle of the marsh. /m/
Oscar dots hot olives on gobs of pops. /o/
“Don’t dance during dinner,” Dave declared. /d/
If Rich is sick, it’s from a tick. /i/
Sue smiled and sailed slowly southward. /s/
The last crab Brad had was fat and mad. /a/

**Take it up a notch:** Have partners make up their own tongue twisters with one or more of the sounds presented.

**Take it down a notch:** Confirm that the students can distinguish the sounds in each word. If they have difficulties with any letter sound, provide the students with additional active instruction and practice for each individual sound.

### Build Background

1. Refer the students to the story in their student editions, and have them turn to chapter 2. Read the title: “Eat or Be Eaten.” Use **Think-Pair-Share** to ask:

   **If you want to guess what a chapter is about before you read it, what clues can you use?**
   
   You can look at the chapter title and at the pictures.

2. Have partners preview chapter 2 and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity.

   Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions. The students will probably predict that the reading is about lions and crocodiles catching and eating other animals.

   A prediction is a guess based on the clues you have. Since it is a prediction—something you don’t know for sure yet—it’s okay to have different ideas. A prediction is not “wrong” if you have a good reason for making it, even if it turns out not to be what happens in the reading.

3. Have partners discuss what they already know about crocodiles. Use **Numbered Heads** to share the students’ background knowledge on the topic.
English Language Learners
Display pictures or act out new vocabulary words or concepts that may be unfamiliar.
Have partners discuss pictures in the story to clarify words and to give opportunities for ELL students to use this new vocabulary.
Ask students to think of the names of animals from the story in their own languages and compare them to the English language.

Listening Comprehension
1. Read the introduction to chapter 2, “Eat or Be Eaten,” aloud.

Introduction
Mel tries to take a picture of the big cat in the grass, but realizes that she is out of film. Will the animals get away from the big cat before she can reload her camera?

As I read, I am going to show you again how readers often figure out words. They identify the sounds they contain and blend the sounds together as they read.

2. Read the first two sections of “Eat or Be Eaten” aloud. Stop when you get to the word jumps. Use a Think Aloud to demonstrate blending sounds to clarify a word.

Here is a word that has the /u/ sound that we learned. I will read the sounds aloud, slowly at first, and then more quickly until I blend them to make a word: /j-u-m-p-s; jumps/. The word is jumps. “The big cat jumps on the animal.” That makes sense.

Continue reading aloud and pause at the word grabs.

Here is a word I have not seen before. I will try to blend the sounds and figure out the word: /g-r-a-b-s; grabs/. The word is grabs. “It grabs the animal in its jaws.” Lions have big jaws and teeth, so that makes sense.

3. After you have finished modeling the skills, read the sections again to model fluency and so the students can focus on comprehension.
Word List 2 Introduction

1. Display and introduce List 2. Remind the students that green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.

<table>
<thead>
<tr>
<th>Word List 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Words</td>
</tr>
<tr>
<td>jumps</td>
</tr>
<tr>
<td>shot</td>
</tr>
<tr>
<td>grabs</td>
</tr>
<tr>
<td>drags</td>
</tr>
<tr>
<td>Red Words</td>
</tr>
<tr>
<td>eat</td>
</tr>
<tr>
<td>drink</td>
</tr>
</tbody>
</table>

Stretch and Read

2. Introduce the phonetically regular words—the green words—on List 2.

Here are words that you will meet in your reading today. Let’s get ready to read by practicing these words. We’ll do this by using different strategies. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.

Sound out the green words on List 2 with your students. As you do this exercise, select the words randomly rather than in any particular order.

Say-Spell-Say

3. Introduce the sight words—the red words—on List 2

Now let’s read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read even if you know the sounds.

As I point to the word, say it, then spell it, then say it again. Randomly point to words, and have the students read the words as a group. Stretch or say spell say words that the students miss.
Timing Goal: 20 minutes

The students read and clarify unfamiliar words.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

Clarifying Strategies

- **Sound it out** can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.
- **Read the sentence again** helps the students think about context: what word ought to go here for the sentence to make sense.
- **Look at the pictures** reinforces the habit of using all available clues to determine meaning.
- **Mark the word with a sticky note** reassures the students that they do not need to understand every word to comprehend a passage.
- **Ask for help** establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

Your goal is to read the entire passage smoothly and without making mistakes.

For now, I want you to focus on getting the words. The first time you read the passage, I want you to pay attention to the words you don’t know or don’t understand. Talk with your partners about how to figure them out. Can you blend the sounds and say the word? If you can’t figure out a word, put a sticky note next to it.

Reread the passage. Are there clues in the pictures that can help you and your partner figure out a word with a sticky note? If so, put a check on the sticky note next to a word that you now understand and are able to read smoothly.

2. Have the students read:

   “Eat or Be Eaten” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for
help. Encourage them to mark words they cannot clarify with a sticky note.

4. When the students are finished reading and clarifying the passage, do a Think-Pair-Share exercise:

_Talk to your partner about a word that you had trouble with (a sticky note word). How did you figure it out? Were there letter patterns that you recognized? Answers will vary._

Ask several students to share their discussion with the class. Celebrate the students’ successful reading of the passage.

**Word Work**

5. Have the students turn to the Word Work activity for Day 2. Tell the students how to complete the activity. They will read the sentence and write the word from Word List 2 that makes the most sense in the sentence.

_The big cat jumps, and the animal _________. [falls]_

6. Have the students complete the activity. When they are done, partners can check each other’s work.

**Team Discussion**

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers to the questions.

_**Team Talk Questions**_

1. How does a croc kill a land animal? _The croc jumps from its pond. It drags the land animal into the pond._

2. Why is the land animal next to the pond? _The land animal is next to the pond to get a drink of water._

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

**Time for Reflection**

**Class Discussion**

1. When the students have completed their team discussions, review the answers with the class. Use Numbered Heads to elicit an answer, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

   Did you learn to read new words today that you didn’t know before?  
   *Answers will vary.*

   What words can you spell today that you couldn’t spell before?  
   *Answers will vary.*

   **Did we answer Today’s Big Question?**
   *Yes, when a land animal comes to the pond to drink, a croc jumps from the water and drags the animal in to eat it.*

3. Ask any other questions that you think will further engage the students in the topic such as:

   **How are the hunting methods of big cats and crocs alike?**
   **Do you think a croc would attack a big cat? Why or why not?**

### Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

   **For each word on List 2:**
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and picture the word **on a road sign**.
   - Open your eyes, and look at the word again to see if you were right.
   - Cover up the word, and write it down.
   - Check to see if you spelled the word correctly.
   Repeat these steps until you can spell the word without any help.

### Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.
   
   The big cat jumps on the animal.
   The animal gets a drink of water.
   The croc will eat its kill.

2. When the students have finished writing, have them exchange their student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*big, cat, jumps, animal, drink, eater, eat, kill*) while the students check their partner’s spelling. Remind the students that, in addition to checking
spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period.

3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 2. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences that are written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points team members earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 2. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams. Use **Think-Pair-Share** to ask:

   **Looking at the Team Score Sheet/Learning Guide, what do you think your team can do to become a super team?**

   Accept reasonable responses. For example, we can do the homework and bring it in. We can practice and learn the words on the word list. We can help one another read the passage smoothly.

**Homework**

1. Refer the students to the homework for Day 2. Explain that they will practice reading the words on Word List 2.

   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on lists 1 and 2 correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Eat or Be Eaten.” The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the sentence activity on the homework page for your students.

   For this activity, your job is to read the sentences and choose a word from Word List 2 that makes sense in each sentence. Write it in the blank.
Day 2 | Student Homework

1. Practice reading the words in Word List 2. Have someone initial in a circle each time you read all the words on lists 1 and 2 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Words</td>
<td>Green Words</td>
</tr>
<tr>
<td>big</td>
<td>jumps</td>
</tr>
<tr>
<td>will</td>
<td>snap</td>
</tr>
<tr>
<td>sits</td>
<td>shot</td>
</tr>
<tr>
<td>cats</td>
<td>croc</td>
</tr>
<tr>
<td>grass</td>
<td>grabs</td>
</tr>
<tr>
<td>lands</td>
<td>falls</td>
</tr>
<tr>
<td>hunt</td>
<td>drags</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Red Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
</tr>
<tr>
<td>animals</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

2. Practice reading “Eat or Be Eaten.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Fill in the blank. Choose the word from Word List 2 that makes the most sense in the sentence. Write it in the blank.

1. The big cat sits by the _____ water_____.

2. I will take a snap _____ shot_____ of the croc.

3. The croc ____ jumps ____ from the mud.
Teacher Background

Big cats don’t always catch their prey and get to eat.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   We will practice blending letter sounds to clarify words.

   **Today’s Big Question:**
   Why does a big cat run from a hippo?

2. Remind the students that you will award team cooperation points to teams whose members help and encourage one another. Throughout the lesson, point out specific examples of cooperative behavior and praise partners, and award up to 10 team cooperation points per team.

3. Have the students turn to their Map It Out sheets and review their goals for this unit. Use **Think-Pair-Share** to ask:

   - **Do you think you are making progress toward your goal?**
   - **Looking at the Toll Booth for this unit, are you able to say the sounds for some of the letters? Which will you need to work on?**

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide. Remind the students that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day. It is a way for partners to help each other and be sure that everyone is moving ahead.

2. Refer to the Homework box under Day 3. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 3 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 3 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word lists they practiced for homework. When the students successfully read all words, the partners will initial the Word List box for Day 3 next to the partner’s name. Have partners read the words on Word List 2 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 3 on their Team Score Sheet/Learning Guide. Have partners also check their partner’s fill-in-the-blank sentences.

5. Have partners read the homework passage from the reading to each other. Indicate on the transparency the Passage box that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 3 on the Team Score Sheet/Learning Guide.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their total scores. Use Think-Pair-Share to ask:

   **How can you help your partner to improve the team’s score?**

   Accept reasonable responses. For example, I can help my partner sound out words and practice passages, bring in homework, and check that my partner’s sentences are correct.

### Active Instruction

#### Skill Review

**Say-It-Fast**

1. Say each sound in the words listed below. The students will blend the sounds into words.

<table>
<thead>
<tr>
<th>pink</th>
<th>loft</th>
<th>pans</th>
</tr>
</thead>
<tbody>
<tr>
<td>/p-i-nk/</td>
<td>/l-o-f-t/</td>
<td>/p-a-n-s/</td>
</tr>
<tr>
<td>top</td>
<td>hard</td>
<td>flick</td>
</tr>
<tr>
<td>/t-o-p/</td>
<td>/h-ar-d/</td>
<td>/f-l-i-ck/</td>
</tr>
<tr>
<td>tart</td>
<td>/b-l-i-nk/</td>
<td>/s-u-n/</td>
</tr>
<tr>
<td>/t-ar-t/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Break-It-Down

2. Say a word, and ask the students to repeat it. Then, have the students say the word sound by sound. Provide support as needed.

<table>
<thead>
<tr>
<th>Sound</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>/pop/</td>
<td>p-o-p</td>
</tr>
<tr>
<td>/sat/</td>
<td>s-a-t</td>
</tr>
<tr>
<td>/it/</td>
<td>i-t</td>
</tr>
<tr>
<td>/rig/</td>
<td>r-i-g</td>
</tr>
<tr>
<td>/ship/</td>
<td>sh-i-p</td>
</tr>
<tr>
<td>/slop/</td>
<td>s-l-o-p</td>
</tr>
<tr>
<td>/lint/</td>
<td>l-i-n-t</td>
</tr>
<tr>
<td>/hum/</td>
<td>h-u-m</td>
</tr>
<tr>
<td>/mist/</td>
<td>m-i-s-t</td>
</tr>
<tr>
<td>/pal/</td>
<td>p-a-l</td>
</tr>
<tr>
<td>/send/</td>
<td>s-e-n-d</td>
</tr>
</tbody>
</table>

Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

Skill Instruction

1. Review the /m/, /h/, and /w/ sounds. One at a time, hold up the key card for the letter sound. Read the sentence on the back of the card. Have the students say together the letter sound they hear repeated. Point to the picture on the key card and have the students say the word with you.

Show You Know It

2. Have the students indicate whether they recognize the letters and sounds that have been presented by identifying them in any of the following alliterative sentences. Select sentences randomly or focus on the ones with sounds with which you believe your students had the most trouble.

Tell me which sound you hear repeated in each of the following sentences:

- Lady Lydia loved to laugh loudly. /l/
- Mary and Maude march to the middle of the marsh. /m/
- Tiny tots trot to the table. /t/
- Rare is the ranger who regrets remembering to rest. /r/
- Candied carrots can cause cravings. /c/
- Seymour sends some salty sardine sandwiches. /s/
- Does Don dwell down Dawson Drive? /d/
- Set the pet bed next to the tent. /e/
- Under the tub in the mud hut, bugs cut up a rug. /u/
- The kit fits in its tin and slips into a bin. /i/
- Lots of lobsters rotted on a dock. /o/
- Dad had a nap after catching the cat. /a/
Active Instruction
continued

Take it up a notch: Have partners make up their own tongue
twisters with one or more of the sounds presented.

Take it down a notch: Have the students identify individual words
with one or more of the sounds presented.

Celebrate the students’ successes in identifying the letters that
represent the repeated sounds.

Build Background

1. Refer the students to the unit 2 reading in their student editions, and
have them turn to chapter 3. Read the title: “Left in the Dust.” Use
Think-Pair-Share to ask:

   If you want to guess what a chapter is about before you
   read it, what clues can you use?
   You can look at the chapter title and the pictures.

2. Have partners preview the reading and discuss what they think
it might be about. You may also want to practice previewing and
making a prediction as a whole-class activity. Use Numbered Heads
to share responses, and write predictions on the board. Ask the
students to explain what clues they used to make their predictions.
The students will probably predict that the reading is about lions
and hippos.

3. Have partners discuss what they already know about hippos. Use
Numbered Heads to share the students’ background knowledge on
the topic.

Listening Comprehension

1. Read the introduction to “Left in the Dust” aloud.

   Introduction
   Mel took a snap shot of the croc. Now she gets to watch as a big
cat hunts another animal.

2. Point out to the students that in partner reading they retell what they
read after each section of text. Retelling means telling what happened
in their own words.

   Use Think-Pair-Share to ask:

   Why is retelling important? How does it help you?
   Accept reasonable responses. For example, retelling helps
me decide if I understand what I just read. If I can retell it,
it means I understood it.

3. Tell the students that you are going to read the first two sections of
“Left in the Dust.” You will use strategies to figure out words, and
then you will retell what happened in that section.
4. Read the first section of the chapter, stopping to clarify the word *hunt*.

   Hmm. I know I have seen this word before. I'll try blending the letter sounds to see if I can figure it out. /h-u-n-t; hunt/. Yes, I know that word. I'm pretty sure it is on the word list. I'll try it in the sentence: “They do not always get the animals they hunt.”

   Read to the end of the section and model retelling the section.

   Now I will retell what happened in this section in my own words. This section tells me that big cats like lions are not always successful in their hunts. Sometimes they don’t get to eat.

   Read the next section, ending with “…Will the big cat get to eat?” then stop and retell it.

   This part says that a big cat is getting ready to jump on another animal, but the animal already sees the big cat.

5. Have the students read the next section of the passage with their partners and retell what happens. Use *Numbered Heads* to share retellings.

6. After you have finished modeling the skills, read the first two sections again to model fluency and so the students can focus on comprehension.

**Word List Introduction**

**Stretch and Read**

1. Display List 3. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.

2. Introduce the phonetically regular words—the green words—on List 3.

   Here are words that you will meet in your reading. Let’s get ready to read by practicing these words. We’ll do this by using different strategies. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.
As you do this exercise, select the words randomly rather than in any particular order.

**Say-Spell-Say**

3. Introduce the sight words—the red words—on the lists.

   Now let’s read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read even if you know the sounds. After I point to and say the word, we will say it together, spell it together, and then say it again.

Randomly point to words, and have the students read any words from earlier lists that still give them difficulty.

**Teamwork**

**Partner Reading**

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading and retelling each section. Remind them to read the passage several times.

2. Have the students read:

   “Left in the Dust” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.
4. When the students are finished reading and clarifying the passage, do a Think-Pair-Share exercise:

   Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out?
   Were there letter patterns that you recognized?
   Answers will vary.

Ask several students to share their discussion with the class.

Word Work

5. Introduce the activity, Quick Erase. Tell the students that the goal of this activity is to make as many different words as possible by changing only one letter at a time. Write the word mad on the board. Slowly touch each letter. Have the students make the sounds with you and then blend them to say the word.

   Now I'm going to change one letter in this word. Do you think you can read it if I change one letter?

Change the d to t. Sound out the word by touching each letter and making its sound. Then, read the whole word: mat. Continue to change one letter at a time and read the words with the students. Use the following word sequence:

   mad...mat...sat...set...wet

Point out that you started with one word and made four more words by changing just one letter at a time.

6. Try Quick Erase again, and use the following sequence. Gradually reduce your support until the students are reading the words on their own.

   sat...rat...rot...not...nut...cut

Point out that by changing a different letter the same word can change in surprising ways.

7. Have the students play Quick Erase with their partners, beginning with the word tin. Have partners share how many words they were able to make.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers to the questions.

   Team Talk Questions
   1. Why is the mom hippo mad?
      The mom hippo is mad because the big cat is going to attack her baby.
   2. Why does the big cat run from the hippo?
      The big cat runs from the mom hippo. She is big and mad.
2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

**Time for Reflection**

**Class Discussion**

1. When the students have completed their team discussions, review the answers with the class. Use **Numbered Heads** to elicit an answer, and ask if anyone answered differently.

2. Use **Think-Pair-Share** to ask:

   **Did we answer Today’s Big Question?**
   
   *Yes, a big cat runs from a hippo when it is bigger than the lion and it is angry. An angry hippo is probably dangerous because it could trample the lion or injure it.*

   **What new words did you learn to read today?**
   
   *Answers will vary.*

   Ask questions that will make the students think about their own thinking such as the following.

   **Do you think practicing word lists helps you when you read a passage? How?**
   
   *Accept reasonable responses. For example, I get used to seeing a word and I start to recognize it in the passage. When I practice the words I get more familiar with the vowel sounds.*

3. Ask any other questions that you think will further engage the students in the topic such as:

   **A family group of lions is called a pride. Members of a pride often hunt together. How would this be an advantage for the lions?**

**Word List Practice**

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.
Time for Reflection

continued

For each word on List 3:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and imagine the word written with catsup.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

Repeat these steps until you can spell the word without any help.

Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

   Big cats get left in the dust.
   The big cat runs from the mom.
   Will the big cat get to eat?

2. When the students have finished writing, have them exchange their student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (cats, get, left, dust, runs, mom, eat) while the students check their partner’s spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.

3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 3. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points team members earned today can be added up and written in the spaces for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 3. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams. Use Think-Pair-Share to ask:

   Looking at the Team Score Sheet/Learning Guide, what do you think your team can do to become a super team?

   Accept reasonable responses. For example, we can do the homework and bring it in. We can practice and learn the words on the word list. We can help each other to read the passage smoothly.
Homework

1. Refer the students to the homework for Day 3. Explain that they will practice reading the words on Word List 3.

   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on lists 1, 2, and 3 correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Left in the Dust.”

   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the homework activity.

   Your word activity tonight is Quick Erase. Begin with the word *mom*. Change one letter at a time to make different words. Be sure you are able to read the words you make.
Day 3 | Student Homework

1. Practice reading the words in Word List 3. Have someone initial in a circle each time you read all the words on lists 1, 2, and 3 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
<th>Word List 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
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<td>jumps</td>
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<td>grabs</td>
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<td></td>
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<td><strong>Red Words</strong></td>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>Africa</td>
<td>animals</td>
<td>eat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>drink</td>
</tr>
</tbody>
</table>

2. Practice reading “Left in the Dust.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Play Quick Erase. Change one letter at a time to make a new word.

mom __________ __________ __________
Unit 2 | Day 4

Listening Comprehension: first two sections of chapter 4
Partner Reading: chapter 4: “Ant Eater”

Teacher Background
The Day 4 text discusses nocturnal hunters, including both big cats and anteaters (also known as pangolins or scaly anteaters).

Set the Stage
1. Post and present the Reading Goal and Today's Big Question.

   **Reading Goal:**
   We will practice blending letter sounds to figure out words.

   **Today's Big Question:**
   Why are ant eaters hard to hunt?

2. Remind the students that you will award team cooperation points to teams whose members help and encourage one another.

3. Have the students turn to their Map It Out sheets and review their goals for this unit. Use **Think-Pair-Share** to ask:
   - Do you think you are making progress toward your goal?
   - Looking at the Toll Booth for unit 2, are you able to say the sounds for some of the letters? Which will you need to work on?

Homework Review
1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide. Remind the students that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day. It is a way for partners to help each other and be sure that everyone is moving ahead.

2. Refer to the Homework box under Day 4. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 4 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 4 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 4 next to the partner’s name. Have partners read the words on the word list to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 4 on their Team Score Sheet/Learning Guide. Have partners also check their partner’s Quick Erase words.

5. Have partners read the homework passage from the reading to each other. Indicate on the transparency the Passage box that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 4 on the Team Score Sheet/Learning Guide.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their total scores. Remind the students that helping and encouraging each other will improve their total scores and earn them a spot as a good, great, or super team.

Active Instruction

Skill Review

Say-It-Fast

1. Say each sound in the words listed below. The students will blend the sounds into words.

| /i-/ | if |
| /s-i-p/ | sip |
| /n-i-p/ | nip |
| /m-a-t/ | mat |
| /d-o-g-s/ | dogs |
| /p-o-t/ | pot |

Break-It-Down

2. Say a word, and ask the students to repeat it. Then, the students will say the word sound by sound. Provide support as needed.
spit /s-p-i-t/  wet /w-e-t/
spin /s-p-i-n/  dew /d-ew/
up /u-p/  lot /l-o-t/
mod /m-o-d/  hunt /h-u-n-t/
tip /t-i-p/  ant /a-n-t/

**Take it down a notch:** If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

**Letter/Sound Review**

1. Hold up the key card for the letter c.
   - This is the key card for the letter c. The letter c makes the /c/ sound like in car. Practice making this sound with me. /c/. Car.
   - Read the sentence on the back of the key card. Have the students snap or tap when they hear the /c/ sound.

2. Repeat the same procedure with the key cards r, e, a, and u.

**Show You Know It**

3. Have the students indicate whether they recognize the letters and sounds that have been presented by identifying them in any of the following alliterative sentences. Select sentences randomly or focus on the ones with sounds with which you believe your students had the most trouble.
   - Tell me which sound you hear repeated in each of the following sentences:
     - Lady Lydia loved to laugh loudly. /l/
     - Mary and Maude march to the middle of the marsh. /m/
     - Tom takes the turkey to the table. /t/
     - Rare is the ranger who regrets remembering to rest. /r/
     - Candied carrots can cause cravings. /c/
     - Seymour sends some salty sardine sandwiches. /s/
     - Does Don dwell down Dawson Drive? /d/
     - Set the pet bed next to the tent. /e/
     - Under the tub in the mud hut, bugs cut up a rug. /u/
     - The itsy bitsy kit fits in its tin. /i/
     - Lots of lobsters rotted on a dock. /o/
     - Dad had a nap after catching the cat. /a/
Take it up a notch: Have partners make up their own tongue twisters with one or more of the sounds presented.

Build Background

1. Refer the students to the reading, and have them turn to chapter 4. Read the title: “Ant Eater.” Have the students work with their partners to predict what the chapter is about.

2. Use Numbered Heads to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions.

Listening Comprehension

1. Read the introduction to chapter 4, “Ant Eater,” aloud.

   Introduction
   Mel sees more interesting animals in the grasslands. What happens when a big cat visits Mel’s tent?

2. Tell the students that you will read the first two sections of the chapter aloud. You will stop to figure out words that you don’t recognize and then retell the sections. Begin reading the first section aloud, pausing to model sounding out the word rest.

   Hmm. I don’t know this word, but I know the sound of the first letter. The letter r makes the /r/ sound. I remember because in my mind I can see the picture on the key card for the letter r: road. So this word begins /r/. The next letter is e. That makes the /e/ sound like in elbow and end. /e-s-t; rest/. The word is rest. I’ll try that in the sentence to see if it makes sense. “A lot of animals rest.” Yes, that makes sense.

   Continue reading the section. Then pause to retell.

   So let me try retelling this section. Retelling what happened in my own words will help me see if I understand what I read. In this section night comes and animals like the big cats come out to hunt.

3. Read the second section aloud. Pause to model clarifying the word hills by blending the sounds. Continue reading the second section of the chapter. Then model retelling the section.

   So what was the section about? It was about what ant eaters do. They dig up ants. A big cat has spotted an ant eater. I predict that the cat is going to jump on the ant eater.

   After you have finished modeling the skills, read the sections again to model fluency and so the students can focus on comprehension.
Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading and retelling each section. Remind them to read the passage several times.

Clarifying Strategies

- **Sound it out** can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.
- **Read the sentence again** helps the students think about context: what word ought to go here for the sentence to make sense.
- **Look at the pictures** reinforces the habit of using all available clues to determine meaning.
- **Mark the word with a sticky note** reassures the students that they do not need to understand every word to comprehend a passage.
- **Ask for help** establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

2. Have the students read:

   “Ant Eater” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.

4. When the students are finished reading and clarifying the passage, do a **Think-Pair-Share** exercise:

   Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out? Were there letter patterns that you recognized?

   *Answers will vary.*

   How did it feel to read the text several times? Did it feel different? Did you find you were reading more smoothly?

   *Answers will vary.*
Ask several students to share their discussion with the class.

**Word Work**

5. Review the rules for Quick Erase. Tell the students that they will change one letter at a time to make new words. Remind them that they should be able to sound out the words they make.

6. Have partners play Quick Erase beginning with the word **wet**.

**Team Discussion**

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers to the questions.

   **Team Talk Questions**
   
   1. Why do big cats hunt when the sun has set?
      
      *Big cats hunt when the sun has set because it is not so hot.*
   
   2. Why are ant eaters hard to hunt?
      
      *An ant eater bends into a ball. The big cat cannot grab the hard skin.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

**Time for Reflection**

**Class Discussion**

1. When the students have completed their team discussions, review the answers with the class. Use **Numbered Heads** to elicit an answer, and ask if anyone answered differently.

2. Use **Think-Pair-Share** to ask:
   
   **Did we answer Today’s Big Question?**
   
   *Yes, an ant eater is hard to hunt because it has hard skin and bends into a ball.*

   **Did you learn to read new words today that you didn’t know before?**
   
   *Answers will vary.*

3. Ask the students to recall the questions they had about the topic before they began reading **Big Cats of Africa**. Use **Think-Pair-Share** to ask:

   **Have you found answers to your questions in your reading?**
   
   **What have you learned about big cats of Africa?**
What have you learned about Mel the magazine photographer?

4. Ask any other questions that you think will help the students think about their own thinking, such as:
   - Is blending sounds getting easier for you?
   - Why is it important to know letter sounds?
   - How does practicing letter sounds help you remember them?

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

   For each red word on lists 1, 2, and 3:
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and imagine the word spelled out in noodles.
   - Open your eyes, and look at the word again to see if you were right.
   - Look away from the word, and write it down.
   - Check to see if you spelled the word correctly.

   Repeat these steps until you can spell the word without any help.

Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

   - Big cats hunt when the sun has set.
   - The ant eater digs in ant hills.
   - The big cat begins to hunt other animals.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (big, cats, hunt, sun, set, ant, eater, hills, begins, animals) while the students check their partner’s spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period.

3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 4. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner’s name. Circulate and
circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points team members earned today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 4. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

**Homework**

1. Refer the students to the homework for Day 4. Explain that they will practice reading the words on all three word lists.
   
   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on lists 1, 2, and 3 correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Ant Eater.”
   
   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the sentence activity on the homework page for your students.
   
   For this activity, your job is to choose a picture from the story and write a sentence about it using one or more words from the word lists. Write the sentence in the blank.
Day 4 | Student Homework

1. Practice reading the words in Word Lists 1, 2, and 3. Have someone initial in a circle each time you read all the words on lists 1, 2, and 3 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
<th>Word List 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Words</td>
<td>Green Words</td>
<td>Green Words</td>
</tr>
<tr>
<td>big will</td>
<td>jumps snap</td>
<td>small dust</td>
</tr>
<tr>
<td>sits cats</td>
<td>shot croc</td>
<td>left skin</td>
</tr>
<tr>
<td>grass lands</td>
<td>grabs falls</td>
<td>hippo bends</td>
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<td>hunt</td>
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<td>mad</td>
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<tr>
<td>Red Words</td>
<td>Red Words</td>
<td>Red Words</td>
</tr>
<tr>
<td>Africa</td>
<td>eat water</td>
<td>jaws always</td>
</tr>
<tr>
<td>animals</td>
<td>drink other</td>
<td>when hard</td>
</tr>
</tbody>
</table>

2. Practice reading “Ant Eater.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Choose a picture from the reading. Write a sentence about the picture using one or more of the words from your word lists.
Unit 2 | Day 5

Listening Comprehension: first two sections of chapter 5
Partner Reading: chapter 5: “Bugs Jump”

Teacher Background

Mel, the magazine photographer, discovers some small African creatures and the big creature that eats them.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   We will review the letter sounds and practice blending them to clarify words.

   **Today’s Big Question:**
   What animals hunt bugs in the grass lands?

2. Remind the students that you will award up to 10 cooperation points to teams whose members help and encourage one another.

3. Have the students turn to their Map It Out sheets and review their goals for this unit. Use Think-Pair-Share to ask:

   **Do you think you are making progress toward your goal?**

   Looking at the Toll Booth for unit 2, are you able to say the sounds for some of the letters? Which will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide. Remind the students that the Team Score Sheet/Learning Guide will help them keep track of what they practice each day. It is a way for partners to help each other and be sure that everyone is moving ahead.

2. Refer to the Homework box under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 5 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word lists they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 5 next to the partner’s name. Have partners read the word lists to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 5 on their Team Score Sheet/Learning Guide. Have partners also check their partner’s Quick Erase words.

5. Have partners read the homework passage from the reading to each other. Indicate on the transparency the Passage box that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 5 on the Team Score Sheet/Learning Guide.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their unit scores. Remind the students that helping and encouraging one another will improve their total scores and earn them a spot as a good, great, or super team.

7. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

**Active Instruction**

**Skill Review**

**Say-It-Fast**

1. Say each sound in the words listed below. The students will blend the sounds into words.

    | /s-a-t/ sat | /m-a-t/ mat |
    | /m-a-d/ mad | /t-e-n-t/ tent |
    | /t-o-p/ top | /l-i-p/ lip |
    | /t-u-b/ tub | /l-i-d/ lid |
Break-It-Down

2. Say a word, and ask the students to repeat it. Then, the students will say the word sound by sound. Provide support as needed.

<table>
<thead>
<tr>
<th>Sound</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>/-s/</td>
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<tr>
<td>/r-a-m/</td>
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<table>
<thead>
<tr>
<th>Sound</th>
<th>Word</th>
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</thead>
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<td>cats</td>
</tr>
<tr>
<td>/s-e-n-t/</td>
<td>sent</td>
</tr>
<tr>
<td>/g-r-a-b/</td>
<td>grab</td>
</tr>
</tbody>
</table>

Letter/Sound Review

3. Hold up the key card for the letter m.
   This is the key card for the letter m. The letter m makes the /m/ sound like in map. Practice making this sound with me. /m…m…m/. Map.
   Read the sentence on the back of the key card. Have the students snap or tap when they hear the /m/ sound.

Give Me Five

4. Have partners identify words that begin with the /m/ sound.
   Tell your partner at least five words that begin with the /m/ sound.
   Use Numbered Heads to share words with the class. Write a selection on the board.

5. Repeat the same procedure to review the letters w and d.

6. Hold up the key card for the letter i.
   This is the key card for the letter i. The letter i makes the /i/ sound like in inch, big, and hill. Practice making this sound with me. /i…i…i/.
   Read the sentence on the back of the key card. Have the students snap or tap when they hear the /i/ sound.

7. Repeat the same procedure to review the short /o/ sound.

Show You Know It

8. Have the students indicate whether they recognize the letters and sounds that have been presented by identifying them in any of the following alliterative sentences. Select sentences randomly or focus on the sentences with sounds with which you believe your students had the most trouble.

   Tell me which sound you hear repeated in each of the following sentences:
   Mary and Maude march to the middle of the marsh. /m/
   Does Don dwell down Dawson Drive? /d/
   The itsy bitsy kit fits in its tin. /i/
   Lots of lobsters rotted on a dock. /o/
   What windows were we washing? /w/
**Take it up a notch:** Have partners make up their own tongue twisters with one or more of the sounds presented.

**Listening Comprehension**

1. Refer the students to chapter 5, “Bugs Jump,” and read the introduction aloud.

   **Introduction**
   After escaping the big cat, Mel finds other animals, much smaller creatures, in the African grass lands.

2. Tell the students that you will read the first two sections of the chapter aloud. You will stop to figure out words that you don’t recognize and then retell the sections. Begin reading the first section aloud, and pause before the word *fast*. Model sounding out the word, blending the letter sounds.

   Hmm. I’m not sure about this word. I’ll try blending the letter sounds to figure it out. /f-a-s-t; fast/. Yes, that is a word. But is it the right word? I’ll reread the sentence to see if it makes sense. “I am too fast.” Yes, that makes sense. Mel is too fast for the big cat. If I tried a word out in the sentence and it did not make sense, I’d go back and use different strategies to figure out the word.

   Use **Think-Pair-Share** to ask:

   **What other strategies can you use to figure out a word?**

   Accept reasonable responses. For example, you can look at pictures for clues. You can reread the sentence to see what word might make sense. You can mark the word with a sticky note and ask your partner for help.

3. Model retelling the first section.

   To make sure I understood what I read, I will retell what happened in this section. Mel leaves the big cat in the dust and gets away.

4. Continue reading the second section aloud. Pause before the word *animals* to model using context clues to figure out a word.

   Hmm. This is a long word. First I will try sounding it out. /a-n-i-m.../. Wait. If I go back and reread the sentence, I’ll bet there are clues to figure out this word. “It is not hard to get snapshots of...” of what? I think the answer is animals. The snapshots in the story are of animals. Also when I sound it out, the beginning of this word sounds like animals. *Animals* makes sense.
Point out that you used clues in the sentence and the pictures in the story to figure out this word. Continue reading to the end of the section and then retell.

In this section Mel gets snapshots of big animals.

5. Reread the two sections to model fluency and so the students can focus on comprehension.

Teamwork

Partner Reading

1. Explain to the students that reading involves more than simply being able to recognize different words. It is also important to be able to read automatically and smoothly. When they reach a point where they can read something automatically and with expression (or fluently), it will be easier to think about the meaning of what they read.

2. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Point out other strategies partners can use when they come to a sentence they don’t understand: reread it, check the punctuation, look at the pictures, and create a mind movie (visualize what is happening).

Remind partners to take turns reading and retelling each section. Remind them to read the passage several times.

3. Have the students read:

   “Bugs Jump” aloud with partners.

As partners work together, circulate through the classroom. Reinforce the students’ efforts to clarify what they read. Also remind them to retell what happened in each section.

4. When the students are finished reading and clarifying the passage, do a Think-Pair-Share exercise:

   Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out? Were there letter patterns that you recognized?  
   Answers will vary.

   How did it feel to read the text smoothly? Did it feel different? Did you understand the text in a different way?  
   Answers will vary.

Ask several students to share their discussion with the class.
Word Work

5. Refer the students to the Word Work activity in their student editions. Have the students choose a picture from the reading and write a sentence about it using one or more words from the word lists.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers to the questions.

   Team Talk Questions
   1. What does Mel see jumping in the grass? 
      *Mel sees bugs jumping in the grass.*
   2. What animal hunts bugs in the grass? 
      *An ostrich hunts the bugs in the grass.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Time for Reflection

Class Discussion

1. When the students have finished their team discussions, review the answers with the class. Use Numbered Heads to elicit answers to questions 1 and 2. Refer to the Big Question and read it aloud again. Give partners an opportunity to discuss this question. Use Numbered Heads to share responses.

2. Use Think-Pair-Share to ask:

   Did you learn to read new words today that you didn’t know before?
   *Answers will vary.*

   Have you seen any of the words from your word lists in other classes or outside of school?
   *Answers will vary.*

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.
For each word that you are still not sure how to spell:
- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and imagine the word **written with a brown crayon**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.
Repeat these steps until you can spell the word without any help.

**Dictation**

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.
   - The animal runs from the big cat.
   - The small bugs jump in the grass.
   - I get snap shots of hippos.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (**animal**, **runs**, **big**, **cat**, **small**, **bugs**, **jump**, **grass**, **get**, **snap**, **shots**, **hippos**) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period.

3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 5. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points team members earned today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 5. Explain that each day teams will add up their points. At the end of the unit, some teams will be good teams, some will be great teams, and some will be super teams.
Homework

1. Refer the students to the homework for Day 5. Explain that they will practice reading the words on all three word lists.

   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words in lists 1, 2, and 3 correctly, have the listener initial a circle.

2. Remind the students that they will have a cycle test tomorrow. Tonight they will practice reading chapter 5 of the student reading correctly and smoothly.

   Remember that part of your test tomorrow will be to read a similar passage with some of the same words and answer questions about it. If you are not yet reading this passage correctly and smoothly, keep practicing tonight.

3. Go over the Quick Erase activity on the homework page with your students.

   Your word activity tonight is Quick Erase. Begin with the word ant. Change one letter at a time to make different words. Be sure you are able to read the words you make.
Practice reading the words in Word List 3. Have someone initial in a circle each time you read all the words on lists 1, 2, and 3 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
<th>Word List 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
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<tr>
<td>big</td>
<td>jumps</td>
<td>small</td>
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<td>will</td>
<td>snap</td>
<td>dust</td>
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<td>sits</td>
<td>shot</td>
<td>left</td>
</tr>
<tr>
<td>cats</td>
<td>croc</td>
<td>skin</td>
</tr>
<tr>
<td>grass</td>
<td>grabs</td>
<td>hippo</td>
</tr>
<tr>
<td>lands</td>
<td>falls</td>
<td>bends</td>
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<td>hunt</td>
<td>drags</td>
<td>mad</td>
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<tr>
<td><strong>Red Words</strong></td>
<td><strong>Red Words</strong></td>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>Africa</td>
<td>eat</td>
<td>jaws</td>
</tr>
<tr>
<td>animals</td>
<td>water</td>
<td>always</td>
</tr>
<tr>
<td>drink</td>
<td>other</td>
<td>when</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hard</td>
</tr>
</tbody>
</table>

Practice reading “Bugs Jump.” Have someone initial in a box each time you read the passage correctly and smoothly.

ant ___________ ___________ ___________
Unit 2 | Day 6

Set the Stage

1. Post and present today’s goals.

   **Goals:**
   1. We will take the cycle test.
   2. We will celebrate our accomplishments.

2. Remind the students that you will award team cooperation points to teams whose members help and encourage one another.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide.

2. Refer to the Homework box under Day 6. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 6 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Refer to the box for Word List under Day 6 on the Team Score Sheet/Learning Guide. Tell the students that they will choose four words from the word lists and have their partners spell them. When the students successfully spell the words, the partners will initial the Word List box for Day 6 next to the partner’s name. Circulate and listen to partner pairs as they spell words on the word list. For the students who have their homework and can successfully spell the four chosen words, circle 5 points in the Teacher column next to Homework and Word List for Day 6 on their Team Score Sheet/Learning Guide. Have partners also check their partner’s Quick Erase words.

4. Have partners read the homework passage from the reading to each other. Indicate on the transparency the Passage box that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 6 on the Team Score Sheet/Learning Guide.
5. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

**Active Instruction**

**Prepare the Students for the Test**

1. Remind the students that the test is independent work. The students should not ask their partners for help as they read. Be sure that the word lists are not visible.

2. Distribute the test, which includes space for spelling and writing dictated sentences, a test passage to read, a comprehension question, and a word activity section.

**Cycle Test**

1. Conduct the spelling part of the test by reading the ten words from lists 1, 2, and 3.

2. When the spelling portion of the test is complete, continue to the dictation and read each sentence aloud to the students. When the students have completed the dictation sentences, they may begin working on their own. Review the directions with the students, and have them complete the rest of the test.

3. When the students have finished, collect the tests. Tell the students that they will receive their scored tests during the next class.

**Time for Reflection**

**Class Discussion**

1. Use Think-Pair-Share to ask questions that will help the students think about their own thinking such as:

   Do you think practicing the passages in *Big Cats of Africa* helped you read the test passage today? How?

   Is blending sounds getting easier for you?

   Point out again that learning to read is like learning to drive a car. The more you do it, the better you get at it. The more you practice reading, the better reader you become.

2. Remind the students to record the team cooperation points they have received today. Remind them that all the points team members earned today can be added up and written in the space for today’s total. Refer to this space on the team score sheet under Day 6. Explain that during the next class they will add up their points and determine their team’s score. Will their team be a good team, great team, or super team?
Cycle Test

Spelling Test (3 points each)
Read each of the following words aloud, pausing for the students to spell it on their tests. Emphasize each sound in the word and then blend them.

1. cats 6. skin
2. shot 7. snap
3. will 8. hunt
4. big 9. dust
5. mad 10. eat

Dictation (15 points each)
The sun has set on the grass lands.
I see an animal at my tent.

Test Passage
Explain to the students that they are to read the passage below, answer the question that follows, then move directly into the next section of the test.

Snap Shots of Africa
Here is a snap shot of a hippo.
It eats grass on the grass lands in Africa.

Here is a snap shot of a big croc.
The croc hunts from the water.
It grabs animals in its jaws.

In this snap shot the hippo is in the water.
Will a croc eat a hippo?
Will it jump and grab the hippo in its jaws?

No. The hippo’s skin is hard.
The hippo’s jaws are big.
The croc will not eat the hippo.

Here is a snap shot of my tent.
A big cat sits next to it.
I left the tent to get a drink.
But I will stop and sit here by the water.
Uh-oh. A big croc sits here!
Oh no!
Short Answer (20 points)

Answer the question below using one or two sentences.

Will a croc grab a big hippo?

A croc will not grab it. A hippo has hard skin and big jaws.

Word List (20 points)

Put the best word in each blank.
1. I see the grass lands of _Africa_.
2. The animal gets a drink of _water_.
3. A big cat jumps on an _animal_.
4. The ant eater _bends_ in a ball.
5. Here is a snap _shot_ of a big cat.

Word Bank

<table>
<thead>
<tr>
<th>animal</th>
<th>Africa</th>
<th>shot</th>
</tr>
</thead>
<tbody>
<tr>
<td>bends</td>
<td>water</td>
<td></td>
</tr>
</tbody>
</table>
Teacher Background

In the Toll Booth lessons at the end of each unit, the students assess their own progress and set goals for themselves. Each student has a Map It Out sheet. This map allows the students to see where they are and what they need to know to move on to the next unit. Objectives are clearly listed at the Toll Booth Checks—what letter sounds the students should know and what words they should be able to decode. As partners practice, you go from team to team and conduct brief Toll Booth Checks with each student. To pass through the Toll Booth, the students identify and check off the letter sounds, and then they read a few words and a sentence selected by you.

Time for Reflection is an opportunity to recognize the students’ success and to help them set goals. The students add up their daily points on their Team Score sheets and celebrate good, great, and super teams. The students also use the Toll Booth Check and their scores on the Team Score Sheet/Learning Guide to set goals. For example, a student who was unable to identify the letters/sounds /d/ and /m/ writes the letters in the space on the Toll Booth: “I need to work on ______.” A student who notes that bringing in homework regularly could improve both the individual and team scores will set that as a goal on his or her map.

Set the Stage

1. Post and present today’s goal.

**Goal:**

Today we will look at how we are doing, celebrate, and set new goals.

Active Instruction

1. Remind the students that they have been earning points every day for the work they do.

Use **Think-Pair-Share** to ask:

*What have you been doing to earn points?*
Accept reasonable responses. For example, we earned points by doing the homework, practicing the word lists, reading a passage, writing sentences, helping and encouraging our team members.

Do you think doing these things has helped you move forward in your reading? Do you think you are a better reader than you were last week?

Answers may vary.

2. Display the transparency of the Team Score Sheet/Learning Guide and have the students get out their Team Score Sheet/Learning Guides. Show the students how to add the total points they earned each day to get a unit score. There will be a unit score for each student. Allow a minute for the students to add up their daily totals. Show the students where to record their unit scores. Explain that at the end of the lesson, each team will add up the unit scores to find out how their team did.

3. Explain to the students that today they will be going over the cycle test. Distribute the scored cycle tests from *Big Cats in Africa*. Have the students work with their partners to review the answers. Allow the students the opportunity to ask questions of the class to clarify any outstanding questions.

4. Review the Toll Booth Check. Remind the students that they will complete a Toll Booth Check to get ready to move on to the next unit. Remind them that the Toll Booth Check is a chance to show they know the letter sounds they have been practicing.

5. Have the students get out their Map It Out sheets, and display the transparency of the map. Remind them that this map shows their step-by-step progress in reading. They will be moving quickly from one unit to the next, stopping along the way to do Toll Booth Checks and show they know it. Use **Think-Pair-Share** to ask:

   **What happens when you come to the end of the map and have passed the last Toll Booth?**

   Accept reasonable responses.

   Remind the students that at the end of the map they will move out of Level 1.

6. Refer them to the second Toll Booth on their maps, unit 2. Point out the question at the top: “How did I do?” Point out that the students now have a unit score and a cycle test score to help them answer the question, “How did I do?” Tell them to write these two scores they earned for unit 2 on their maps.
Toll Booth Check

1. Point out to the students that on their maps, the unit 2 Toll Booth includes a list of the letter sounds they have been practicing. There is also a list of words they will need to read to pass through this Toll Booth. Have partners review the list of letters to be sure they know the sound each letter makes. Then have them read the list of words to each other in preparation for passing their Toll Booth Check.

2. While the partners practice, move from one partnership to the next to do a Toll Booth Check. Ask each student to tell you what sound the letter makes as you point to letters on the list. Point to the letters randomly so you will be sure that the student knows the letter sound. Ask each student to read words on the list as you randomly point to them. Have the students check off the letter sounds and words they read correctly. Then have the student read one of the following sentences. If they read the sentence correctly, they check off the space next to reading on their map.
   - Mom and Dad will not go.
   - The grass is wet.
   - The cat digs in the mud.

3. When students pass the Toll Booth Check, have them color in the box Toll Booth 2 to show they have moved on. Challenge these students to try the letters/sounds and words for unit 3 Toll Booth Check. If a majority of the students are able to pass the Toll Booth Check for unit 3, consider moving the class on to unit 4.

4. For the students who are unable to identify all the letter sounds, have the students write the unchecked letters in the space: “I need to work on ________.” Tell these students that they can practice these letter sounds and take the Toll Booth Check again in the coming week.

Time for Reflection

1. When all the students have had the Toll Booth Check, celebrate their successes and point out that they have “left the garage and are on the road.” On the Map It Out transparency, point out the space “I need to work on ________.”

   Remember that when we travel we set goals. We decide where we want to go and when we want to get there. You are setting goals for yourself too. You are deciding what you need to work on to get you where you want to go. Some of you may need to work on certain letter sounds, some of you may need to work on bringing in your homework, or work on sentence writing. Your Team Score Sheet/Learning Guide and your map will help you set your goals.

   Have the students look at their maps.
Was there a letter sound or a word on the Toll Booth Check that you had trouble with? Circle what gave you trouble. This will remind you what you need to work on for next week.

Refer the students to their Team Score Sheet/Learning Guide. Use Think-Pair-Share to ask:

- Where did you miss getting points on your Team Score Sheet/Learning Guide this week?
- What can you do about it?
- What goal will you set for yourself for next week?
- What can your partner/team do to help you work toward this goal?

2. Tell the students that it is time to add up their team scores. Have teams work together to add each team member’s unit score to get the team score. Assist teams in determining whether they are a good, great, or super team.

3. Hold a brief ceremony where you award Good, Great, and Super Team certificates and acknowledge teams for their hard work and team cooperation.
A Trip to Mexico
Summary

In *A Trip to Mexico*, the students read about a couple who travel by plane to visit a beach town on the Yucatan Peninsula. You may choose to enhance learning by providing additional information about the culture and geography of Mexico from other sources, such as the Internet, the library, travel brochures, etc.

Reading Goal

This unit reviews the principle that letters represent sounds and can be blended together to make words. The students will practice blending letter sounds to pronounce words. They will review common consonants and combinations *p, k, f, ck*, beginning consonant blends *pl, gl, bl, cl, fl*, and ending consonant clusters *-nd, -nt, -nk, -ng*. 
In the Day 1 text, Pam and Rob prepare for their trip to Mexico by looking at books and maps of the country. Pam and Rob pack supplies for the beach, and fly on a plane to Mexico. Once in Mexico, Pam and Rob settle into a hut on the beach.

**Reading Goal:**
Today we will review some common letter sounds and practice blending them.

**Today’s Big Question:**
What do Pam and Rob put in their backpacks?

2. Remind the students that they will work in teams during reading class. Remind the students that an important aspect of working as a team is to explain your ideas and tell why.

   Remember that each day you work with a partner to practice reading skills and earn points. In this unit, I will award up to 10 team cooperation points each day to teams who explain their ideas and tell why. When you explain your ideas, you help your team members understand your thinking. This helps you work together to figure out words and make sense of your reading.
3. Have the students turn to their Map It Out sheets to review their goals for this unit. Remind the students that this sheet is a plan that tells every step of a trip and that they have been using Map It Out to set their goals and track their progress as readers.

4. Distribute a Team Score Sheet/Learning Guide to each team. Remind the students that they will use the Team Score Sheet/Learning Guide to help them keep track of what they practice each day and to record the points that they earn for good work.

   At the end of each day, you will tally the daily points you have earned and record them on the Team Score Sheet/Learning Guide.

   Have the students in each team write their names on the Team Score Sheet/Learning Guide.

### Active Instruction

#### Skill Review

##### Say-It-Fast

1. Have the students say the words after listening to you stretch the sounds and slightly isolate each one. The words may or may not have the lesson letter sound in them—this is done to practice a skill used in sounding out words.

   In the last unit, we practiced stretching out sounds to make a word. Now see if you can put together sounds to make words. In other words, say it fast. You need to do this when you sound out words as you read.

   `/t-a-p/ tap  /h-e-l-p/ help  /n-e-s-t/ nest`  
   `/p-i-n/ pin  /s-w-i-m/ swim  /g-o-l-d/ gold`  
   `/h-e-r/ her  /t-i-n-t/ tint  /p-u-ll/ pull`  
   `/h-u-m/ hum  /m-i-l-d/ mild  /m-u-g/ mug`

   **Take it up a notch:** Have the students suggest words to put on the list. Have the students sound out these words.

   **Take it down a notch:** If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

##### Letter/Sound Review

2. Have the students write the following words as you dictate:

   `wed   sat   rim   dug`
Have the students check their work as you say the letter sounds and write each word on the board. Draw your finger under each letter in a word, and have the students blend the letter sounds with you.

**Skill Instruction**

1. Present the letters/sounds /p/, /k/, and /f/.
   
   In this lesson, we will practice some new letters and sounds. It is very important when we read to make the sounds accurately, since the change of a single letter can make an entirely different word with a different meaning.

2. Present the /p/ sound.
   
   Hold up the key card for the letter \( p \). Say the pictured word aloud. *Potato*. Have the students repeat the word after you say it. 
   
   Tell the students that this card gives them the key to remembering how to write and say the letter \( p \).
   
   **What sound do you hear at the beginning of the words**
   
   *potato, put, and pull?* 
   
   /p/.
   
   **What letter goes with the /p/ sound?**
   
   *The letter p.*
   
   **That’s right.**
   
   When I say the sound /p/, my lips touch together very quickly. I can feel air coming out when I say /p/ if I put my hand in front of my mouth. Let’s try that.
   
   Bounce the sound /p/ with the students as you hold your hand in front of your mouth.
   
   Make sure that the students do not add a vowel and say “puh” or “peh.”
   
   Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter \( p \) in the palms of their hands.
   
   Read the following sentence, and ask the students whether they can identify the /p/ sound and letter in the words.
   
   *Perry picks pink pillows.*
   
   Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /p/ sound.

3. Have the students think about words that begin with the letter \( p \) and the /p/ sound.
   
   Tell your partner at least five words that begin with the letter \( p \).
   
   Use **Numbered Heads** to have some partners share their words with the class. Write them on the board.
4. Present the /k/ sound.

Hold up the key card for the letter k. Say the pictured word aloud. *Key*. Have the students repeat the word after you say it. *Key*. Tell the students that this card gives them the key to remembering how to write and say the letter k.

**What sound do you hear at the beginning of the words key, kit, and kin?**

/k/.

**What letter goes with the /k/ sound?**

The letter k.

When I say the sound /k/, I can feel the sound way in the back of my mouth. It sounds a lot like another sound we know, /g/. But /k/ is a little different. When I say /k/, I can feel air coming out. I can put my hand in front of my mouth and feel the air. Let’s say this sound together.

Bounce the /k/ sound with the students. Make sure they do not add a vowel and say “kuh.”

Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter k in the palms of their hands.

Read the following sentence, and ask the students whether they can identify the /k/ sound and letter in the words.

The king kept the key to the kitchen.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /k/ sound.

5. Present the /f/ sound.

Hold up the key card for the letter f. Say the pictured word aloud. *Fence*. Have the students repeat the word after you say it. *Fence*. Tell the students that this card gives them the key to remembering how to write and say the letter f.

**What sound do you hear at the beginning of the words fence, felt, and fight?**

/f/.

**What letter goes with the /f/ sound?**

The letter f.

When I say the /f/ sound, my teeth touch my bottom lip.

Put your teeth in the /f/ position and point to them.

I make the /f/ sound by pushing air between my teeth. /f/. Let’s say that sound together. /f/.

Say the /f/ sound with the students.

Show the students the key card as you trace the shape of the letter. Have the students practice writing the letter f in the palms of their hands.
Read the following sentence, and ask the students whether they can identify the /f/ sound and letter in the words.

Felice found four fancy frames.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /f/ sound.

**Take it down a notch:** Confirm that the students can distinguish the sounds that begin each word. If they have difficulties with any letter sound, give the students additional practice.

**Give Me Five**

6. Have the students think about words that begin with the letter *f* and the /f/ sound.

   Tell your partner at least five words that begin with the letter *f*.

   Use **Numbered Heads** to have some partners share their words with the class. Write them on the board.

**Show You Know It**

7. Have the students indicate whether they recognize the letters and sounds that have been presented by identifying them in any of the following alliterative sentences. Select sentences randomly or focus on the ones with sounds with which you believe your students had the most trouble.

   Tell me which sound you hear repeated in each of the following sentences:
   
   Please pick pickles from the pail. /p/
   
   Four French fries fell on the floor. /f/
   
   Jordy jumps in the jungle. /j/
   
   Silly Sarah says “so scary!” /s/
   
   King Karl keeps a kite. /k/
   
   Nate needs new numbers. /n/

   **Take it up a notch:** Have partners make up their own alliterative phrases with one or more of the sounds presented.

8. Present the /ck/ sound.

   Hold up the key card for the letter combination -ck. Say the pictured word aloud. *Clock*. Have the students repeat the word after you say it. *Clock*. Tell the students that this card gives them the key to remembering how to write and say the sound /ck/.

   Listen to these words: *clock, click, sock*. Now say each word with me. Listen as you make the /k/ sound. Notice the shape of your mouth. How does your mouth move to make the /k/ sound? Does this seem familiar? -ck makes the same sound as *c* and *k*. It is exactly the same sound. Bounce the /k-k-k/ sound quickly and quietly, making sure that the sound does not become “kuh” or “keh.”
When the /k/ sound comes at the end of a word, it is often spelled *ck*.

Show the students the key card as you trace the shapes of the letters. Have the students practice writing the letters *-ck* in the palms of their hands.

Read the following sentence, and ask the students whether they can identify the /ck/ sound at the ends of the words.

The black sock was on the rock.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /ck/ sound.

**Show You Know It**

9. Have the students indicate whether they recognize the letters and sounds that have been presented by identifying them in any of the following alliterative sentences. Select sentences randomly or focus on the ones with sounds with which you believe your students had the most trouble.

Tell me which sound you hear repeated in each of the following sentences:
- Paul peels peppers for Pam. /p/
- Rick kicks the slick ball. /ck/
- Fran feels funny from the fish. /f/
- Kate keeps kicking the kernels. /k/

**Build Background**

1. Refer the students to the next unit, *A Trip to Mexico*, in their student editions. Use Think-Pair-Share to ask:

   **If you want to guess what a book is about before you read it, what clues can you use?**
   
   You can look at the title and pictures on the cover and inside the book.

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity.

   Use a random selection system like Numbered Heads to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions.

3. Have partners discuss what they already know about Mexico or traveling. Use Numbered Heads to share the students’ background knowledge on the topic.

4. Tell the students that you will read the introduction to this book. Read the following introductory text aloud.
Introduction
The country of Mexico is located to the south of the United States. Mexico shares a border with the United States in California, New Mexico, Arizona, and Texas. Many people travel to Mexico to see the Mayan ruins or to enjoy sunny days on the beach.
Pam and Rob are traveling by plane to Mexico. They plan to stay in a beach hut and spend time swimming and diving in the Gulf of Mexico.

5. Refer the students to the predictions they made about the topic of the book. Point out that from the introduction it sounds like they will be reading about a trip to Mexico. Two people are traveling to Mexico to see the beach. Use **Think-Pair-Share** to ask:

   **What questions do you have about this topic before you begin to read? What would you like to find out?**
   Accept reasonable responses. For example, I would like to know where in Mexico Pam and Rob are going; I would like to know what kinds of creatures Pam and Rob might see when they are diving in the Gulf of Mexico.

   Use **Numbered Heads** to share responses, and record the students’ questions on the board.

Listening Comprehension

1. Tell the students that you are going to begin reading the first chapter aloud.
   
   As I read, I will stop when I get to a word that I need to figure out. I will look at the letters, figure out what sounds they make, and then blend the sounds together to read the word. I will also look at pictures for clues when I am trying to figure out a word.

2. Read the title of chapter 1 aloud, but pause before the word *Mexico*.
   
   Plane to...Hmm. What is this word? I’m going to guess that the word is *Mexico* because it looks like the same word that is in the title of this book: *A Trip to Mexico*. But I’m going to stretch the sounds of each letter and then blend them to say the word. /m-e-x-i-c-o; Mexico/. Yes, I guessed right. “Plane to Mexico.”

3. Continue reading the first section, and pause again before the word *maps*.
   
   Hmm. What is this word? “Rob looks at... (something) of Mexico.” Maybe he looks at pictures of Mexico. I’ll try sounding out the word. /m-a-p-s; maps/. “Rob looks at maps of Mexico.” That makes sense. When you are going to travel
somewhere, it is a good idea to look at a map of where you are going.

4. Continue reading the second section, and stop before the word *hut*.

I haven’t seen this word before, but I’ll bet it won’t be hard to sound it out because I know these letter sounds. The letter *h* makes the /h/ sound. /h-u-t; hut/. That is a word. Now I’ll try it in the sentence to see if it makes sense. “They will get a hut.” Wait. I saw a picture of a hut when I was looking through the reading. Here it is on the next page. Gee, I guess Rob and Pam are going to stay in a place like this. I figured out that word *hut* using three different strategies. I sounded it out, tried it in the sentence to see if it made sense, and used the picture as a clue.

Read to the end of the section. Then reread the two sections to model fluency and so the students can focus on comprehension.

**Word List 1 Introduction**

1. Display List 1. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are important words that do not necessarily obey the phonetic rules as the students understand them. Tell the students that this is a list of words that they will meet in the text.

<table>
<thead>
<tr>
<th>Word List 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>back</td>
</tr>
<tr>
<td>packs</td>
</tr>
<tr>
<td>glad</td>
</tr>
<tr>
<td>fed</td>
</tr>
<tr>
<td>fun</td>
</tr>
<tr>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>plane</td>
</tr>
<tr>
<td>beach</td>
</tr>
</tbody>
</table>

**Stretch and Read**

2. Introduce the phonetically regular words—the green words—on List 1.

Here are words that you will meet in your reading today. Let’s get ready to read by practicing these words. We’ll use different strategies to practice. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I
Active Instruction
continued

draw my hand under the word. Then say it fast to pronounce the word.

Sound out the green words on List 1 with your students.

Say-Spell-Say

3. Introduce the sight words—the red words—on the list.

Now let's read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read them even if you know the sounds. As I point to each word, say it, then spell it, then say it again.

Have the students read and spell the words plane, beach, their, and with.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don't know: sound it out, look for context clues, look at the pictures, or ask for help. Remind partners to take turns reading and retelling each section. Remind them to read the passage several times.

Clarifying Strategies

Sound it out can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.

Read the sentence again helps the student think about context: what word ought to go here for the sentence to make sense.

Look at the pictures reinforces the habit of using all available clues to determine meaning.

Mark the word with a sticky note reassures the students that they do not need to understand every word to comprehend a passage.

Ask for help establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

Your goal is to read the entire passage smoothly and without making mistakes.

For now, I want you to focus on getting the words. The first time you read the passage, I want you to pay attention to the words you don’t know or don’t understand. Talk with your partners about how to figure them out. Can you blend the
sounds and say the word? If you can’t figure out a word, put a sticky note next to it.

Reread the passage. Are there clues in the pictures that can help you and your partner figure out a word with a sticky note? If so, put a check on the sticky note next to the word to show that you now understand and are able to read smoothly.

2. Refer to the Team Score Sheet/Learning Guide transparency and the Passage box under Day 1. Tell the students that if their partner can read the passage smoothly without mistakes, they can initial the Passage box next to their partner’s name.

3. Have the students read:

   “Plane to Mexico” aloud with partners.

4. Circulate and listen while the students are reading. Prompt and reinforce the students’ efforts to clarify what they read. Encourage them to mark words they need to figure out with a sticky note. Remind them to sound words out, try the word in the sentence to see if it makes sense, use pictures as clues, or ask for help. Circle 5 points in the Teacher column next to Passage for the students who can read the passage smoothly with no errors.

5. When the students are finished reading and clarifying the passage, use Think-Pair-Share to ask:

   Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out? Were there letter patterns that you recognized?
   *Answers will vary.*

Ask several students to share their discussion with the class. Remind them that explaining their ideas and telling why is the team cooperation goal.

Word Work

6. Have the students turn to the Word Work activity for Day 1 in their student editions. Tell the students how to complete the activity. They will read the sentence and write the word from the word list that makes the most sense in the sentence.

   The back packs are _____. [full]

7. Have the students complete the activity. When they are done, partners can check each other’s work.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that they will then write a sentence or two to answer question 1.
Team Talk Questions
1. Why are Pam and Rob on a plane? (write)
   Pam and Rob are on a plane to go to Mexico.
2. Where do Pam and Rob stay in Mexico?
   Pam and Rob stay in a hut on the beach.

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Time for Reflection

Class Discussion
1. When the students have completed their team discussions and written their answers, review the answers with the class. Use Numbered Heads to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:
   - Did we answer Today’s Big Question?
     Yes, Pam and Rob put maps and fins in their back packs.
   - Did you learn to read new words today?
     Answers will vary.
   - What did you do when you got stuck on a new word?
     Answers will vary. The students will use different clarifying strategies.

3. Ask any other questions that will encourage the students to think about their own thinking such as:
   - Did you or your partner use the pictures as clues when you were figuring out a word?
   - Think about the strategies you used today to figure out words. How many different strategies did you and your partner use?

Word List Practice
1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.
For each word on List 1:
- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and imagine the word painted in spray paint.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.
Repeat these steps until you can spell the word without any help.

2. When they have finished studying the words, have partners read the list to each other. Tell the students that if students successfully read all the words, their partners initial the Word List box on the Team Score Sheet/Learning Guide for Day 1 next to the partner’s name.

3. Circulate and listen to partner pairs as they read the word list. For the students who can successfully read all the words, circle 5 points in the Teacher column next to Word List for Day 1 on the Team Score Sheet/Learning Guide.

Dictation
1. Read the sentences below. Have the students write them in the space for dictation in their student editions.
   - Pam packs fins.
   - They will get a hut.
   - Kids go for a dip with them.

   **Take it up a notch:** Have the students write the three sentences plus the following challenge sentence:
   - They put up the back packs.

   **Take it down a notch:** Have the students write individual words.

2. When the students have finished writing, have them exchange their student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (packs, fins, they, hut, kids, dip, with) while the students check their partner’s spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period.

3. Display the Team Score Sheet/Learning Guide transparency. Refer the students to the box for Dictation under Day 1. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.
4. Remind the students to record the number of team cooperation points their team received today on the Team Score Sheet/Learning Guide. Explain that this number goes next to each student’s name on the team in the spaces marked TCP. Show the students these spaces under Day 1 on the transparency.

5. Explain that all the points team members earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 1. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

1. Refer the students to the homework for Day 1. Point out that the homework has three parts. Explain that they will practice reading the words on Word List 1.

   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the list of words correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Plane to Mexico.”

   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help to figure out the words you have underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage. Have the listener initial a box each time you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the sentence activity on the homework page with your students.

   For this activity, your job is to read the sentence and choose a word from Word List 1 that makes sense in the sentence. Write it in the blank.
Day 1 | Student Homework

1. Practice reading the words in Word List 1. Have someone initial in a circle each time you read all the words on the list correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
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<tr>
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<td>plane</td>
</tr>
<tr>
<td>beach</td>
</tr>
</tbody>
</table>

2. Practice reading “Plane to Mexico.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Fill in the blank. Choose the word from Word List 1 that makes the most sense in the sentence. Write it in the blank.

1. The back packs are_____________.

2. Pam has ______________ with the kids.

3. They look at ___________ of Mexico.
Teacher Background

Today’s chapter, “On the Beach,” describes activities for tourists like Pam and Rob in the Yucatan Peninsula.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   We will review some common letter sounds and practice blending them to clarify words.

   **Today’s Big Question:**
   Who plays with Pam and Rob?

2. Remind the students that you will award team cooperation points to teams whose members explain their ideas and tell why. Throughout the lesson, praise the students for explaining their ideas and telling why. Reinforce the idea that explaining their thinking helps the students figure out difficult words together. Award team cooperation points throughout the lesson.

3. Have the students turn to their Map It Out sheets and review their goals for this unit. Use Think-Pair-Share to ask:

   - **Do you think you are making progress toward your goal?**
   - **Looking at the Toll Booth for unit 3, are you able to say the sounds for some of the letters? Which ones will you need to work on?**

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide. Remind the students that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day. It is a way for partners to help each other and be sure that everyone is moving ahead.
2. Refer to the Homework box under Day 2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 2 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 2 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 2 next to the partner’s name. Have partners read the words on Word List 1 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 2 on their Team Score Sheet/Learning Guide. Have partners also check their partner’s fill-in-the-blank sentences.

5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 2 on the Team Score Sheet/Learning Guide.

6. Remind the students that at the end of the class, they will tally today’s points and write them on the Team Score Sheet/Learning Guide as today’s total.

Active Instruction

Skill Review

Say-It-Fast

1. Have the students say words after listening to you stretch the sounds and slightly isolate each one. Use as many of the words below as you need. The words may or may not have the lesson letter sounds in them—this is practice in a skill used in sounding out words.

| /k-i-t/  | kit       | /f-i-t/  | fit     |
| /t-i-ck/ | tick      | /p-u-tt/ | putt    |
| /f-o-g/  | fog       | /w-i-ck/ | wick    |
Break-It-Down (optional review)

2. Say a word, and ask the students to repeat it. Then, have the students say the word sound by sound. Provide support as needed.

<table>
<thead>
<tr>
<th>Word</th>
<th>Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>pick</td>
<td>/p-i-ck/</td>
</tr>
<tr>
<td>gas</td>
<td>/g-a-s/</td>
</tr>
<tr>
<td>lit</td>
<td>/l-i-t/</td>
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<tr>
<td>jug</td>
<td>/j-u-g/</td>
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<tr>
<td>wet</td>
<td>/w-e-t/</td>
</tr>
<tr>
<td>sock</td>
<td>/s-o-ck/</td>
</tr>
</tbody>
</table>

Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

Letter/Sound Review

3. Review the /p/, /k/, and /f/ sounds.

Hold up the key card for the letter p.

This is the key card for the letter p. The letter p makes the /p/ sound. /p…p…p/. Practice making this sound with me. /p..p..p/. What is in this picture? Say it with me. Potato.

Read the sentence on the back of the key card aloud. Have the students clap when they hear the /p/ sound.

Repeat this procedure for the other letters/sounds.

4. Review the /ck/ sound.

Hold up the key card for the -ck letter combination.

This is the key card for the -ck letter combo. The -ck letter combo makes the /ck/ sound. /ck…ck…ck/. Remember it is exactly the same sound as a letter c or k by itself: /k…k…k/. Practice making this sound with me. /ck…ck…ck/.

What is in this picture? Say it with me. Clock.

Read the sentence on the back of the key card aloud. Have the students clap when they hear the /ck/ sound at the end of words.

Give Me Five

5. Have the students think about words they know that begin with the letter k and the /k/ sound and five words that end with the /ck/ sound.

Tell your partner at least five words that begin with the /k/ sound and five words that end with the /ck/ sound.

Use Numbered Heads to have some partners share their words with the class. Write them on the board. Note the words that end with the -ck letter combo.
Skill Instruction

1. Introduce the blended sounds /pl/, /gl/, /bl/, /cl/, and /fl/ by presenting words with those sounds. Explain to the students that some sounds are made of two separate letter sounds blended together. These sounds are called blends. Tell the students that they will learn some of the more common blends.

2. Present the /pl/ sound.

   Hold up the key card for pl. Say the pictured word aloud. Plane. Have the students repeat the word after you say it. Plane. Tell the students that this card gives them the key to remembering how to write and say the /pl/ sound.

   What sound do you hear at the beginning of the words plane, plate, and play?
   /pl/.

   When I say /pl/, I am really saying two sounds that we’ve already learned. The first sound is /p/. Say that with me. /p/. The second sound is /l/. Say that with me. /l/. To make the /pl/ sound, I blend the two sounds together quickly. Say the /pl/ sound with me. /pl/.

   What letters go together to make the /pl/ sound?
   The letters pl.

   Show the students the key card as you trace the shapes of the letters. Have the students practice writing the letters pl in the palms of their hands.

   Read the following sentence, and ask the students whether they can identify the /pl/ sound in the words.

   Please plan for plenty of plates.

   Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /pl/ sound. Tell the students that knowing the letter l and the /l/ sound will make learning the next blends easy because there are several blends with the letter l in them.

3. Present the /gl/ sound.

   Hold up the key card for gl blend. Say the pictured word aloud. Glass. Have the students repeat the word after you say it. Glass. Tell the students that this card gives them the key to remembering how to write and say the /gl/ sound.

   What sound do you hear at the beginning of the words glass, gleam, and glow?
   /gl/.

   When I say /gl/, I am really saying two sounds that we’ve already learned. The first sound is /g/. Say that with me. /g/. The second sound is /l/. Say that with me. /l/. To make the /gl/ sound, I blend the two sounds together quickly. Say the /gl/ sound with me. /gl/.
What letters go together to make the /gl/ sound?

*The letters* gl.

Show the students the key card as you trace the shapes of the letters. Have the students practice writing the letters *gl* in the palms of their hands.

Read the following sentence, and ask the students whether they can identify the /gl/ sound in the words.

Glen gladly cleans the glass.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /gl/ sound.

4. Present the /bl/ sound.

Hold up the key card for the *bl* blend. Say the pictured word aloud. *Block.* Have the students repeat the word after you say it. *Block.* Tell the students that this card gives them the key to remembering how to write and say the /bl/ sound.

**What sound do you hear at the beginning of the words** blue, block, and blend?

/bl/.

When I say /bl/, I am really saying two sounds that we’ve already learned. The first sound is /b/. Say that with me. /b/. The second sound is /l/. Say that with me. /l/. To make the /bl/ sound, I blend the two sounds together quickly. Say the /bl/ sound with me. /bl/.

**What letters go with the /bl/ sound?**

*The letters* bl.

Show the students the key card as you trace the shapes of the letters. Have the students practice writing the letters *bl* in the palms of their hands.

Read the following sentence, and ask the students whether they can identify the /bl/ sound in the words.

Blaire’s shins were black and blue.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /bl/ sound.

5. Present the /cl/ sound.

Hold up the key card for the *cl* blend. Say the pictured word aloud. *Cloud.* Have the students repeat the word after you say it. *Cloud.* Tell the students that this card gives them the key to remembering how to write and say the /cl/ sound.

**What sound do you hear at the beginning of the words** cloud, clap, and clear?

/cl/.

When I say /cl/, I am really saying two sounds that we’ve already learned. The first sound is /c/. Say that with me.
/cl/. The second sound is /l/. Say that with me. /l/. To make the /cl/ sound, I blend the two sounds together quickly. Say the /cl/ sound with me. /cl/.

**What letters go with the /cl/ sound?**
The letters cl.

Show the students the key card as you trace the shapes of the letters. Have the students practice writing the letters cl in the palms of their hands.

Read the following sentence, and ask the students whether they can identify the /cl/ sound in the words.

The clowns clapped and clanged a big bell.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /cl/ sound.

**Give Me Five**

6. Have the students think about words that begin with the /cl/ sound.

Tell your partner at least five words that begin with the cl blend.

Use **Numbered Heads** to have some partners share their words with the class. Write them on the board.

7. Present the /fl/ sound.

Hold up the key card for the fl blend. Say the pictured word aloud. *Flag*. Have the students repeat the word after you say it. *Flag*. Tell the students that this card gives them the key to remembering how to write and say the /fl/ sound.

What sound do you hear at the beginning of the words *flag*, *flap*, and *fling*?

/fl/.

When I say /fl/, I am really saying two sounds that we’ve already learned. The first sound is /f/. Say that with me. /f/. The second sound is /l/. Say that with me. /l/. To make the /fl/ sound, I blend the two sounds together quickly. Say the /fl/ sound with me. /fl/.

**What letters go with the /fl/ sound?**
The letters fl.

Show the students the key card as you trace the shapes of the letters. Have the students practice writing the letters fl in the palms of their hands.

Read the following sentence, and ask the students whether they can identify the /fl/ sound in the words.

Flo flipped over the flavor of the corn flakes.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /fl/ sound.
Show You Know It

8. Remind the students that the letter /l/ and the /l/ sound are in each of the blends they learned today. Have the students indicate whether they recognize the letters and sounds that have been presented by identifying them in any of the following alliterative sentences. Select sentences randomly or focus on the ones with sounds with which you believe your students had the most trouble.

Tell me which sound you hear repeated in each of the following sentences:

- Clear the clean cloths from the club. /cl/
- Flies flip for flowers. /fl/
- Glenda gladly grabbed the glue. /gl/
- The blizzard blows big blocks of ice. /bl/

Take it up a notch: Have partners make up their own tongue twisters with one or more of the sounds presented.

Take it down a notch: Confirm that the students can distinguish the sounds in each word. If they have difficulties with any letter sound, provide the students with additional active instruction and practice for each individual sound.

Build Background

1. Refer the students to the story in their student editions, and have them turn to chapter 2. Read the title: “On the Beach.” Use Think-Pair-Share to ask:

   If you want to guess what a chapter is about before you read it, what clues can you use?

   You can look at the chapter title and at the pictures.

2. Have partners preview chapter 2 and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity.

3. Have partners discuss what they already know about beaches. Use Numbered Heads to share the students’ background knowledge on the topic.

   English Language Learners

   Display pictures or act out new vocabulary words or concepts that may be unfamiliar.

   Have partners discuss pictures in the story to clarify words and to give opportunities for ELL students to use this new vocabulary.

   Ask partners to think of synonyms or antonyms for new words.

   Pair ELL students with the students who are more familiar with the vocabulary.

   Have the students draw pictures to go with new vocabulary words.
Listening Comprehension

1. Read the introduction to chapter 2, “On the Beach,” aloud.

   **Introduction**
   Pam and Rob find out what it is like on the beach in Mexico.

   As I read, I am going to show you again how readers often figure out words. They identify the sounds of the letters and blend the sounds together as they read.

2. Read the first section of “On the Beach” aloud. Stop when you get to the word *flips*. Use a Think Aloud to demonstrate blending sounds and using context to clarify a word.

   Here is a word that begins with the letters *fl*. This is one of the blends we were just talking about. I will read the letter sounds aloud, slowly at first, and then more quickly until I blend them to make a word: /f-l-i-p-s; flips/. The word is *flips*. I’ll read the sentence to see if this word makes sense: “Kids do flips on the beach.” Yes, that makes sense. And I see the picture of the kids on the beach.

   Continue reading to the end of the second section. Model trying two different clarifying strategies.

   I see a picture at the bottom of this page with a word under it that I have not seen before. I will try to blend the sounds and figure out the word: /w-a-v-e-s/. The word is *waves*. (Pronounce incorrectly as wah-vehz.) I’ve never heard that word before. Maybe I’ve said it wrong. When I look at the picture, I see a guy in the waves. Wait! That is the word. *Waves*. Sounding it out gave me a clue, and the picture gave me another clue to figure out the word *waves*.

3. After you have finished modeling the skills, read the two sections again to model fluency and so the students can focus on comprehension.

Word List 2 Introduction

1. Display and introduce List 2. Remind the students that green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.
### Active Instruction continued

#### Word List 2

<table>
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<tr>
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<th>Red Words</th>
</tr>
</thead>
<tbody>
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<td>kick</td>
<td>play</td>
</tr>
<tr>
<td>swim</td>
<td>waves</td>
</tr>
<tr>
<td>rocks</td>
<td>home</td>
</tr>
<tr>
<td>yells</td>
<td>shark</td>
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<tr>
<td>skip</td>
<td>block</td>
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<tr>
<td>flat</td>
<td></td>
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<tr>
<td>kids</td>
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<td>flips</td>
<td></td>
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</tbody>
</table>

### Stretch and Read

2. Introduce the phonetically regular words—the green words—on List 2.

Here are words that you will meet in your reading today. Let's get ready to read by practicing these words. We'll do this by using different strategies. First, let's sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.

Sound out the green words on List 2 with your students. As you do this exercise, select the words randomly rather than in any particular order.

Use **Think-Pair-Share** to ask:

- **Are there any words on the word list that end in the *ck* sound? Which ones?**
  - Kick, block, rocks.

- **Are there any words that begin with a *bl* or *fl* blend?**
  - Block, flat, flips.

### Say-Spell-Say

3. Introduce the sight words—the red words—on List 2

Now let's read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read even if you know the sounds.

As I point to the word, say it, then spell it, then say it again. Randomly point to words, and have the students read the words as a group. Stretch or say spell say words that the students miss.
Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind partners to take turns reading and retelling each section. Remind them to read the passage several times.

**Clarifying Strategies**

- **Sound it out** can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.
- **Read the sentence again** helps the student think about context: what word ought to go here for the sentence to make sense.
- **Look at the pictures** reinforces the habit of using all available clues to determine meaning.
- **Mark the word with a sticky note** reassures the students that they do not need to understand every word to comprehend a passage.
- **Ask for help** establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

2. Have the students read:

   chapter 2: “On the Beach” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Encourage them to mark words they cannot clarify with a sticky note.

4. When the students are finished reading and clarifying the passage, do a **Think-Pair-Share** exercise:

   Talk to your partner about a word that you had trouble with (a sticky note word). How did you figure it out? Were there letter blends or combos that you recognized?

   *Answers will vary.*

Ask several students to share their discussion with the class. Celebrate the students’ successful reading of the passage.
Word Work

5. Have the students turn to the Word Work activity for Day 2 in their student editions. Tell the students how to complete the activity. They will read the sentence and write the word from Word List 2 that makes the most sense in the sentence.

   The kids _____ rocks. [skip]

6. Have the students complete the activity. When they are done, partners can check each other’s work.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

   Team Talk Questions
   1. What does Pam do on the beach? (write)
      *Pam sits in the sun on the beach.*
   2. Why do the kids leave the beach?
      *The kids leave the beach when their mom yells for them.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use Numbered Heads to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:

   *Did we answer Today’s Big Question?*
   *Yes, the kids play with Rob and Pam on the beach.*

   *Did you learn to read new words today?*
   *Answers will vary.*

   *What words can you spell today that you couldn’t spell before?*
   *Answers will vary.*
3. Ask any other questions that you think will engage the students in the topic they are reading about such as:

   Have you ever been to Mexico?
   Would you like to go to the beach there? Why or why not?

**Word List Practice**

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

   **For each word on List 2:**
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and picture the word *written in wet sand*.
   - Open your eyes, and look at the word again to see if you were right.
   - Cover up the word, and write it down.
   - Check to see if you spelled the word correctly.
   - Have your partner check your work.
   Repeat these steps until you can spell the word without any help.

**Dictation**

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

   Pam sits in the sun.
   The kids dig for rocks.
   It is fun on the beach in Mexico.

   **Take it up a notch:** Have the students write the three sentences plus the following challenge sentence:

   They let the kids take out the swim fins.

2. When the students have finished writing, have them exchange student editions. Write the sentences on the board, and review the spelling of key words in the sentences (*sits, sun, kids, dig, rocks, fun, beach, Mexico*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period.

3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 2. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner's name. Circulate and
circle 5 points on the Team Score Sheet/Learning Guide for sentences that are written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 2.

**Homework**

1. Refer the students to the homework for Day 2. Explain that they will practice reading the words on Word List 2.

   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on lists 1 and 2 correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “On the Beach.”

   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage. Have the listener initial a box each time you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the sentence activity on the homework page for your students.

   For this activity, your job is to read the sentence and choose a word from Word List 2 that makes sense in the sentence. Write it in the blank.
Day 2 | Student Homework

1. Practice reading the words in Word List 2. Have someone initial in a circle each time you read all the words on lists 1 and 2 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Green Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>back</td>
<td>maps</td>
</tr>
<tr>
<td>packs</td>
<td>full</td>
</tr>
<tr>
<td>glad</td>
<td>fins</td>
</tr>
<tr>
<td>fed</td>
<td>Mexico</td>
</tr>
<tr>
<td>fun</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word List 2</th>
<th>Green Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>kick</td>
<td>swim</td>
</tr>
<tr>
<td>rocks</td>
<td>yells</td>
</tr>
<tr>
<td>skip</td>
<td>flat</td>
</tr>
<tr>
<td>kids</td>
<td>flips</td>
</tr>
<tr>
<td>block</td>
<td></td>
</tr>
</tbody>
</table>

2. Practice reading “On the Beach.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Fill in the blank. Choose the word from Word List 2 that makes the most sense in the sentence. Write it in the blank.

1. They put on sun ____________.
2. Rob skips ____________ at the beach.
3. They ____________ a ball.
Unit 3 | Day 3

Listening Comprehension: first two sections of chapter 3
Partner Reading: chapter 3: “Pigs and Clams”

Teacher Background
Pam and Rob find two interesting creatures on the beach, wild pigs, and delicious clams.

Set the Stage
1. Post and present the Reading Goal and Today’s Big Question.

   Reading Goal:
   We will practice blending letter sounds to clarify words.

   Today’s Big Question:
   How does Rob help Pam?

2. Remind the students that you will award team cooperation points to teams whose members explain their ideas and tell why. Reinforce the idea that explaining their thinking helps the students figure out difficult words together. Throughout the lesson, praise the students for explaining their ideas and telling why. Award team cooperation points throughout the lesson.

3. Have the students turn to their Map It Out sheets to review their goals for this unit. Use Think-Pair-Share to ask:

   Do you think you are making progress toward your goal?
   Looking at the Toll Booth for this unit, are you able to say the sounds for some of the letter blends? Which ones will you need to work on?

Homework Review
1. Have the students take out their homework and Team Score Sheet/Learning Guide.

2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 3 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their
partners successfully complete each activity, the students will initial these boxes.

4. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners initial the Word List box for Day 3 next to the partner’s name. Have partners read the words on Word List 2 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 3 on their Team Score Sheet/Learning Guide. Have partners also check their partner’s fill-in-the-blank sentences.

5. Have partners read the homework passage from the reading to each other.

   The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 3 on the Team Score Sheet/Learning Guide.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Say-It-Fast

1. Have the students say words after listening to you stretch the sounds and slightly isolate each one. Use as many of the words below as you need. The words may or may not have the lesson letter sounds in them—this is practice in a skill used in sounding out words.

   /f-l-ow/ flow       /b-l-ur/ blur       /b-l-i-ss/ bliss
   /f-l-i-p/ flip      /c-l-a-p/ clap      /c-l-i-p/ clip

Break-It-Down

2. Say a word, and ask the students to repeat it. Then, have the students say the word sound by sound. Provide support as needed.
Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

Letter/Sound Review

3. Review the /pl/ sound.

Hold up the key card for the letters pl.

This is the key card for the letters pl. The letters pl are blended to make the /pl/ sound. /pl/. Practice making this sound with me. /pl/. What is in this picture? Say it with me. Plane.

Read the sentence on the back of the key card aloud. Have the students clap when they hear the /pl/ sound. Have the students identify words with the /pl/ sound.

Show you know it. I'll say a word, and you give me a thumbs up if it has the /pl/ sound in it, and a thumbs down if it doesn’t.

<table>
<thead>
<tr>
<th>play</th>
<th>plan</th>
<th>applaud</th>
<th>pals</th>
<th>afraid</th>
</tr>
</thead>
<tbody>
<tr>
<td>[thumbs up]</td>
<td>[thumbs up]</td>
<td>[thumbs up]</td>
<td>[thumbs down]</td>
<td>[thumbs down]</td>
</tr>
</tbody>
</table>

4. Review the /gl/ sound.

Hold up the key card for the letters gl.

This is the key card for the letters gl. The letters gl are blended to make the /gl/ sound. /gl/. Practice making this sound with me. /gl/. What is in this picture? Say it with me. Glass.

Read the sentence on the back of the key card aloud. Have the students clap when they hear the /gl/ sound. Have the students identify words with the /gl/ sound.

Show you know it. I'll say a word, and you give me a thumbs up if it has the /gl/ sound in it, and a thumbs down if it doesn’t.

<table>
<thead>
<tr>
<th>glad</th>
<th>glossy</th>
<th>under</th>
<th>glamorous</th>
<th>jam</th>
</tr>
</thead>
<tbody>
<tr>
<td>[thumbs up]</td>
<td>[thumbs up]</td>
<td>[thumbs down]</td>
<td>[thumbs up]</td>
<td>[thumbs down]</td>
</tr>
</tbody>
</table>

5. Review the /bl/ sound.

Hold up the key card for the letters bl.
Active Instruction

This is the key card for the letters bl. The letters bl are blended to make the /bl/ sound. /bl/. Practice making this sound with me. /bl/. What is in this picture? Say it with me. Block.

Read the sentence on the back of the key card aloud. Have the students clap when they hear the /bl/ sound. Have the students identify words with the /bl/ sound.

Show you know it. I’ll say a word, and you give me a thumbs up if it has the /pl/ sound in it, and a thumbs down if it doesn’t.

<table>
<thead>
<tr>
<th>blob</th>
<th>blast</th>
<th>over</th>
<th>blink</th>
<th>oblige</th>
</tr>
</thead>
</table>
| [thumbs up]| [thumbs up]| [thumbs down]| [thumbs up]| [thumbs up]| Give Me Five

6. Have the students think about words they know that begin with the /bl/ sound.

Tell your partner at least five words that begin with the gl blend.

Use Numbered Heads to have some partners share their words with the class. Write them on the board.

Skill Instruction

1. Point out to the students that just as we blend two letter sounds together to make a sound at the beginning of a word, we often blend two letters together quickly to make a blended sound at the end of a word. Tell the students that because they already know the letter n and the /n/ sound, learning the next blends will be easy.

2. Present the /nd/ sound.

Hold up the key card for -nd. Say the pictured word aloud. Hand. Have the students repeat the word after you say it. Hand.

**What sound do you hear at the end of the words hand, bend, and sand?**

/nd/.

**What letters go with the /nd/ sound?**

The letters nd.

When I say /nd/, I am really saying two sounds that we’ve already learned. The first sound is /n/. Say that with me. /n/. The second sound is /d/. Say that with me. /d/. To make the /nd/ sound, I blend the two sounds together quickly. Say the /nd/ sound with me. /nd; nd/.

Show the students the key card as you trace the shapes of the letters. Have the students practice writing the letters nd in the palms of their hands.
Read the following sentence, and ask the students whether they can identify the /nd/ sound in the words.

Stand by the end of the sand.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /nd/ sound.

3. Present the /nt/ sound.

Hold up the key card for -nt. Say the pictured word aloud. Paint. Have the students repeat the word after you say it. Paint.

What sound do you hear at the end of the words paint, dent, and hunt?
/nt/.

What letters go with the /nt/ sound?
The letters nt.

When I say /nt/, I am really saying two sounds that we’ve already learned. The first sound is /n/. Say that with me. /n/. The second sound is /t/. Say that with me. /t/. To make the /nt/ sound, I blend the two sounds together quickly. Say the /nt/ sound with me. /nt/.

Show the students the key card as you trace the shapes of the letters. Have the students practice writing the letters nt in the palms of their hands.

Read the following sentence, and ask the students whether they can identify the /nt/ sound in the words.

Grant had a hint about the paint.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /nt/ sound.

4. Present the /nk/ sound.

Hold up the key card for -nk. Say the pictured word aloud. Sink. Have the students repeat the word after you say it. Sink.

What sound do you hear at the end of the words sink, bank, and think?
/nk/.

What letters go with the /nk/ sound?
The letters nk.

When I say the /nk/ sound, I am really saying two sounds that we’ve already learned. The first sound is /n/. Say that with me. /n/. The second sound is /k/. Say that with me. /k/. To make the /nk/ sound, I blend the two sounds together quickly. Say the /nk/ sound with me. /nk/.

Show the students the key card as you trace the shapes of the letters. Have the students practice writing the letters nk in the palms of their hands.
Read the following sentence, and ask the students whether they can identify the /nk/ sound in the words.

The coin made a plink in the pink sink.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /nk/ sound.

5. Present the /ng/ sound.

Hold up the key card for -ng. Say the pictured word aloud. Ring. Have the students repeat the word after you say it. Ring.

**What sound do you hear at the ends of the words ring, sang, and long?**

/\ng/.  

**What letters go with the /ng/ sound?**

*The letters ng.*

When you say the /ng/ sound, it sounds like a humming noise way in the back of your throat. But it's a humming sound you make with your mouth open. Say that with me. /ng...ng...ng/.

Show the students the key card as you trace the shapes of the letters. Have the students practice writing the letters -ng in the palms of their hands.

Read the following sentence, and ask the students whether they can identify the /ng/ sound in the words.

He sang a long song.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /ng/ sound.

**Show You Know It**

6. Have the students indicate whether they recognize the letters and sounds that have been presented by identifying them in any of the following alliterative sentences. Select sentences randomly or focus on the ones with sounds with which you believe your students had the most trouble.

Tell me which sound you hear repeated in each of the following sentences:

Don’t blame Blaze for the blackout. /bl/  
Don’t hang the ring on the wrong hook. /ng/  
Clint put paint on the front of the tent. /nt/  
Please place the plum on the plate. /pl/  
The black duck is on the rock. /ck/  
The flood waters flowed through the flower beds. /fl/  
The sound of the band was grand. /nd/

**Take it up a notch:** Have partners make up their own tongue twisters with one or more of the sounds presented.
Take it down a notch: Have the students identify individual words with one or more of the sounds presented. Celebrate the students’ successes in identifying the letters that represent the repeated sounds.

Build Background

1. Refer the students to the reading in their student editions, and have them turn to chapter 3. Read the title: “Pigs and Clams.”

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use Numbered Heads to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions such as the title or pictures. The students will probably predict that the reading is about pigs, tents, and digging up clams.

3. Have partners discuss what clams are and what they know about them. Use Numbered Heads to share the students’ background knowledge on the topic.

Listening Comprehension

1. Tell the students that you are going to model how to figure out new words as you read.

As I read, I am going to show you again how I figure out words. I'm going to look at the letters, identify the sounds, and blend the sounds together to read the word.

2. Read the first section of “Pigs and Clams” aloud. Stop when you get to the word sand. Use a Think Aloud to demonstrate blending sounds and using context to clarify the word.

Here is a word that begins with the letter s and the /s/ sound but it is not familiar. I’ll mark it with a sticky note and try to figure it out. I’ll read the letter sounds aloud slowly and then more quickly until I blend them. If I can pronounce the word, I might know what it means. /s-a-n-d; sand/. The word is sand. The last two letters nd are blended to make the /nd/ sound. This word makes sense because pigs do run on the sand. I think I have figured out this word. I’ll put a check on the sticky note because I figured it out.

3. Read the rest of the first section aloud. Tell the students that you are going to retell what happens to monitor your understanding.

I’m going to retell the important ideas in my own words. This is how I check my understanding of what I’ve just read. If I can tell what happened in my own words, then I probably understood it. In the first section of the chapter, Rob sees pigs and dogs running on the sand. Rob feeds the pigs. I wonder what he feeds them. It doesn’t show that in the picture.
Continue reading the next section aloud, pausing to model blending letter sounds to pronounce the word *club*.

Hmm. I see that this word begins with the *cl* blend that we were just reviewing. The letters *c* and *l* blend together to make the /cl/ sound. I’ll try to sound out the word. /c-l-u-b; club/. That is a word. Now I’ll try it in the sentence to see if it makes sense: “Rob ran at the pigs with a club.” Yes, that makes sense. Rob is chasing the pigs out of the hut with a club.

Point out that although pictures didn’t really help you figure out words this time, sounding out the words did.

4. After you have finished modeling the skills, read the two sections again to model fluency and so the students can focus on comprehension.

**Word List Introduction**

**Stretch and Read**

1. Display List 3. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.

2. Introduce the phonetically regular words—the green words—on List 3.

Here are words that you will meet in your reading. Let’s get ready to read by practicing these words. We’ll do this by using different strategies. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.

<table>
<thead>
<tr>
<th>Word List 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>sand</td>
</tr>
<tr>
<td>swing</td>
</tr>
<tr>
<td>sinks</td>
</tr>
<tr>
<td>bled</td>
</tr>
<tr>
<td>clam</td>
</tr>
<tr>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>good</td>
</tr>
<tr>
<td>don’t</td>
</tr>
</tbody>
</table>
As you do this exercise, select the words randomly rather than in any particular order. Use Think-Pair-Share to ask:

Are there any words on the list that end with the /nd/ sound?
Sand, pond, hand.

Are there any words on the list that end with the /ng/ sound?
Swing.

Say-Spell-Say

3. Introduce the sight words—the red words—on the lists.

Now let’s read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read even if you know the sounds.

After I point to and say the word, we will say it together, spell it together, and then say it again.

Randomly point to words, and have the students read any words from earlier lists that still give them difficulty.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind partners to take turns reading and retelling each section. Remind them to read the passage several times.

Clarifying Strategies

Sound it out can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.

Read the sentence again helps the student think about context: what word ought to go here for the sentence to make sense.

Look at the pictures reinforces the habit of using all available clues to determine meaning.

Mark the word with a sticky note reassures the students that they do not need to understand every word to comprehend a passage.

Ask for help establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.
2. Have the students read:

“Pigs and Clams” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.

4. When the students are finished reading and clarifying the passage, do a Think-Pair-Share exercise:

   Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out? Did you use clues in the sentence?

   Answers will vary.

   Ask several students to share their discussion with the class.

**Word Work**

5. Review the activity, Quick Erase. Remind the students that the goal of this activity is to make as many different words as possible by changing only one letter at a time. Write the word *pick* on the board. Slowly touch each letter. Have the students make the sounds with you and then blend them to say the word.

   Now I’m going to change one letter in this word. Do you think you can read it if I change one letter?

Point out to the students that they can change the words using the consonant blends they have learned in this unit. An example follows.

   Change the *p* to *s*. Sound out the word by touching each letter and making its sound. Then, read the whole word: *sick*. Continue to change one letter at a time and read the words with the students. Use the following word sequence:

   pick…sick…sack…back…bag

   Point out that you started with one word and made four more words by changing just one letter or letter blend at a time.

6. Try Quick Erase again, and use the following sequence. Gradually reduce your support until the students are reading the words on their own.

   fad…fat…fit…sit…pit…pick

   Point out that by changing a different letter the same word can change in surprising ways.

7. Have the students play Quick Erase with their partners, beginning with the word *pack*. Have partners share with their teams how many words they were able to make.
Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

   **Team Talk Questions**
   1. What do the pigs do? (write)
      *The pigs run into the hut and make a mess.*
   2. How does Pam hurt her hand?
      *Pam hurts her hand when she cuts it on a clam.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.

2. Use **Think-Pair-Share** to ask:
   - Did we answer Today’s Big Question?
     *Rob helps Pam by using a rag to fix her hand.*
   - What new words did you learn to read today?
     *Answers will vary.*

3. Ask any other questions that you think will further engage the students in the events of the story such as:
   - Why do you think Rob helped Pam? What does this tell you about Rob?

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe or model, if necessary, each of the steps below.
Time for Reflection
continued

For each word on List 3:
- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and imagine the word written with colored sand.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.
Repeat these steps until you can spell the word without any help.

Dictation
1. Read the sentences below. Have the students write them in the space for dictation in their student editions.
   - The hut is a mess.
   - The pigs run up the beach.
   - The clams are in the sand.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:
   - She put her hand in the pond.

Take it down a notch: Write one of the sentences on the board with a spelling error and have the partners discuss what they would change to make the sentence correct.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (hut, mess, pigs, run, up, beach, clams, sand) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period.

3. Refer the students to the box for Dictation under Day 3 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guide for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 3. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.
Homework

1. Refer the students to the homework for Day 3. Explain that they will practice reading the words on Word List 3.
   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on lists 1, 2, and 3 correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Pigs and Clams.”
   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the homework activity.
   Your word activity tonight is Quick Erase. Begin with the word fled. Change one letter or letter blend at a time to make different words. Be sure you are able to read the words you make.
Practice reading the words in Word List 3. Have someone initial in a circle each time you read all the words on lists 1, 2, and 3 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
<th>Word List 3</th>
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<tr>
<td>Green Words</td>
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<td>back</td>
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<td>home</td>
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Practice reading “Pigs and Clams.” Have someone initial in a box each time you read the passage correctly and smoothly.

Play Quick Erase. Change one letter at a time to make a new word.

fled ____________ ____________ ____________
Teacher Background

Rob and Pam take a dangerous raft trip.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   We will practice blending letter sounds to figure out words.

   **Today’s Big Question:**
   How do Pam and Rob feel after the raft trip?

2. Remind the students that you will award team cooperation points to teams whose members explain their ideas and tell why. Reinforce the idea that explaining their thinking helps partners figure out difficult words together. Throughout the lesson, praise the students for explaining their ideas and telling why. Award team cooperation points throughout the lesson.

3. Have the students turn to their Map It Out sheets to review their goals for this unit. Use Think-Pair-Share to ask:

   Do you think you are making progress toward your goal?

   Looking at the Toll Booth for unit 3, are you able to say the sounds for some of the letter blends? Which will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.

2. Refer to the Homework box under Day 4. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 4 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their
partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 4 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 4 next to the partner’s name. Have partners read the words on Word List 3 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 4 on their Team Score Sheet/Learning Guide. Have partners also check their partner’s Quick Erase words.

5. Have partners read the homework passage from the reading to each other.

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 4 on the Team Score Sheet/Learning Guide.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

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**Active Instruction**

**Skill Review**

**Say-It-Fast**

1. Say each sound in the words listed below. The students will blend the sounds to say the words.

   - /l-i-ck/ lick
   - /b-l-e-d/ bled
   - /p-i-t/ pit
   - /r-a-g/ rag
   - /s-l-e-d/ sled
   - /f-u-n/ fun

**Break-It-Down**

2. Say a word, and ask the students to repeat it. Then, the students will say the word sound by sound. Provide support as needed.
swim /s-w-i-m/        club /c-l-u-b/
kick /k-i-c-k/         skip /s-k-i-p/
full /f-u-l-l/         sing /s-i-ng/
map /m-a-p/           rock /r-o-c-k/
west /w-e-s-t/         buck /b-u-c-k/

Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

Letter/Sound Review

3. Review the /ng/ sound.

   Hold up the key card for -ng. Say the pictured word aloud. Ring.
   Have the students repeat the word after you say it. Ring.

   What sound do you hear at the ends of the words ring, sang, and long?
   /ng/.

   What letters go with the /ng/ sound?
   The letters ng.

   Read each of the following words, and have the students indicate with a thumbs up or thumbs down if the word includes the /ng/ sound.

   Show you know it. I'll say a word, and you give me a thumbs up if it has the /ng/ sound in it and a thumbs down if it doesn’t.

   spring [thumbs up] sang [thumbs up] hung [thumbs up] hunt [thumbs down]

4. Review the /nd/ sound.

   Hold up the key card for -nd. Say the pictured word aloud. Hand.
   Have the students repeat the word after you say it. Hand.

   What sound do you hear at the end of the words hand, bend, and sand?
   /nd/.

   What letters go with the /nd/ sound?
   The letters nd.

   Read each of the following words, and have the students indicate with a thumbs up or thumbs down if the word includes the /nd/ sound.

   spring [thumbs up] sang [thumbs up] hung [thumbs up] hunt [thumbs down]
Show you know it. I'll say a word, and you give me a thumbs up if it has the /nd/ sound in it and a thumbs down if it doesn't.

<table>
<thead>
<tr>
<th>Word</th>
<th>Thumbs Up/Down</th>
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<tbody>
<tr>
<td>bend</td>
<td>✿✿✿✿✿</td>
</tr>
<tr>
<td>mind</td>
<td>✿✿✿✿✿</td>
</tr>
<tr>
<td>bit</td>
<td>✿ ✿ ✿ ✿</td>
</tr>
<tr>
<td>pond</td>
<td>✿✿✿✿✿</td>
</tr>
</tbody>
</table>

5. Review the /nt/ sound.

Hold up the key card for -nt. Say the pictured word aloud. Paint. Have the students repeat the word after you say it. Paint.

**What sound do you hear at the end of the words paint, dent, and hunt?**

/nt/.

**What letters go with the /nt/ sound?**

The letters nt.

Read each of the following words, and have the students indicate with a thumbs up or thumbs down if the word includes the /nt/ sound.

Show you know it. I'll say a word, and you give me a thumbs up if it has the /nt/ sound in it and a thumbs down if it doesn't.

<table>
<thead>
<tr>
<th>Word</th>
<th>Thumbs Up/Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>bent</td>
<td>✿✿✿✿✿</td>
</tr>
<tr>
<td>mint</td>
<td>✿✿✿✿✿</td>
</tr>
<tr>
<td>hunt</td>
<td>✿✿✿✿✿</td>
</tr>
<tr>
<td>band</td>
<td>✿✿✿✿✿</td>
</tr>
</tbody>
</table>

6. Present the /nk/ sound.

Hold up the key card for -nk. Say the pictured word aloud. Sink. Have the students repeat the word after you say it. Sink.

**What sound do you hear at the end of the words sink, bank, and think?**

/nk/.

**What letters go with the /nk/ sound?**

The letters nk.

Read each of the following words, and have the students indicate with a thumbs up or thumbs down if the word includes the /nk/ sound.

Show you know it. I'll say a word, and you give me a thumbs up if it has the /nk/ sound in it and a thumbs down if it doesn't.

<table>
<thead>
<tr>
<th>Word</th>
<th>Thumbs Up/Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>think</td>
<td>✿✿✿✿✿</td>
</tr>
<tr>
<td>bank</td>
<td>✿✿✿✿✿</td>
</tr>
<tr>
<td>bless</td>
<td>✿✿✿✿✿</td>
</tr>
<tr>
<td>plank</td>
<td>✿✿✿✿✿</td>
</tr>
</tbody>
</table>

**Show You Know It**

7. Have the students indicate whether they recognize the blends by identifying them in any of the following alliterative sentences. Select
sentences randomly or focus on the ones with sounds with which you believe your students had the most trouble.

Tell me which blend sound you hear repeated in each of the following sentences:

Flo wore flip-flops on the floor. /fl/
Glenda gets a glass of gloppy glue. /gl/
Blake had a blast with the Blue Blades. /bl/
The class clapped for the clowns. /cl/

**Take it up a notch:** Have partners make up their own tongue twisters with one or more of the sounds presented.

**Build Background**

1. Refer the students to the reading, and have them turn to chapter 4. Read the title: “At the Pond.” Have the students work with their partners to predict what the chapter is about.

2. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions.

**Listening Comprehension**

1. Read the introduction to chapter 4, “At the Pond,” aloud.

   **Introduction**
   
   Pam and Rob decide to try rafting on their trip to Mexico.

2. Tell the students that as you read you are going to think aloud so they can hear what you are thinking as you figure out new words. Read the first section of “At the Pond” aloud. Stop when you get to the word *rocks*. Use a Think Aloud to demonstrate blending sounds and using context to clarify the word.

   Here is a word that begins with the letter **r** and the /r/ sound, but it is not familiar. I'll mark it with a sticky note and try to figure it out. I'll read the letter sounds aloud slowly and then more quickly until I blend them. If I can pronounce the word, I might know what it means. Rrr-ooo...wait. I recognize a letter blend that we have been reviewing. The letters **ck** make the /k/ sound. /r-o-ck-s; rocks/. The word is *rocks*. I'll read the sentence again: “They see big rocks.” Yes, that makes sense. I think I have figured out this word. I'll put a check on the sticky note because I figured it out.

Continue reading the next section aloud. Tell the students that you are going to retell what happens to monitor your understanding.
I'm going to retell the important ideas in my own words. This is how I check my understanding of what I've just read. If I can tell it in my own words, then I probably understood it.

I will retell the first part of “At the Pond” to show you how.

In this passage, Pam and Rob run their raft into some big rocks and have to jump off it.

3. Reread the two sections to model fluency and so the students can focus on comprehension.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading and retelling each section. Remind them to read the passage several times.

   Clarifying Strategies

   **Sound it out** can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.

   **Read the sentence again** helps the student think about context: what word ought to go here for the sentence to make sense.

   **Look at the pictures** reinforces the habit of using all available clues to determine meaning.

   **Mark the word with a sticky note** reassures the students that they do not need to understand every word to comprehend a passage.

   **Ask for help** establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

2. Have the students read:

   “At the Pond” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.
4. When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

What words did you have trouble with (sticky note words). How did you figure each word out? Did you use clues in the sentence? Talk to your partner about what clues you used to figure out the word.

*Answers will vary.*

Ask several students to share their discussion with the class.

5. When the students are finished reading the passage, use **Think-Pair-Share** to ask:

How did it feel to read the text smoothly?

Did it feel different?

Did you understand the text in a different way?

*Answers will vary.*

Ask several students to share their discussion with the class.

**Word Work**

6. Review the rules for Quick Erase. Tell the students that they will practice making new words by using Quick Erase. Remind them that they can change one letter or letter blend at a time to make new words. Also remind them that they should be able to pronounce the words they make.

7. Have partners play Quick Erase using the word **bang**.

**Team Discussion**

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell them that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

**Team Talk Questions**

1. What happens on the rafting trip? (write)

   *The raft hits the rocks. Pam and Rob jump off the raft and swim to a rock.*

2. How do Pam and Rob have fun at the pond?

   *Pam and Rob have fun at the pond swimming and playing with the kids. They swing and drop in the pond.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.
Time for Reflection

Class Discussion
1. When the students have completed their team discussions and written their answers, review the answers with the class. Use Numbered Heads to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:
   - Did we answer Today’s Big Question?
     Answers will vary. For example, Pam and Rob are happy that they didn’t get hurt after the rafting trip.
   - Did you understand the reading better after you stopped to retell each section?
     Answers will vary.

3. Ask any other questions that you think will help the students think about their own thinking, such as:
   - Is blending sounds getting easier for you?
   - What do you need to remember about two-letter blends?
   - Did practicing letter sounds help you remember them while you were reading?

Word List Practice
1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

   For each red word on Lists 1, 2, and 3:
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and imagine the word written with finger paints.
   - Open your eyes, and look at the word again to see if you were right.
   - Look away from the word, and write it down.
   - Check to see if you spelled the word correctly.
   Repeat these steps until you can spell the word without any help.

Dictation
1. Read the sentences below. Have the students write them in the space for dictation in their student editions.
   - The raft goes fast.
   - They hop back on the raft.
   - There is a swing at the pond.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:
He does back flips and hand stands.

**Take it down a notch:** Write one of the sentences on the board with a spelling error, and have the partners discuss what they would change to make the sentence correct.

2. When the students have finished writing, have them exchange their student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*raft*, *fast*, *hop*, *back*, *swing*, *pond*) while the students check their partner’s spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period.

3. Refer the students to the box for Dictation under Day 4. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner’s name. Circulate and circle 5 points on Team Score Sheet/Learning Guide for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today’s total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 4. Explain that each day team members will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

**Homework**

1. Refer the students to the homework for Day 4. Explain that they will practice reading the words on all three word lists.

   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on lists 1, 2, and 3 correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “At the Pond.”

   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage. Have the listener initial a box each time you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the sentence activity on the homework page for your students.

   For this activity, your job is to choose a picture from the story and write a sentence about it using one or more words from the word lists. Write the sentence in the blank.
Day 4 | Student Homework

1. Practice reading the words in Word Lists 1, 2, and 3. Have someone initial in a circle each time you read all the words on lists 1, 2, and 3 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
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<th>Word List 3</th>
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<td>with</td>
<td>shark</td>
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</table>

2. Practice reading “At the Pond.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Choose a picture from the reading. Write a sentence about the picture using one or more of the words from your word lists.
Teacher Background

Rob, Pam, and the kids cross paths with an unusual animal.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   We will review the letter sounds and practice blending them to clarify words.

   **Today’s Big Question:**
   What happens when Pam and Rob see a bob cat?

2. Remind the students that you will award team cooperation points to teams whose members explain their ideas and tell why. Reinforce the idea that explaining their thinking helps the students figure out difficult words together. Throughout the lesson, praise the students for explaining their ideas and telling why. Award team cooperation points throughout the lesson.

3. Have the students turn to their Map It Out sheets to review their goals for this unit. Use **Think-Pair-Share** to ask:

   Do you think you are making progress toward your goal?

   Looking at the Toll Booth for unit 3, are you able to say the sounds for all the letter blends? Which ones will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.

2. Refer to the Homework box under Day 5. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 5 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word lists they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 5 next to the partner’s name. Have partners read the word lists to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 5 on their Team Score Sheet/Learning Guide. Have partners also check their partner’s sentences.

5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 5 on the Team Score Sheet/Learning Guide.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their unit scores. Remind the students that explaining their ideas to one another will improve their total scores and earn them a spot as a good, great, or super team.

7. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

**Active Instruction**

**Skill Review**

**Say-It-Fast**

1. Say each sound in the words listed below. The students will blend the sounds to say the words.

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<th>sound</th>
<th>word</th>
</tr>
</thead>
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<td>dub</td>
</tr>
<tr>
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<td>plum</td>
</tr>
<tr>
<td>/c-l-a-p/</td>
<td>clap</td>
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<td>/b-a-ng/</td>
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<tr>
<td>/l-i-p/</td>
<td>lip</td>
</tr>
</tbody>
</table>
**Active Instruction continued**

**Break-It-Down**

2. Say a word, and ask the students to repeat it. Then, the students will say the word sound by sound. Provide support as needed.

<table>
<thead>
<tr>
<th>Word</th>
<th>Sound</th>
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<tbody>
<tr>
<td>is</td>
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<td>/D-a-d/</td>
</tr>
<tr>
<td>grab</td>
<td>/g-r-a-b/</td>
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</tbody>
</table>

**Letter/Sound Review**

**Show You Know It**

3. Have the students indicate whether they recognize the letters and sounds that have been presented by identifying them in any of the following alliterative phrases. Select phrases randomly or focus on the phrases with sounds with which you believe your students had the most trouble.

Tell me which sound you hear repeated in each of the following sentences:

- The bang of the string stings. /ng/
- Send your friend to stand at the end. /nd/
- He stuck a brick under the rack. /ck/

**Take it up a notch:** Have partners make up their own tongue twisters with one or more of the sounds presented.

**Give Me Five**

4. Have the students think about words they know that begin with the bl letter blend. Tell your partner at least five words that begin with the bl letter blend.

Use **Numbered Heads** to have some partners share their words with the class. Write them on the board. Celebrate the students’ successes in identifying the letters that represent the repeated sounds.

**Build Background**

1. Refer the students to the reading in their student editions, and have them turn to chapter 5. Read the title: “The Bob Cat.”

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use **Numbered Heads** to share responses and write predictions on the board. Ask the students to explain what clues they used to make their predictions such as the title or pictures. The students will probably predict that the reading is about seeing a bob cat.
3. Have partners discuss what they know about bob cats. Use Numbered Heads to share the students’ background knowledge to solicit questions on the topic.

**Listening Comprehension**

1. Read the introduction to chapter 5, “The Bob Cat,” aloud.

   **Introduction**
   Pam, Rob, and the kids cross paths with an unusual animal on their way to the beach.

2. Tell the students that as you read, you are going to think aloud so they can hear what you are thinking as you figure out new words. Read the first two sections of “The Bob Cat” aloud. Stop when you get to the word *track*. Use a Think Aloud to demonstrate blending sounds and using context to clarify the word.

   Hmm. I don’t know this word. I’ll skip it and read on to see if there are any clues in the rest of the sentence. “He thinks he sees a (something) in the mud.” What do Pam and Rob see? Do they see more clams? I'll try sounding out the word /t-r-a-c-k; track/. Of course, Rob saw a track in the mud. That makes sense. I see the word *track* under the photo of a paw print. So to retell this section, Pam, Rob, and the kids are walking to the beach and Rob sees a track or paw print in the mud.

3. Reread the two sections to model reading fluently and so the students can focus on comprehension.

**Teamwork**

**Partner Reading**

1. Prepare the students for partner reading. Explain to the students that reading involves more than simply being able to recognize different words. It is also important to be able to read automatically and smoothly. When they reach a point where they can read something automatically and with expression (or fluently), it will be easier to think about the meaning of what they read.

2. Review the word strategies that partners can use when they come to a word in the book they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Review the other strategies that partners can use when they come to a sentence they don’t understand: reread it, check the punctuation, look at the pictures, and create a mind movie. Remind partners to take turns reading and retelling each section. Remind them to read the passage several times so that they can read it smoothly.
3. As partners work together, circulate through the classroom. Reinforce the students’ efforts to clarify what they read.

4. When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:
   
   What words did you have trouble with (sticky note words)? How did you figure them out? Talk to your partner about what clues you used to figure out the words.
   
   *Answers will vary.*

   Ask several students to share their discussion with the class.

### Word Work

5. Have the students choose a picture from the reading and write a sentence about it using a word from the word lists.

### Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

   **Team Talk Questions**
   
   1. What does Rob see in the mud? (write)
      
      *Rob sees a track in the mud.*
   
   2. Where does the bob cat go?
      
      *The bobcat runs up the path.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

### Time for Reflection

#### Class Discussion

1. When the students have completed their team discussions and written their answers, use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.

2. Use **Think-Pair-Share** to ask:

   Did you read new words today that you didn’t know before?
   
   *Answers will vary.*
Does practice reading a passage at home each night help you read a new passage? How does it help?

*The students may say that their practice reading helps them recognize letter blends when they see them in a new reading.*

**Word List Practice**

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe or model, if necessary, each of the steps below.

   **For each word that you are still not sure how to spell:**
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and picture the word *written in your favorite color*.
   - Open your eyes, and look at the word again to see if you were right.
   - Look away from the word, and write it down.
   - Check to see if you spelled the word correctly.
   Repeat these steps until you can spell the word without any help.

   Review any words on the lists that are still difficult for your students. Point to the words randomly, and have students read them and spell them chorally.

**Dictation**

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

   - The bob cat runs.
   - Pam and Rob go to the hut.
   - Her back pack is full.

   **Take it up a notch:** Have the students write the three sentences plus the following challenge sentence:

   - Do not feed clams to the sharks.

   **Take it down a notch:** Write one of the sentences on the board with a spelling error, and have the partners discuss what they would change to make the sentence correct.

2. When the students have finished writing, have them exchange their student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (bob, cat, runs, back, hut, pack, full) while the students check their partner’s spelling. Remind the students that, in addition to checking spelling, they
should check that the first letter of the sentence is capitalized and that they end the sentence with a period or question mark.

3. Refer the students to the box for Dictation under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner’s name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today’s total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 5. Explain that each day team members will add up their points. At the end of the unit, some teams will be good teams, some will be great teams, and some will be super teams.

**Homework**

1. Refer the students to the homework for Day 5. Explain that they will practice spelling the words on all three word lists.

   Read the words at home tonight and practice spelling them all correctly. Have someone listen to you spell. Each time you spell the words on lists 1, 2, and 3 correctly, have the listener initial a circle.

2. Remind the students that they will have a cycle test tomorrow. Tonight they will practice reading chapter 5 of the student reading correctly and smoothly.

   Remember that part of your test tomorrow will be to read a similar passage with some of the same words and answer questions about it. If you are not yet reading this passage correctly and smoothly, keep practicing tonight.

3. Go over the Quick Erase activity on the homework page with your students.

   Your word activity tonight is Quick Erase. Begin with the word *long*. Change one letter or letter blend at a time to make different words. Be sure you are able to read the words you make.
Day 5 | Student Homework

1. Practice spelling the words in Word Lists 1, 2, and 3. Have someone initial in a circle each time you spell all the words on lists 1, 2, and 3 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
<th>Word List 3</th>
</tr>
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<tbody>
<tr>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
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<tr>
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<td>play</td>
</tr>
<tr>
<td>beach</td>
<td>with</td>
<td>home</td>
</tr>
</tbody>
</table>

2. Practice reading “The Bob Cat.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Play Quick Erase. Change one letter at a time to make a new word.

long __________ __________ __________
Set the Stage

1. Post and present today’s goals.

   **Goals:**
   1. We will take the cycle test.
   2. We will celebrate our accomplishments.

2. Remind the students that you will award team cooperation points to teams whose members explain their ideas and tell why.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide.

2. Refer to the Homework box under Day 6. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 6 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Refer to the box for Word List under Day 6 on the Team Score Sheet/Learning Guide. Tell the students that they will choose four words from the word lists and have their partners spell them. When the students successfully spell the words, the partners will initial the Word List box for Day 6 next to the partner’s name. Circulate and listen to partner pairs as they spell words on the word list. For the students who have their homework and can successfully spell the four chosen words, circle 5 points in the Teacher column next to Homework and Word List for Day 6 on their Team Score Sheet/Learning Guide. Have partners also check their partner’s Quick Erase words.

4. Have partners read the homework passage from the reading to each other. Indicate on the transparency the Passage box that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 6 on the Team Score Sheet/Learning Guide.
5. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

**Active Instruction**

**Prepare the Students for the Test**

1. Remind the students that the test is independent work. The students should not ask their partners for help as they read. Be sure that the word lists are not visible.
2. Distribute the test, which includes space for spelling and writing dictated sentences, a test passage to read, a comprehension question, and a word activity.

**Cycle Test**

1. Conduct the spelling part of the test by reading the ten words from Lists 1, 2, and 3.
2. When the spelling portion of the test is complete, continue to the dictation and read each sentence aloud to the students. When the students have completed the dictation sentences, they may begin working on their own. Review the directions with the students, read aloud the short-answer questions, and have them complete the rest of the test.
3. When the students have finished, collect the tests. Tell the students that they will receive their scored tests during the next class.

**Time for Reflection**

1. Use **Think-Pair-Share** to ask questions that will help the students think about their own thinking such as:

   - **Do you think practicing the passages in A Trip to Mexico helped you read the test passage today? How?**
   - **Are letter blends getting easier for you?**

   Point out again that learning to read is like learning to drive a car. The more you do it, the better you get at it. The more you practice reading, the better reader you become.
2. Remind the students to record the team cooperation points they have received today. Remind them that all the points each team member earned today can be added up and written in the space for today’s total. Refer to this space on the team score sheet under Day 6. Explain that during the next class, they will add up their points and determine their team’s score. Will their team be a good team, great team, or super team?
Cycle Test

Spelling Test (3 points each)
Read each of the following words aloud, pausing for the students to spell each one on their tests. Emphasize each sound in the word, and then blend them.

1. fun 6. hand
2. maps 7. glad
3. clam 8. flips
4. rocks 9. pond
5. kick 10. swing

Dictation (15 points each)
There is a swing at the pond.
Pam and Rob get back on the plane.

Test Passage
Explain to the students that they are to read the passage below, answer the question that follows, and then move directly into the next section of the test.

Back Home
It is time to go back home.
Pam and Rob pack up all their stuff.
Pam’s back pack is full.

Rob’s back pack is full.
They tell the kids “bye.”
The kids tell Pam and Rob “bye.”

They put the back packs on top of the cab.
Pam and Rob get back in the cab.
Then they get back on the plane.

The trip back home is long.
Pam and Rob get back home.
The trip was fun, but they are glad to be home.

Short Answer (20 points)
Answer the question below using one or two sentences.
How do Rob and Pam get back home?
Pam and Rob take a cab. Pam and Rob take a plane back home.
Word List (20 points)

Put the best word in each blank.

1. Pam and Rob swim in the __**pond**__.
2. The __**kids**__ play with Pam and Rob.
3. Pam’s back __**pack**__ is full.
4. Rob looks at __**maps**__ of Mexico.
5. The sun __**sinks**__ in the west.

Word Bank

<table>
<thead>
<tr>
<th>kids</th>
<th>pond</th>
<th>pack</th>
</tr>
</thead>
<tbody>
<tr>
<td>sinks</td>
<td>maps</td>
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</table>
Teacher Background
In the Toll Booth lessons at the end of each unit, the students assess their own progress and set goals for themselves. Each student has a Map It Out sheet. This map allows the students to see where they are and what they need to know to move on to the next unit. Objectives are clearly listed at the Toll Booth Checks—what letter sounds the students should know and what words they should be able to decode. As partners practice, you go from team to team and conduct brief Toll Booth Checks with each student. To pass through the Toll Booth, the students identify and check off the letter sounds, and then they read a few words and a sentence selected by you.

Time for Reflection is an opportunity to recognize the students’ success and to help them set goals. The students add up their daily points on their team score sheets and celebrate good, great, and super teams. The students also use the Toll Booth Check and their scores on the Team Score Sheet/Learning Guide to set goals. For example, a student who was unable to identify the letters/sounds /gl/ and /cl/ writes the letters in the space on the Toll Booth: “I need to work on ________.” A student who notes that practicing his or her word lists could improve both the individual and team scores will set that as a goal on his or her map.

Set the Stage
1. Post and present today’s goal.

   **Goal:**
   Today we will look at how we are doing, celebrate, and set new goals.

Active Instruction
1. Remind the students that they have been earning points every day for the work they do.

   Use **Think-Pair-Share** to ask:
   
   **What have you been doing to earn points?**
Accept reasonable responses. For example, we earned points by doing the homework, practicing the word list, reading a passage, writing sentences, explaining our ideas, and telling why.

Do you think doing these things has helped you move forward in your reading? Do you think you are a better reader than you were last week?

Answers may vary.

Have the students get out their Team Score Sheet/Learning Guide. Show the students how to add the total points they earned each day to get a unit score. There will be a unit score for each student. Allow a minute for the students to add up their daily totals. Show the students where to record their unit scores. Explain that at the end of the lesson, each team will add up the unit scores to find out how their team did.

2. Explain to the students that today they will be going over the cycle test. Distribute the scored cycle tests from *A Trip to Mexico*. Have the students work with their partners to review the answers. Allow the students the opportunity to ask questions of the class to clarify any outstanding questions.

3. Remind the students that today each one of them will have a Toll Booth Check, a chance to show they know the letter sounds they have been practicing before they move on to the next unit.

4. Have the students get out their Map It Out sheets, and display the transparency of the map. Remind them that this map shows step-by-step their progress in reading. They will be moving quickly from one unit to the next, stopping along the way to do Toll Booth Checks and show they know it. Use Think-Pair-Share to ask:

   **What happens when you come to the end of the map and have passed the last Toll Booth?**

   Accept reasonable responses.

Tell the students that at the end of the map they move out of Level 1.

5. Refer them to the third Toll Booth on their maps, unit 3. Point out the question at the top: “How did I do?” Point out that the students now have a unit score and a cycle test score to help them answer the question, “How did I do?” Tell them to write these two scores they earned for unit 3 on their maps.
Toll Booth Check

1. Point out to the students that on their maps, the unit 3 Toll Booth includes a list of the letter sounds they have been practicing. There is also a list of words they will need to read to pass through this Toll Booth. Have partners review the list of letters to be sure they know the sound each letter makes. Then have them read the list of words to each other in preparation for passing their Toll Booth Check.

2. While the partners practice, move from one partnership to the next to do a Toll Booth Check. Ask each student to tell you what sound the letter makes as you point to letters on the list. Point to the letters randomly so you will be sure that the student knows the letter sound. Ask each student to read words on the list as you randomly point to them. Have the students check off the letter sounds and words they read correctly. Then have the student read one of the following sentences. If they read the sentence correctly, they check off the space next to “I read the sentences.” on their maps. The students may earn bonus points if they can also read the sentence smoothly and with expression.

   The back pack is full.
   Pam swims in the pond.
   They run on the flat beach.

3. When students pass the Toll Booth Check, have them color in the box Toll Booth 3 to show they have moved on. Challenge these students to try the letters/sounds and words for unit 4 Toll Booth Check. If a majority of the students are able to pass the Toll Booth Check for unit 4, consider moving the class on to unit 5.

4. For the students who are unable to identify all the letter sounds, have the students write the unchecked letters in the space: “I need to work on ________.” Tell these students that they can practice these letter sounds and take the Toll Booth Check again in the coming week.

Time for Reflection

1. When all the students have had the Toll Booth Check, celebrate their successes and point out that they have “left the garage and are on the road.” On the Map It Out transparency, point out the space “I need to work on ________.”

Remember that when we travel we set goals. We decide where we want to go and when we want to get there. You are setting goals for yourself too. You are deciding what you need to work on to get you where you want to go. Some of you may need to work on certain letter sounds, some of you may need to work on bringing in your homework or work on...
sentence writing. Your Team Score Sheet/Learning Guide and your map will help you set your goals.

Have the students look at their maps.

Was there a letter sound or a word on the Toll Booth Check you had trouble with? Circle what gave you trouble. This will remind you what you need to work on for next week.

Refer the students to their Team Score Sheet/Learning Guide. Use **Think-Pair-Share** to ask:

- Where did you miss getting points on your Team Score Sheet/Learning Guide this week?
- What can you do about it?
- What goal will you set for yourself for next week?
- What can your partner do to help you work toward this goal?

2. Tell the students that it is time to add up their team scores. Have teams work together to add each team member’s unit score to get the team score. Assist teams in determining whether they are a good, great, or super team.

3. Hold a brief ceremony where you award Good, Great, and Super Team certificates and acknowledge teams for their hard work and team cooperation.
A Visit with Fish
A Visit with Fish

Summary

In *A Visit with Fish*, the students will read about two friends who are on a scuba-diving trip. You may choose to enhance learning by providing additional information about scuba diving, sea animals, and underwater life from books, websites, or magazines.

Reading Goal

This unit reviews the principle that letters represent sounds and can be blended together to make words. The students will practice blending letter sounds to pronounce words. They will review common consonant digraphs and combinations such as *sh*, *ch*, *th*, *tch*, and *thr*. The students will also learn how adding a silent *e* can change the short vowel sound into the long /a/, /i/, /o/, /u/ sounds.
Teacher Background

In the Day 1 text, Calvin and Jim put on their scuba gear and jump in the water. Jim and Calvin see the first fish.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

**Reading Goal:**
Today we will learn about some letters that work together to make one sound.

**Today’s Big Question:**
Why does Jim think the visit is dull?

2. Tell the students that they will work in teams during reading class. Remind the students that one of the most important aspects of working as a team is to practice active listening.

Remember, each day you will work with a partner to practice reading skills and earn points. In this unit, I will award up to 10 team cooperation points each day to teams whose members practice active listening. Why is active listening important? When you practice active listening, you are paying close attention. Brain experts tell us that actively listening improves memory. You will remember letter sounds and be able to help teammates figure out words and make sense of your reading.
3. Have the students turn to their Map It Out sheets to review their goals for this unit. Remind the students that this sheet is a plan that tells every step of a trip and that they have been using Map It Out to set their goals and track their progress as readers.

4. Distribute a Team Score Sheet/Learning Guide to each team. Remind the students that they will use the Team Score Sheet/Learning Guide to help them keep track of what they will practice each day and to record the points that they earn for good work.

At the end of each day, you will tally the daily points you have earned and record them on the Team Score Sheet/Learning Guide.

Have the students in each team write their names on the Team Score Sheet/Learning Guide.

**Active Instruction**

**Skill Review**

**Say-It-Fast**

1. Have the students say words after listening to you stretch the sounds and slightly isolate each one. The words may or may not have the lesson letter sound in them—this is practice in a skill used in sounding out words.

   In the last unit, we practiced stretching out sounds to make a word. Now see if you can put together sounds to make words. In other words, say it fast. You need to do this when you sound out words as you read.

   
   | /bl-u-r/ | /sl-i-p/ | /l-o-ck/ |
   | blur    | slip    | lock     |
   | /fl-o-p/ | /k-i-n-d/ | /p-u-t/ |
   | flop    | kind    | put      |
   | /p-i-ck/ | /s-i-n-g/ | /j-u-n-k/ |
   | pick    | sing    | junk     |

**Take it up a notch:** Have the students suggest words to put on the list. Have the students sound out these words.

**Take it down a notch:** If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

**Letter/Sound Review**

2. Have the students write the following words as you dictate.

   ring    sit    pack    clap
Have your students check their work as you say the letter sounds and write each word on the board. Draw your finger under each letter in a word, and have the students blend the letter sounds with you.

**Skill Instruction**

1. Present the letter combinations ch, sh, th, tch, and thr.

   In this lesson, we will learn some new letter combinations. In these letter combinations the letters work together to make a single sound.

2. Present the /ch/ sound.

   Hold up the key card for ch. Say the pictured word aloud. Chin. Have the students repeat the word after you say it. Chin.

   **What sound do you hear at the beginning of the words chin, chop, and cheese?**
   The /ch/ sound.

   **What letters go with the /ch/ sound?**
   The letters ch.

   When I say /ch/, my lips stick out a little. /ch/. My teeth are together at first, and then they open up. /ch/. Let’s say that together. /ch/.

   Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters ch in the palms of their hands. Point out that the two letters work together to make the /ch/ sound.

   Read the following sentence, and ask the students whether they can identify the /ch/ sound and letters in the words.

   Chip chews cherries.

   Have the students repeat the sentence. Read the sentence again. Have the students snap whenever they hear the /ch/ sound.

3. Present the /sh/ sound.

   Hold up the key card for the letters sh. Say the pictured word aloud. Ship. Have the students repeat the word after you say it. Ship. Tell the students that this card gives them the key to remembering how to write and say the letters sh.

   **What sound do you hear at the beginning of the words ship and shop?**
   The /sh/ sound.

   **What letters go with the /sh/ sound?**
   The letters sh.

   When I say /sh/, my teeth are together and I am pushing air out of my mouth. It’s a quiet sound. It’s the same sound that I make when I want you to be quiet. /sh/. Let’s say that sound together. /sh/.
Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters *sh* in the palms of their hands. Point out that the two letters stand together to make one sound.

Read the following sentence, and ask the students whether they can identify the /sh/ sound and letters in the words.

Shawn should share his shelled shrimp.

Have the students repeat the sentence. Read the sentence again. Have the students snap whenever they hear the /sh/ sound.

4. Present the /th/ sound.

Hold up the key card for the letters *th*. Say the pictured word aloud. *Thirty*. Have the students repeat the word after you say it. *Thirty.* Tell the students that this card gives them the key to remembering how to write and say the letters *th*.

What sound do you hear at the beginning of the words *thirty*, *thin*, and *think*?

The /th/ sound.

What letters go with the /th/ sound?

The letters *th*.

When I say /th/, I put my tongue between my teeth. I push air out in the space between my tongue and teeth. /th/. Let’s say that sound together. /th/.

Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters *th* in the palms of their hands. Point out that the two letters stand together to make one sound.

Read the following sentence, and ask the students whether they can identify the /th/ sound and letters in the words.

Theo had thirty things to do on Thursday.

Have the students repeat the sentence. Read the sentence again. Have the students snap whenever they hear the /th/ sound.

**Take it down a notch:** Confirm that the students can distinguish the sounds that begin each word. If they have difficulties with any letter sound, give the students additional practice.

**Show You Know It**

5. Have the students indicate whether they recognize the letter combinations and sounds that have been presented by identifying them in the following alliterative sentences. Select sentences randomly or focus on the ones with sounds that you believe were the most difficult for your students.

Tell me which sound you hear repeated in each of the following sentences:

I choose to chop the cherries. /ch/
Sheep should stay in the shade. /sh/
Tim thinks his thumb is thin. /th/

**Take it up a notch:** Have partners make up their own alliterative phrases with one or more of the sounds presented.

**Take it down a notch:** If your students are unable to identify the sounds, give them additional practice.

6. Present the /tch/ sound.

Hold up the key card for the combination -tch. Say the pictured word aloud. Watch. Have the students repeat the word after you say it. Watch. Tell the students that this card gives them the key to remembering how to write and say the combination -tch.

- **What sound do you hear at the end of the words watch, catch, and pitch?**
  - The /tch/ sound.

- **What letters go with the /tch/ sound?**
  - The letters tch.

Explain that this letter combination is another way to spell the /ch/ sound. Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters tch in the palms of their hands.

Read the following sentence, and ask the students if they can identify the /tch/ sound and letters in the words.

"Can you catch this pitch?" asked Mitch.

Have the students repeat the sentence. Read the sentence again. Have the students snap whenever they hear the /tch/ sound.

7. Present the /thr/ sound.

Hold up the key card for the combination thr. Say the pictured word aloud. Throw. Have the students repeat the word after you say it. Throw. Tell the students that this card gives them the key to remembering how to write and say the combination thr.

- **What sound do you hear at the beginning of the word throw?**
  - The /thr/ sound.

- **What letters go with the /thr/ sound?**
  - The letters thr.

To say this sound, we blend together two sounds that we already know. The first sound is the /th/ sound. Say that with me. /th/. The next sound is the /r/ sound. Say that with me. /r/. Now let’s blend those two sounds together. /thr/. Say it again. /thr/.

Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters thr in the palms of their hands.
Read the following sentence, and ask the students whether they can identify the /thr/ sound and letters in the words.

I threw three balls.

Have the students repeat the sentence. Read the sentence again. Have the students snap whenever they hear the /thr/ sound.

**Give Me Five**

8. Have the students think about words they know that begin with the letters th or thr.

Tell your partner at least five words that begin with the letters th or thr.

Use **Numbered Heads** to have some partners share their words with the class. Write them on the board.

**Build Background**

1. Refer the students to the next unit, *A Visit with Fish*, in their student editions. Use **Think-Pair-Share** to ask:

   **If you want to guess what a book is about before you read it, what clues could you use?**  
   You could look at the title and pictures on the cover and inside the book.

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use a random selection system like **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions.

3. Have partners discuss what they already know about fish or scuba diving. Use **Numbered Heads** to share the students’ background knowledge on the topic.

4. Tell the students that you will read the introduction to this book. Read the following introductory text aloud.

**Introduction**

Scuba diving is a popular pastime for people interested in exploring the beautiful underwater environment. While there are some dangers involved in swimming with unknown sea creatures, most divers find these dangers part of the thrill. Scuba divers have to take classes and be certified to make sure that they dive safely and use the right equipment. There are places in every state where knowledgeable instructors can teach you how to scuba dive.

Calvin and Jim are going on a scuba-diving trip. With all of their gear, Calvin and Jim find lots of places to look for amazing fish and other aquatic life.
5. Refer the students to the predictions they made about the topic of the book. Point out that the introduction makes it sound like they will be reading about scuba diving. Use Think-Pair-Share to ask:

What questions do you have about this topic before you begin to read? What would you like to find out?
Accept reasonable responses. For example, I would like to know where they are scuba diving. I would like to know if scuba diving is dangerous.

Use Numbered Heads to share responses, and record the students’ questions on the board.

Listening Comprehension

1. Tell the students that you are going to begin reading *A Visit with Fish* aloud.

As I read, I will stop when I get to a word I need to figure out. I will look at the letters, figure out what sounds they make, and then blend the sounds together to read the word.

2. Read page 1 aloud. Pause before the word *masks*. Stretch the sounds of each letter, slowly at first, and then more quickly until you blend them to make a word. /m-a-s-k-s; masks/.

Pause again at the word *ship*.

I recognize this letter combination that we just learned: *sh*. I know that the two letters stand together to make one sound, the /sh/ sound. /sh-i-p; ship/.

Then they jump off the ship.” That makes sense.

Stop again at the word *thinks*.

Here is another letter combination we learned today. I know that the letters *t* and *h* standing together make the /th/ sound. /th-i-nk-s; thinks/.

I know that word. Let’s see if it makes sense in the sentence: “Jim thinks this visit….” Hmm, there is the /th/ sound at the end of the word /w-i-th; with/. This next word has the *sh* letter combination at the end. /f-i-sh; fish/.

Jim thinks this visit with fish is dull.” Yes, I think this makes sense.

3. After you have read the page and modeled blending sounds, reread the page to model fluency and so the students can focus on comprehension.
Word List 1 Introduction

1. Display List 1. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are important words that do not necessarily obey the phonetic rules as the students understand them. Tell the students that this is a list of words that they will meet in the text.

<table>
<thead>
<tr>
<th>Word List 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>fish</td>
</tr>
<tr>
<td>ship</td>
</tr>
<tr>
<td>visit</td>
</tr>
<tr>
<td>thick</td>
</tr>
<tr>
<td>thinks</td>
</tr>
</tbody>
</table>

| **Red Words** |
| two |
| off |

Stretch and Read

2. Introduce the phonetically regular words—the green words—on List 1.

Here are words that you will meet in your reading today. Let’s get ready to read by practicing these words. We’ll use different strategies to practice. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.

Sound out the green words on List 1 with your students.

Say-Spell-Say

3. Introduce the sight words—the red words—on the list.

Now let’s read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read them even if you know the sounds. As I point to each word, say it, then spell it, then say it again.

Have the students read and spell the words two and off.
Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don't know: sound it out, look for context clues, look at the pictures, or ask for help.

### Clarifying Strategies

**Sound it out** can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word's vowels.

**Read the sentence again** helps the students think about context: what word ought to go here for the sentence to make sense.

**Look at the pictures** reinforces the habit of using all available clues to determine meaning.

**Mark the word with a sticky note** reassures the students that they do not need to understand every word to comprehend a passage.

**Ask for help** establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

Your goal is to read the entire passage smoothly and without making mistakes.

For now, I want you to focus on getting the words. The first time you read the passage, I want you to pay attention to the words you don’t know or don’t understand. Talk with your partner about how to figure them out. Can you blend the sounds and say the word? If you can’t figure out a word, put a sticky note next to it.

Reread the passage. Are there clues in the pictures that can help you and your partner figure out a word with a sticky note? If so, put a check on the sticky note next to the word to show that you now understand and are able to read smoothly.

Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

2. Refer to the Team Score Sheet/Learning Guide transparency and the Passage box under Day 1. Tell the students that if their partner can read the passage smoothly without mistakes, they can initial the Passage box next to their partner's name.

3. Have the students read:

   “Just Dive In” aloud with partners.
4. Circulate and listen while the students are reading. Prompt and reinforce the students’ efforts to clarify what they read. Encourage them to mark words they need to figure out with a sticky note. Remind them to sound words out, look for context clues, or ask for help. Circle 5 points in the Teacher column next to Passage for the students who can read the passage smoothly with no errors.

5. When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

   - **Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out?**
   - **Were there letter patterns that you recognized?**

   *Answers will vary.*

   Ask several students to share their discussion with the class.

**Word Work**

6. Have the students turn to the Word Work activity for Day 1. Tell the students how to complete the activity. They will read the sentence and then write the word from the word list that makes the most sense in the sentence.

   They will visit with ____.

```
[fish]
```

7. Have the students complete the activity. When they are done, partners can check each other’s work.

**Team Discussion**

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence to answer question 2.

   **Team Talk Questions**
   
   1. Why does Jim think the visit with fish is dull?
      
      *Jim thinks the visit with fish is dull because they aren’t seeing any fish.*
   
   2. Where do Jim and Calvin find fish? (write)
      
      *Jim and Calvin find fish in the ship.*

As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.
Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use Numbered Heads to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:
   - Did we answer Today’s Big Question?
     - Yes. Jim thinks the trip is dull because they don’t see a lot of fish.
   - What new words did you learn to read today?
     - Answers will vary.
   - Name one strategy that you used when you came to a word that you didn’t know.
     - Answers will vary. The students should name different clarifying strategies.

3. Ask any other questions that will encourage the students to think about their own thinking such as:
   - How did learning the /sh/ sound and the /ch/ sound help you figure out words in the reading today?

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

   For each word on List 1:
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and imagine it on a movie screen.
   - Open your eyes, and look at the word again to see if you were right.
   - Look away from the word, and write it down.
   - Check to see if you spelled the word correctly.
   Repeat these steps until you can spell the word without any help.

2. When they have finished studying the words, have partners read the list to each other. Tell the students that if they successfully read all the words, their partners initial the Word List box on the Team Score Sheet/Learning Guide for Day 1 next to the partner’s name.

3. Circulate and listen to partner pairs as they read the word list. For the students who can successfully read all the words, circle 5 points in the teacher column next to Word List for Day 1 on the Team Score Sheet/Learning Guide.
Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.
   
   Here is a fish.
   
   Jim checks the ship.
   
   He thinks it is dull.

   **Take it up a notch:** Have the students write the three sentences plus the following challenge sentence:
   
   The water is thick with fish.

   **Take it down a notch:** Have the students write individual words.

2. When the students have finished writing, have them exchange their student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*here*, *fish*, *checks*, *ship*, *thinks*) while the students check their partners’ spelling. Remind the students that in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period.

3. Display the Team Score Sheet/Learning Guide transparency. Refer the students to the box for Dictation under Day 1. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.

4. Remind the students to record the number of team cooperation points their team received today on the Team Score Sheet/Learning Guide. Explain that this number goes next to each student’s name on the team in the spaces marked TCP. Show the students on the transparency these spaces under Day 1.

5. Explain that all the points team members earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 1. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

1. Refer the students to the homework for Day 1. Point out that the homework has three parts. Explain that they will practice reading the words on Word List 1.

   *Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the list of words correctly, have the listener initial a circle.*

2. Tell the students that they will also practice reading “Just Dive In.”
The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help to figure out the words that you have underlined. Then, reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage. Have the listener initial a box each time you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the fill-in-the-blank activity on the homework page with your students.

   For this activity, your job is to read the sentences and choose a word from Word List 1 that makes sense in the sentence. Write it in the blank.
Day 1 | Student Homework

1. Practice reading the words in Word List 1. Have someone initial in a circle each time you read all the words on the list correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Words</td>
</tr>
<tr>
<td>fish  time</td>
</tr>
<tr>
<td>ship  hole</td>
</tr>
<tr>
<td>visit  flash</td>
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<tr>
<td>thick  chase</td>
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<td>thinks</td>
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<td></td>
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<tr>
<td>Red Words</td>
</tr>
<tr>
<td>two</td>
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<tr>
<td>off</td>
</tr>
</tbody>
</table>

2. Practice reading “Just Dive In.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Fill in the blank with the correct word from the word list.
   1. Two ____fish_____ swim in the ship.
   2. Jim ____thinks_____ the trip is not dull.
   3. Pat has to ____chase_____ a fish.
   4. Fish are in a ____hole_____ in a ship.
Teacher Background

Today’s chapter, “Get Close,” describes some of the activities and sights found on a typical scuba-diving trip.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will learn how silent e changes the sound of a vowel.

   **Today’s Big Question:**
   Why is Calvin a brave diver?

2. Remind the students that you will award team cooperation points to teams whose members practice active listening.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide. Remind the students that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day. It is a way for partners to help each other and be sure that everyone is moving ahead.

2. Refer to the Homework box under Day 2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 2 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 2 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners will initial the Word
List box for Day 2 next to the partner’s name. Have partners read the words on Word List 1 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 2 on their Team Score Sheet/Learning Guides. Have partners also check their partner’s fill-in-the-blank sentences.

5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the whole passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 2 on the Team Score Sheet/Learning Guides.

6. Remind the students that they will tally today’s points at the end of the class and write them on the Team Score Sheet/Learning Guide as today’s total.

**Active Instruction**

**Skill Review**

**Say-It-Fast**

1. Have the students say words after listening to you stretch the sounds and slightly isolate each one. Use as many of the words below as you need. The words may or may not have the lesson letter sound in them—this is done to practice a skill used in sounding out words.

   /th-i-n/ thin  /th-r-o-w/ throw  /sh-i-n/ shin
   /th-a-t/ that  /ch-i-n/ chin  /sh-i-r-t/ shirt

**Break-It-Down**

2. Say a word, and ask the students to repeat it. Then, have the students say the word sound by sound. Provide support as needed.

   chip /ch-i-p/  three /th-r-e-e/  that /th-a-t/
   pitch /p-i-tch/  shut /sh-u-t/  stitch /s-t-i-tch/

**Take it down a notch:** If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

**Letter/Sound Review**

3. Remind the students that they have been learning some new letter combinations. In these letter combinations the letters work together to make a single sound. Review the /ch/ sound.
Hold up the key card for \textit{ch}.

This is the key card for \textit{ch}. The letters \textit{ch} make the /ch/ sound. /ch…ch…ch/. Practice making this sound with me. /ch…ch…ch/. What is this picture? Say it with me. \textit{Chin}.

Read the sentence on the back of the key card aloud. Have the students clap when they hear the /ch/ sound. Have the students identify words with the /ch/ sound.

Show you know it. I'll say a word, and you give me a thumbs up if it has the /ch/ sound in it and a thumbs down if it doesn't.

<table>
<thead>
<tr>
<th>chubby</th>
<th>chuckle</th>
<th>beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>[thumbs up]</td>
<td>[thumbs up]</td>
<td>[thumbs down]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>checkers</th>
<th>eats</th>
<th>chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>[thumbs up]</td>
<td>[thumbs down]</td>
<td>[thumbs up]</td>
</tr>
</tbody>
</table>

4. Review the /sh/ sound.

Hold up the key card for \textit{sh}.

This is the key card for \textit{sh}. The letters \textit{sh} make the /sh/ sound. /sh…sh…sh/. Practice making this sound with me. /sh…sh…sh/. What is this picture? Say it with me. \textit{Ship}.

Read the sentence on the back of the key card aloud. Have the students clap when they hear the /sh/ sound. Have the students identify words with the /sh/ sound.

Show you know it. I'll say a word, and you give me a thumbs up if it has the /sh/ sound in it and a thumbs down if it doesn’t.

<table>
<thead>
<tr>
<th>shells</th>
<th>fish</th>
<th>shoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>[thumbs up]</td>
<td>[thumbs up]</td>
<td>[thumbs up]</td>
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</table>

<table>
<thead>
<tr>
<th>shiny</th>
<th>elbow</th>
<th>wash</th>
</tr>
</thead>
<tbody>
<tr>
<td>[thumbs up]</td>
<td>[thumbs down]</td>
<td>[thumbs up]</td>
</tr>
</tbody>
</table>

5. Review the /th/ sound.

Hold up the key card for \textit{th}.

This is the key card for \textit{th}. The letters \textit{th} make the /th/ sound. /th…th…th/. Practice making this sound with me. /th…th…th/. What is this picture? Say it with me. \textit{Thirty}.

Read the sentence on the back of the key card aloud. Have the students clap when they hear the /th/ sound.

Have the students identify words with the /th/ sound.

\textbf{Give Me Five}

6. Have the students think about words they know that begin with the /th/ sound.
Tell your partner at least five words that begin or end with the /th/ sound.

Use **Numbered Heads** to have some partners share their words with the class. Write them on the board.

7. Review the /thr/ sound.

Hold up the key card for *thr*.

This is the key card for *thr*. The letters *thr* make the /thr/ sound. /thr…thr…thr/. Practice making this sound with me. /thr…thr…thr/. What is this picture? Say it with me. *Throw*.

Read the sentence on the back of the key card aloud. Have the students clap when they hear the /thr/ sound.

Have the students identify words with the /thr/ sound.

Show you know it. I'll say a word, and you give me a thumbs up if it has the /thr/ sound in it and a thumbs down if it doesn’t.

<table>
<thead>
<tr>
<th>word</th>
<th>[thumbs up]</th>
<th>[thumbs down]</th>
</tr>
</thead>
<tbody>
<tr>
<td>throat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thrill</td>
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<tr>
<td>throw</td>
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<td>thread</td>
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<tr>
<td>fish</td>
<td>[thumbs down]</td>
<td></td>
</tr>
<tr>
<td>grand</td>
<td>[thumbs down]</td>
<td></td>
</tr>
</tbody>
</table>

8. Review the /tch/ sound.

Hold up the key card for the /tch/ sound.

This is the key card for the /tch/ sound. The -tch makes the /tch/ sound. /tch…tch…tch/. Practice making this sound with me. /tch…tch…tch/. What is this picture? Say it with me. *Watch*.

Remind the students that -tch is another way of spelling the /ch/ sound.

**Skill Instruction**

1. Explain to the students that today they are going to learn how the letter *e* changes the way vowels sound in certain words.

   Today we are going to learn about how the letter *e* can change the way vowels sound in a word. We call this the silent *e*. The silent *e* changes the vowel sound from the short sound to the long sound. Listen as I present new sounds with the silent *e*.

2. Present the /a_e/ sound.

   Hold up the key card for *a_e*. Say the pictured word aloud. *Wave*. Have the students repeat the word after you say it. *Wave*. Tell the students that this card gives them the key to remembering how to write and say the /a_e/ sound.
I'm going to say some words. Listen carefully. After I say each word, I want you to repeat it. (Emphasize the long vowel sound.) *Cake. Rake. Made.* I can hear /a_e/ in *cake, rake,* and *made.* In these words, the letter *a* says its name.

Write the word *cake* on the board, and underline the *a* and the *e.* Read the word aloud again. Point to the silent *e* at the end of the word *cake.*

This silent *e* changes the sound of the *a* in the word. It turns the /a/ into the long /a/ sound. I can hear the long /a/ sound in other words too. These words also have a silent *e.*

Write the words *late, sale,* and *date* on the board, and underline the *a* and the silent *e* in each word. Have the students say the words with you. Remind them again that the *e* is silent and is not pronounced. The silent *e* tells them that the *a* in the word says its name. I-aaaa-te. s-aaaa-le. d-aaaa-te.

3. Present the /i_e/ sound.

Hold up the key card for *i_e.* Say the pictured word aloud. *Bikes.* Have the students repeat the word after you say it. *Bikes.* Tell the students that this card gives them the key to remembering how to write and say the /i_e/ sound. Point out that the silent *e* makes the letter *i* say its name.

I'm going to say some words. Listen carefully. After I say each word, I want you to repeat it. (Emphasize the vowel sound in each word.) *Bikes. Time. Five.* I can hear /i_e/ in *bikes, time,* and *five.* In these words, the *i* says its name.

Write the word *bikes* on the board, and underline the *i* and the *e.* Read the word again aloud. Point to the silent *e* at the end of the word *bike.*

This silent *e* changes the sound of the *i* in the word. It turns the *i* into the long /i/ sound. I can hear the long /i/ sound in other words too. These words also have a silent *e.* Say these words with me. *Nine. Hide. Line.* Let's all say that sound together. /i_e/.

**Show You Know It**

4. Have the students indicate whether they recognize the lesson sounds in spoken words.

Give me a thumbs up if you hear the /a_e/ sound in the following words:

<table>
<thead>
<tr>
<th>vase</th>
<th>whale</th>
<th>ape</th>
<th>pat</th>
</tr>
</thead>
<tbody>
<tr>
<td>[thumbs up]</td>
<td>[thumbs up]</td>
<td>[thumbs up]</td>
<td>[thumbs down]</td>
</tr>
<tr>
<td>happy</td>
<td>grapes</td>
<td>apple</td>
<td>later</td>
</tr>
<tr>
<td>[thumbs up]</td>
<td>[thumbs up]</td>
<td>[thumbs down]</td>
<td>[thumbs up]</td>
</tr>
</tbody>
</table>
Give me a thumbs up if you hear the /i_e/ sound in the following words:

<table>
<thead>
<tr>
<th>Word</th>
<th>/i_e/ Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>pit</td>
<td>[thumbs down]</td>
</tr>
<tr>
<td>pipe</td>
<td>[thumbs up]</td>
</tr>
<tr>
<td>hill</td>
<td>[thumbs down]</td>
</tr>
<tr>
<td>kite</td>
<td>[thumbs up]</td>
</tr>
<tr>
<td>sink</td>
<td>[thumbs down]</td>
</tr>
<tr>
<td>bride</td>
<td>[thumbs up]</td>
</tr>
<tr>
<td>big</td>
<td>[thumbs down]</td>
</tr>
<tr>
<td>hike</td>
<td>[thumbs up]</td>
</tr>
</tbody>
</table>

**Build Background**

1. Refer the students to the story in their student editions, and have them turn to chapter 2. Read the title: “Get Close.” Use Think-Pair-Share to ask:

   *If you want to guess what a chapter is about before you read it, what clues could you use? You could look at the chapter title and at the pictures.*

2. Have partners preview chapter 2 and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity.

3. Have partners discuss what they already know about the pictured sea creatures. Use Numbered Heads to share the students’ background knowledge on the topic.

**English Language Learners**

Display pictures or act out new vocabulary words or concepts that may be unfamiliar.

Have partners discuss pictures in the story to clarify words and to give opportunities for ELL students to use this new vocabulary.

Ask partners to think of synonyms or antonyms for new words.

Pair ELL students with students who are more familiar with the vocabulary.

Have the students draw pictures to go with new vocabulary words.

**Listening Comprehension**

1. Read the introduction to chapter 2, “Get Close,” aloud.

**Introduction**

Sea creatures need to protect themselves just as animals do on land. Some sea animals use venom, or poisons, to protect themselves or catch and kill their prey. Octopi and jellyfish are two types of sea creatures that use venom to stay alive.
As I read, I am going to be on the lookout for words with a silent e. I know that a silent e makes the vowel say its name.

2. Read the first section of “Get Close” aloud. Stop when you get to the word side. Use a Think Aloud to reveal how you use the silent e to figure out the pronunciation of the word.

Hmm. What is this word? I’m going to sound it out: /s-i-de/. I don’t think that is right. Maybe this e at the end of the word is silent. I know that a silent e means the i in this word says its name. /s-i-de; side/. Since the e is silent, I don’t make a sound for that letter. Side. That’s a word I know. So the sentence is: “Jim and Calvin see the fish swim side by side.” Yes, I can picture that.

Pause at the words alike, spines, and brave to demonstrate how the silent e changes the sound of the vowel in the word. Point out that being on the lookout for silent e’s helped you pronounce the words and figure them out.

3. After you have finished modeling the skills, read the page again to model fluency and so the students can focus on comprehension.

Word List 2 Introduction

1. Display and introduce List 2. Remind the students that green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.

<table>
<thead>
<tr>
<th>Word List 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>much</td>
</tr>
<tr>
<td>checks</td>
</tr>
<tr>
<td>plants</td>
</tr>
<tr>
<td>side</td>
</tr>
<tr>
<td>spines</td>
</tr>
<tr>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>by</td>
</tr>
<tr>
<td>diver</td>
</tr>
</tbody>
</table>

Stretch and Read

2. Introduce the phonetically regular words—the green words—on List 2.

Here are words that you will meet in your reading today. Let’s get ready to read by practicing these words. We’ll use different strategies to practice. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as
draw my hand under the word. Then, say it fast to pronounce the word.

Sound out the green words on List 2 with your students. As you do this exercise, select the words randomly rather than in any particular order. Use Think-Pair-Share to ask:

**Are there words on the word list that have a silent e?**
**Which ones are they?**
Spines, take, close, bones, side.

Point out that the silent e makes the vowel say its name in each of the words.

**Say-Spell-Say**
3. Introduce the sight words—the red words—on List 2.

Now let’s read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read them even if you know the sounds.

As I point to the word, say it, then spell it, then say it again.

Randomly point to words, and have the students read the words as a group. Stretch or say spell say words that the students miss.

**Teamwork**

**Partner Reading**
1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

**Clarifying Strategies**

**Sound it out** can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.

**Read the sentence again** helps the students think about context: what word ought to go here for the sentence to make sense.

**Look at the pictures** reinforces the habit of using all available clues to determine meaning.

**Mark the word with a sticky note** reassures the students that they do not need to understand every word to comprehend a passage.

**Ask for help** establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.
2. Have the students read:

“Get Close” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Encourage them to mark words they cannot clarify with a sticky note.

4. When the students are finished reading and clarifying the passage, do a Think-Pair-Share exercise:

   Talk to your partner about a word that you had trouble with (a sticky note word). How did you figure it out? Were there letter patterns that you recognized?

   Answers will vary.

Ask several students to share their discussion with the class. Celebrate the students’ successful reading of the passage.

Word Work

5. Have the students turn to the Word Work activity for Day 2. Tell the students how to complete the activity. They will read the sentence and then write the word from Word List 2 that makes the most sense in the sentence.

   This fish has _____ that can stick. [spines]

6. Have the students complete the activity. When they are done, partners can check each other’s work.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence to answer question 1.

   Team Talk Questions

   1. What is the animal with many legs? (write)

      The animal is a crab.

   2. Why is Calvin a brave diver?

      Calvin is a brave diver because he gets close to the fish with spines and takes a snapshot.

As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.
Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use Numbered Heads to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:

   Did we answer Today’s Big Question?
   Yes, Calvin is a brave diver because he gets close to a fish with poisonous spines.

   What word was the hardest for you to read today? What was the easiest?
   Answers will vary.

   Does knowing about the silent e and what it does to the sound of vowels help you read more words?
   Answers will vary.

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

   For each word on List 2:
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and picture the word written in neon lights.
   - Open your eyes, and look at the word again to see if you were right.
   - Look away from the word, and write it down.
   - Check to see if you spelled the word correctly.

   Repeat these steps until you can spell the word without any help.

Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

   Fish swim side by side.
   Jim sees some thin fish.
   This animal has no bones.
**Take it up a notch:** Have the students write the three sentences plus the following challenge sentence:

The fish has scales and fins.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*fish, side, thin, this, bones*) while the students check their partner’s spelling. Remind the students that in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period.

3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 2. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on Team Score Sheet/Learning Guides for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 2.

**Homework**

1. Refer the students to the homework for Day 2. Point out that the homework has three parts. Explain that they will practice reading the words on Word List 2.

   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the list of words correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Get Close.”

   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then, reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the fill-in-the-blank activity on the homework page for your students.

   For this activity, your job is to read the sentences and choose a word from Word List 2 that makes sense in the sentence. Write it in the blank.
Day 2 | Student Homework

1. Practice reading the words in Word List 2. Have someone initial in a circle each time you read all the words on lists 1 and 2 correctly.

<table>
<thead>
<tr>
<th>Word List 1 Green Words</th>
<th>Word List 2 Green Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish</td>
<td>much</td>
</tr>
<tr>
<td>time</td>
<td>watch</td>
</tr>
<tr>
<td>ship</td>
<td>checks</td>
</tr>
<tr>
<td>hole</td>
<td>take</td>
</tr>
<tr>
<td>visit</td>
<td>plants</td>
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<tr>
<td>flash</td>
<td>close</td>
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<tr>
<td>thick</td>
<td>side</td>
</tr>
<tr>
<td>chase</td>
<td>bones</td>
</tr>
<tr>
<td>thinks</td>
<td>spines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word List 1 Red Words</th>
<th>Word List 2 Red Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>two</td>
<td>by</td>
</tr>
<tr>
<td>off</td>
<td>out</td>
</tr>
<tr>
<td></td>
<td>diver</td>
</tr>
<tr>
<td></td>
<td>move</td>
</tr>
</tbody>
</table>

2. Practice reading “Get Close.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Fill in the blank. Choose the word from Word List 2 that makes the most sense in the sentence. Write it in the blank.

1. Watch out for the ______ spines ______!

2. Calvin takes a ______ close ______ look.

3. We ______ watch ______ the fish and plants.
Teacher Background

Today’s chapter, “Fish That Hide,” highlights the defensive characteristics of certain sea creatures.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will practice blending letter sounds to clarify words.

   **Today’s Big Question:**
   Where do fish hide?

2. Remind the students that you will award team cooperation points to teams whose members practice active listening.

3. Have the students turn to their Map It Out sheets to review their goals for this unit. Use Think-Pair-Share to ask:

   - Do you think you are making progress toward your goal?
   
   - Looking at the Toll Booth for unit 4, are you able to say the sounds for all the letter combinations? Which ones? Which ones will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.

2. Tell the students that if their partner has his or her homework today, they will initial the Homework box under Day 3 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.

4. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read
all the words, the partners initial the Word List box for Day 3 next to the partner’s name. Have partners read the words on Word List 2 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 3 on their Team Score Sheet/Learning Guides. Have partners also check their partner’s fill-in-the-blank sentences.

5. Have partners read the homework passage from the reading to each other.

   The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly, and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

   Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 3 on the Team Score Sheet/Learning Guides.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Say-It-Fast

1. Have the students say words after listening to you stretch the sounds and slightly isolate each one. Use as many of the words below as you need. The words may or may not have the lesson letter sounds in them—this is done to practice in a skill used in sounding out words.

   /b-l-i-p/ blip  /c-l-a-p/ clap  /c-l-a-m/ clam
   /p-i-ck/ pick  /c-r-a-b/ crab  /b-r-a-g/ brag

Break-It-Down

2. Say a word, and ask the students to repeat it. Then, have the students say the word sound by sound. Provide support as needed.

   blank /b-l-a-n-k/ brave /b-r-a-ve/ chase /ch-a-se/
   draw /d-r-a-w/ crack /c-r-a-ck/ blend /b-l-e-n-d/

Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds,
include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

Letter/Sound Review

3. Review the /ch/ sound.

Hold up the key card for the /ch/ sound.

This is the key card for the /ch/ sound. The letters ch make the /ch/ sound. /ch…ch…ch/. Practice making this sound with me. /ch…ch…ch/. What is in this picture? Say it with me. Chin.

Read the sentence on the back of the key card aloud. Have the students snap when they hear the /ch/ sound.

Have the students identify words with the /ch/ sound.

Show you know it. I’ll say a word, and you give me a thumbs up if it has the /ch/ sound in it and a thumbs down if it does not.

<table>
<thead>
<tr>
<th>chat</th>
<th>calm</th>
<th>cat</th>
</tr>
</thead>
<tbody>
<tr>
<td>[thumbs up]</td>
<td>[thumbs down]</td>
<td>[thumbs down]</td>
</tr>
<tr>
<td>chum</td>
<td>chill</td>
<td></td>
</tr>
<tr>
<td>[thumbs up]</td>
<td></td>
<td>[thumbs up]</td>
</tr>
</tbody>
</table>

4. Review the /sh/ sound.

Hold up the key card for sh.

This is the key card for the /sh/ sound. The letters sh make the /sh/ sound. /sh…sh…sh/. Practice making this sound with me. /sh…sh…sh/. What is in this picture? Say it with me. Ship.

Read the sentence on the back of the key card aloud.

Have the students clap when they hear the /sh/ sound. Have the students identify words with the /sh/ sound.

Show you know it. I’ll say a word, and you give me a thumbs up if it has the /sh/ sound in it and a thumbs down if it does not.

<table>
<thead>
<tr>
<th>show</th>
<th>stop</th>
<th>sip</th>
</tr>
</thead>
<tbody>
<tr>
<td>[thumbs up]</td>
<td>[thumbs down]</td>
<td>[thumbs down]</td>
</tr>
<tr>
<td>shut</td>
<td>slam</td>
<td></td>
</tr>
<tr>
<td>[thumbs up]</td>
<td>[thumbs down]</td>
<td></td>
</tr>
</tbody>
</table>

Give Me Five

5. Have the students think about words they know that begin or end with the /sh/ sound.

Tell your partner at least five words that begin or end with the /sh/ sound.
Use **Numbered Heads** to have some partners share their words with the class. Write them on the board.

6. Review the /a_e/ and /i_e/ sounds.

Remind the students that in the previous lesson they learned about the silent e and what it does to the vowel in a word. A silent e makes a vowel say its name.

Hold up the key card for the /a_e/ sound.

What is this picture? Say it with me. **Wave**. Remember that because of the silent e, the a says its name in this word.

Write the words *take*, *rate*, and *lake* on the board. Underline the a and silent e in each word. Point out that the silent e at the end of each word helps you to know how to pronounce it. Have the students say the words with you.

Hold up the key card for the /i_e/ sound.

What is this picture? Say it with me. **Bikes**. Remember that because of the silent e, the i says its name in this word.

Write the words *like*, *bite*, and *side* on the board. Underline the i and silent e in each word. Point out that the silent e at the end of each word helps you to know how to pronounce it. Have the students say the words with you.

**Skill Instruction**

1. Present the /o_e/ sound.

Tell the students that the two-letter combinations that they learn today will be easy because they know about silent e and what it does to the sound of the vowel. A silent e makes the vowel say its name.

Write the word *home* on the board. Underline the o and the silent e.

Use **Think-Pair-Share** to ask:

*What is this word? How did you figure it out?*  
The students will probably say they figured it out by making the o say its name.

Hold up the key card for o_e. Say the pictured word aloud. **Nose**. Have the students repeat the word after you say it. **Nose**.

Listen as I say other words that have the /o_e/ sound. **Tone**, **cone**, **rope**.

Write these words on the board. Underline the o and e in each word. Point out that the silent e makes the vowel in each word say its name.

Write the word *not* on the board. Have the students say the word with you. Add an e to the end of the word. Use **Think-Pair-Share** to ask:

*What is this word? How did you figure it out?*  
The word is **note**. The students will probably say that they figured it out because adding silent e at the end makes the o say its name.
2. Present the /u_e/ sound.

Hold up the key card for u_e. Say the pictured word aloud. Cube. Have the students repeat the word after you say it. Cube.

Listen as I say other words that have the /u_e/ sound. Use, mute, mule.

Write these words on the board. Underline the u and e in each word. Point out that the silent e makes the u in each word say its name.

Write the word cut on the board. Have the students say the word with you. Add an e to the end of the word. Use Think-Pair-Share to ask:

**What is this word? How did you figure it out?**
*The word is cute. The students will probably say that they figured it out because adding silent e at the end makes the u say its name.*

**Show You Know It**

3. Have the students indicate whether they recognize the lesson sounds in spoken words.

Give me a thumbs up if you hear the /o_e/ sound in the following words:

vote, tote, rod, lot, cot, mode, hole, hope

Give me a thumbs up if you hear the /u_e/ sound in the following words:

muse, brute, hut, mutt, mute, hue

Celebrate the students’ successes in identifying the /o_e/ and /u_e/ sounds.

**Build Background**

1. Refer the students to the reading in their student editions, and have them turn to chapter 3. Read the title: “Fish That Hide.”

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use a random selection system like Numbered Heads to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions such as the title or pictures. The students will probably predict that the reading is about ways that fish hide.
3. Use **Numbered Heads** to share the students’ background knowledge on the topic.

## Listening Comprehension

1. Read the introduction to “Fish That Hide” aloud.

   **Introduction**
   
   Some fish need to hide to stay safe. These fish hide by looking like their surroundings so predators cannot see them.

2. Point out that the title of this chapter has a word with a silent *e*. Write the word *hide* on the board. Show the students that without the silent *e* the word is *hid*. Add the silent *e* and the *i* says its name. *Hide*. Tell the students that you are going to read aloud and keep a lookout for other words with a silent *e*.

3. Read the first two sections of the chapter, pausing at the words *hole* and *stones* to model pronouncing a word with a silent *e*. Try pronouncing the final *e* in the word *h-o-l-e*, and then identify that the *e* is silent and pronounce the word with the long vowel sound.

4. After you have finished modeling the skill, reread the pages to model fluency and so the students can focus on comprehension.

## Word List Introduction

**Stretch and Read**

1. Display List 3. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.

2. Introduce the phonetically regular words—the green words—on List 3.

   Here are words that you will meet in your reading today. Let’s get ready to read by practicing these words. We’ll use different strategies to practice. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.
As you do this exercise, select the words randomly rather than in any particular order. Use **Think-Pair-Share** to ask:

**Are there words on the word list that have a silent e?**

**Which ones are they?**

Like, stones, stripes, hides, bites, cute, snake.

Point out that in each of the words, the silent e makes the vowel say its name.

**Say-Spell-Say**

3. Introduce the sight words—the red words—on the list.

Now let’s read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read even if you know the sounds.

As I point to each word, say it, then spell it, then say it again.

Randomly point to words, and have the students read any words from earlier lists that still give them difficulty.

**Teamwork**

**Partner Reading**

1. Prepare the students for partner reading. Review the strategies that partners use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

2. Have the students read:

   “Fish That Hide” aloud with partners.
3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound out words, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.

4. When the students are finished reading and clarifying the passage, do a Think-Pair-Share exercise:

   Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out? Did you use clues in the sentence?

   Answers will vary.

   Ask several students to share their discussion with the class.

Word Work

5. Review the activity, Quick Erase. Remind the students that the goal of this activity is to make as many different words as possible by changing only one letter at a time. Write the word *rate* on the board. Slowly touch each letter. Have the students make the sounds with you and then blend them to say the word.

   Now I’m going to change one letter in this word. Do you think you can read it if I change one letter?

   Change the *r* to *m*. Sound out the word by touching each letter and making its sound. Then, read the whole word: *mate*. Continue to change one letter at a time, and read the words with the students. Use the following word sequence:

   *rate...mate...made...fad...fame...same*

   Point out that you started with one word and made five more words by changing just one letter or letter blend at a time.

6. Try Quick Erase again, and use the following sequence. Gradually reduce your support until the students are reading the words on their own.

   *plate...slate...slat...chat...chap...chipped*

   Point out that by changing a different letter or blend the same word can change in surprising ways.

7. Have the students play Quick Erase with their partners beginning with the word *snake*. Have partners share with their teams how many words they were able to make.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write one or two sentences to answer question 1.
Team Talk Questions

1. Which fish is flat? (write)
   A sole is flat.

2. Where do fish hide?
   Fish hide in holes, in plants, and near rocks.

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use Numbered Heads to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:

   Did we answer Today’s Big Question?
   Yes, sole looks flat to hide on the bottom in the sand.

   What do you picture when you read the word fish?
   Answers will vary.

   Are you beginning to check the end of a word for the silent e? How does it help you pronounce the word?
   When I see the silent e, I know the vowel before it says its name.

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

   For each word on List 3:
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and imagine the word written in pink paint on a black wall.
   - Open your eyes, and look at the word again to see if you were right.
   - Look away from the word, and write it down.
   - Check to see if you spelled the word correctly.
   Repeat these steps until you can spell the word without any help.
Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.
   
   *This fish is cute.*
   
   *It hides in the plant.*
   
   *Three fish bite and swim.*
   
   **Take it up a notch:** Have the students write the three sentences plus the following challenge sentence:
   
   *The sole blends in with the stones and sand.*
   
   **Take it down a notch:** Write one of the sentences on the board with a spelling error. Have partners decide which word is spelled incorrectly and correct the error.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*fish, cute, hides, plant, three, bite*) while the students check their partner’s spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that the sentence ends with a period.

3. Refer the students to the box for Dictation under Day 3 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on Team Score Sheet/Learning Guides for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today’s total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 4. Explain that each day teams will add up their points. At the end of the unit, some teams will be good teams, some will be great teams, and some will be super teams.

Homework

1. Refer the students to the homework for Day 3. Explain that they will practice reading the words on Word List 3.

   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read all the words on lists 1, 2, and 3 correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Fish That Hide.”

   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have
underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the homework activity.

Your word activity tonight is Quick Erase. Begin with the word *hide*. Change one letter or one blend at a time to make different words. Be sure you are able to read the words you make. Your partners will score your work tomorrow.
Day 3 | Student Homework

1. Practice reading the words in Word List 3. Have someone initial in a circle each time you read all the words on lists 1, 2, and 3 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
<th>Word List 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>fish</td>
<td>much</td>
<td>tricks</td>
</tr>
<tr>
<td>ship</td>
<td>checks</td>
<td>like</td>
</tr>
<tr>
<td>visit</td>
<td>plants</td>
<td>stones</td>
</tr>
<tr>
<td>thick</td>
<td>side</td>
<td>stripes</td>
</tr>
<tr>
<td>thinks</td>
<td>bones</td>
<td>three</td>
</tr>
<tr>
<td><strong>Red Words</strong></td>
<td><strong>Red Words</strong></td>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>two</td>
<td>by</td>
<td>seen</td>
</tr>
<tr>
<td>off</td>
<td>diver</td>
<td>hold</td>
</tr>
</tbody>
</table>

2. Practice reading “Fish That Hide.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Play Quick Erase beginning with the word hide. Change one letter at a time to make new words.

hide ___________ ___________ ___________ ___________
Teacher Background

Today’s chapter, “Stripes and Spots,” has Jim and Calvin learning to spot unusual fish.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will practice blending letter sounds to figure out words.

   **Today’s Big Question:**
   Why do fish have spots and stripes?

2. Remind the students that you will award team cooperation points to teams whose members practice active listening.

3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use **Think-Pair-Share** to ask:
   
   **Do you think you are making progress toward your goal?**

   **Looking at the Toll Booth for unit 4, which words have a silent e? Can you read them? Which words will you need to work on?**

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.

2. Refer to the Homework box under Day 4. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 4 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.
4. Refer to the box for Word List under Day 4 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box next to the partner’s name. Have partners read the words on Word List 3 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 4 on their Team Score Sheet/Learning Guides. Have partners also check their partner’s Quick Erase words.

5. Have partners read the homework passage from the reading to each other.

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 4 on the Team Score Sheet/Learning Guides.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Say-It-Fast
1. Say each sound in the words listed below. The students will blend the sounds into words.

| /s-i-t/ | sit          | /h-i-nd/ | hind          | /s-a-nd/ | sand          |
| /th-i-nk/ | think       | /w-a-sh/ | wash          | /b-l-ow/ | blow          |

Break-It-Down
2. Say a word, and ask the students to repeat it. Then, have the students say the word sound by sound. Provide support as needed.

| clap /c-l-a-p/ | crab /c-r-a-b/ |
| blank /b-l-a-nk/ | brag /b-r-a-g/ |
| drip /d-r-i-p/ | shake /sh-a-ke/ |
| glide /g-l-i-de/ | price /p-r-i-ce/ |
Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

Letter/Sound Review

3. Review the ch and tch letter combinations.

Show the key card for the /ch/ sound.

What is this picture? Say it with me. Chin.

Remind the students that this word begins with the letters ch. Together these two letters stand for the /ch/ sound. Read the sentence on the back of the card aloud. Have the students clap when they hear the /ch/ sound.

Show the students the key card for the /tch/ sound. Remind the students that this is another way to spell the /ch/ sound.

Give Me Five

4. Have the students think about words they know that begin or end with the /ch/ sound.

Tell your partner at least five words that begin or end with the /ch/ sound.

Use Numbered Heads to have some partners share their words with the class. Write them on the board.

5. Review the /th/ sound.

Show the key card for the /th/ sound.

What is this picture? Say it with me. Thirty.

Remind the students that this word begins with the letters th. Together these two letters stand for the /th/ sound. Read the sentence on the back of the card aloud. Have the students clap when they hear the /th/ sound.

Show You Know It

6. Have the students indicate whether they recognize the lesson sounds in spoken words with the /th/ sound.

Give me a thumbs up if you hear the /th/ sound in the following words.

<table>
<thead>
<tr>
<th>thing</th>
<th>tote</th>
<th>rod</th>
<th>bend</th>
<th>thunder</th>
<th>thanks</th>
<th>math</th>
<th>with</th>
</tr>
</thead>
<tbody>
<tr>
<td>[thumbs up]</td>
<td>[thumbs down]</td>
<td>[thumbs down]</td>
<td>[thumbs down]</td>
<td>[thumbs up]</td>
<td>[thumbs up]</td>
<td>[thumbs up]</td>
<td>[thumbs up]</td>
</tr>
</tbody>
</table>

7. Review the /a_e/ sound.

Show the key card for the /a_e/ sound.

What is this picture? Say it with me. Wave.
Remind the students that the silent e makes the vowel that comes before it say its name.

Write the word rat on the board. Have the students say the word with you. Add an e to the end of the word. Use Think-Pair-Share to ask:

**What is this word? How did you figure it out?**

*The word is rate. The students will probably say that they figured it out because adding silent e at the end makes the a say its name.*

8. Review the /i_e/ sound.

Show the key card for the /i_e/ sound.

What is this picture? Say it with me. Bikes.

Write the word rid on the board. Have the students say the word with you. Add an e to the end of the word. Use Think-Pair-Share to ask:

**What is this word? How did you figure it out?**

*The word is ride. The students will probably say that they figured it out because adding silent e at the end makes the i say its name.*

**Show You Know It**

9. Have the students indicate whether they recognize the /a_e/ sounds in spoken words.

Give me a thumbs up if you hear the /a_e/ sound in the following words:

<table>
<thead>
<tr>
<th>bake</th>
<th>batch</th>
<th>ate</th>
<th>came</th>
</tr>
</thead>
<tbody>
<tr>
<td>[thumbs up]</td>
<td>[thumbs down]</td>
<td>[thumbs up]</td>
<td>[thumbs up]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>mast</th>
<th>fake</th>
<th>late</th>
<th>lane</th>
</tr>
</thead>
<tbody>
<tr>
<td>[thumbs down]</td>
<td>[thumbs up]</td>
<td>[thumbs up]</td>
<td>[thumbs up]</td>
</tr>
</tbody>
</table>

10. Have the students indicate whether they recognize the /i_e/ sounds in spoken words.

Give me a thumbs up if you hear the /i_e/ sound in the following words:

<table>
<thead>
<tr>
<th>kite</th>
<th>line</th>
<th>vine</th>
<th>pipe</th>
</tr>
</thead>
<tbody>
<tr>
<td>[thumbs up]</td>
<td>[thumbs up]</td>
<td>[thumbs up]</td>
<td>[thumbs up]</td>
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<tr>
<th>lid</th>
<th>lint</th>
<th>tin</th>
<th>hike</th>
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<td>[thumbs down]</td>
<td>[thumbs up]</td>
<td>[thumbs down]</td>
<td>[thumbs up]</td>
</tr>
</tbody>
</table>

**Build Background**

1. Refer the students to the reading, and have them turn to chapter 4. Read the title: “Stripes and Spots.” Have the students work with their partners to predict what the chapter is about.

2. Use Numbered Heads to share responses, and write predictions on the board. Ask the students to explain what clues they used to
make predictions. Refer to Today’s Big Question about the topic: Why do fish have stripes and spots? Tell the students that you are going to look for the answer to this question in the reading.

**Listening Comprehension**

1. Read the introduction to chapter 4, “Stripes and Spots,” aloud.

**Introduction**

Jim and Calvin plan to take more pictures of unusual fish. They check each other’s scuba equipment to make sure that they are diving safely. Both Jim and Calvin check their air regulators to see how much air they have left in their tanks.

2. Tell the students that you are going to read aloud and keep a lookout for words with silent e.

3. Read the first section of “Stripes and Spots” aloud. Pause at the words hide and like to point out that the silent e helps you know how to pronounce the long i in the words. Continue reading section two, and pause again when you get to the word mates.

   Hmm. Let me blend this word: /m-a-t-e-s/. That word does not sound familiar. I wonder if the e in this word is silent. I’m going to cover up the s at the end. Now I see the silent e. The silent e makes the a in this word say its name: /m-a-t-e; mate/. I’ll add the s back to the word: mates. “The stripes and spots help the fish get mates.” Now that makes sense. Sometimes when a word has a final s, as in stripes and mates, it is helpful to cover up the s. It is easier to see the silent e on the end of the word and to pronounce it.

4. Continue reading to the end of the pages to model fluency and so the students can focus on comprehension.

**Teamwork**

**Partner Reading**

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

2. Have the students read:

   “Stripes and Spots” aloud with partners.
Clarifying Strategies

Sound it out can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.

Read the sentence again helps the students think about context: what word ought to go here for the sentence to make sense.

Look at the pictures reinforces the habit of using all available clues to determine meaning.

Mark the word with a sticky note reassures the students that they do not need to understand every word to comprehend a passage.

Ask for help establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.

4. When the students are finished reading and clarifying the passage, use Think-Pair-Share to ask:

   What words did you have trouble with (sticky note word). How did you figure it out? Did you look for a silent e? Did you use clues in the sentence? Talk to your partner about what clues you used to figure out the word.

   *Answers will vary.*

Ask several students to share their discussion with the class.

5. When the students are finished reading the passage, use Think-Pair-Share to ask:

   How did it feel to read the text smoothly?
   Did it feel different?
   Did you understand the text in a different way?

   *Answers will vary.*

Ask several students to share their discussion with the class.

Word Work

6. Review the rules for Quick Erase. Tell the students that they will be changing one letter or letter blend at a time to make new words. Remind them that they should be able to pronounce the words they make.

7. Have partners play Quick Erase beginning with the word *line*.
Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

**Team Talk Questions**

1. What helps the fish get mates? (write)
   
   *Stripes and spots help the fish get mates.*

2. What does Jim see?
   
   *Jim spots an animal that swims like a fish.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

3. Have partners check each others’ sentences to make sure that the sentence starts with a capital letter and ends with a period.

   **Take it down a notch:** Have the students answer the Team Talk questions verbally.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.

2. Use **Think-Pair-Share** to ask:

   Did we answer Today’s Big Question?
   
   *Yes, fish have spots and stripes to attract mates.*

   Did you understand the reading better after you stopped to retell each section?
   
   *Answers will vary.*

3. Ask any other questions that you think will help the students think about their own thinking, such as:

   What rule do you need to remember about the silent e?
   
   How can you help yourself remember this rule?
Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

   For each word on Lists 1, 2, and 3:
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and imagine the word **written in chocolate syrup**.
   - Open your eyes, and look at the word again to see if you were right.
   - Look away from the word, and write it down.
   - Check to see if you spelled the word correctly.
   Repeat these steps until you can spell the word without any help.

Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

   I like the cute fish.
   A fish has stripes.
   Jim thinks it has make up.

   Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

   That fish hides in a hole.

   Take it down a notch: Write one of the sentences on the board with a spelling error, and have the partners discuss what they should change to make the sentence correct.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*like, cute, fish, stripes, thinks, make*) while the students check their partner’s spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that the sentence ends with a period.

3. Refer the students to the box for Dictation under Day 3. Tell the students that if their partner has written the sentence correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today’s total.
Refer to the spaces on the Team Score Sheet/Learning Guide under Day 4. Explain that each day team members will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

**Homework**

1. Refer the students to the homework for Day 4. Explain that they will practice reading the words on all three word lists.

   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the lists of words correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Stripes and Spots.”

   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then, reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the sentence activity on the homework page for your students.

   For this activity, your job is to choose a picture from the story and write a sentence about it using one or more words from the word lists. Write the sentence in the blank.
Day 4 | Student Homework

1. Practice reading the words in Word Lists 1, 2, and 3. Have someone initial in a circle each time you read all the words on lists 1, 2, and 3 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
<th>Word List 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>fish</td>
<td>much</td>
<td>tricks</td>
</tr>
<tr>
<td>ship</td>
<td>checks</td>
<td>like</td>
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<td>visit</td>
<td>plants</td>
<td>stones</td>
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<tr>
<td>thick</td>
<td>side</td>
<td>stripes</td>
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<td>thinks</td>
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<td>three</td>
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<tr>
<td>Red Words</td>
<td>Red Words</td>
<td>Red Words</td>
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<tr>
<td>two</td>
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<td>seen</td>
</tr>
<tr>
<td>off</td>
<td>out</td>
<td>hold</td>
</tr>
</tbody>
</table>

2. Practice reading “Stripes and Spots.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Choose a picture from the reading. Write a sentence about the picture using one or more of the words from your word lists.

____________________________________________
Unit 4 | Day 5

Listening Comprehension: the first two sections of chapter 5
Partner Reading: chapter 5: “Odd Animals”

Teacher Background
Jim and Calvin see more unusual underwater animals.

Set the Stage
1. Post and present the Reading Goal and Today’s Big Question.

Reading Goal:
We will review the letter sounds and practice blending them to clarify words.

Today’s Big Question:
How does Jim get his wish?

2. Remind the students that you will award team cooperation points to teams whose members practice active listening.

3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use Think-Pair-Share to ask:

Do you think you are making progress toward your goal?
Looking at the Toll Booth for unit 4, are there any letters/sounds that you do not know? Which letters/sounds will you need to work on?

Homework Review
1. Have the students take out their homework and Team Score Sheet/Learning Guide.

2. Refer to the Homework box under Day 5. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 5 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.

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4. Refer to the box for Word List under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word lists they practiced for homework. When the students successfully read all the words, the partners initial the Word List box for Day 5 next to the partner’s name. Have partners read the word lists to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 5 on their Team Score Sheet/Learning Guides. Have partners also check their partner’s sentences.

5. Have partners read the homework passage to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 5 on the Team Score Sheet/Learning Guides.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their unit scores. Remind the students that explaining their ideas to one another will improve their total scores and earn them a spot as a good, great, or super team.

7. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

**Active Instruction**

**Skill Review**

**Say-It-Fast**

1. Say each sound in the words listed below. The students will blend the sounds into words.

| b-l-a-c-k /black/ | p-i-n /pin/ |
| c-r-o-p /crop/ | s-l-o-pe /slope/ |

**Break-It-Down**

2. Say a word, and ask the students to repeat it. Then, have the students say the word sound by sound. Provide support as needed.

| pat /p-a-t/ | shut /sh-u-t/ |
| sick /s-i-ck/ | flow /f-l-ow/ |
**Active Instruction**

Students review words with the /a_e/, /i_e/, /o_e/, and /u_e/ sounds.

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**Letter/Sound Review**

3. Review the /a_e/ sound.

   Show the key card for the /a_e/ sound.

   What is this picture? Say it with me. *Wave*. The letter *e* at the end of the word is silent. Remember that we do not pronounce it. It is the silent *e* at the end of *wave* that makes the *a* say its name. *Wave*.

   Write the word *hat* on the board. Have the students say the word with you. Add an *e* to the end of the word. Use **Think-Pair-Share** to ask:

   **What is this word? How did you figure it out?**

   *The word is hate.* Students will probably say that they *figured it out because adding silent *e* at the end makes the *a* say its name.*

4. Review the /i_e/ sound.

   Show the key card for the /i_e/ sound.

   What is this picture? Say it with me. *Bikes*.

   Write the word *bikes* on the board. Underline the *i* and the *e*.

   Point out that the *e* in the word is silent and makes the *i* say its name. *Bikes*.

   Write the word *bit* on the board. Have the students say the word with you. Add an *e* to the end of the word. Use **Think-Pair-Share** to ask:

   **What is this word? How did you figure it out?**

   *The word is bite.* Students will probably say that they *figured it out because adding silent *e* at the end makes the *i* say its name.*

5. Remind the students that adding a silent *e* makes the vowel say its name. Write the following words on the board. Have partners take turns adding an *e* to the ends of the words and pronouncing the new words.

   - cut [cute]  
   - fin [fine]  
   - hid [hide]  
   - man [mane]  
   - rob [robe]  
   - cub [cube]  
   - tot [tote]  
   - cap [cape]  
   - hop [hope]

   Celebrate the students’ successes in pronouncing new words with silent *e*.

---

**Build Background**

1. Refer the students to the reading, and have them turn to chapter 5. Read the title: “Odd Animals.” Have the students work with their partners to predict what the chapter is about. The students may say it is about sea animals that are not fish.

2. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions. Have the students share background knowledge about
animals pictured in the reading. Have them think of any questions they have about these animals.

**Listening Comprehension**

1. Read the introduction to chapter 5, “Odd Animals,” aloud.

   **Introduction**

   Not all of the animals that live underwater can swim. In fact, some don’t even look like animals! Coral and anemones [uh-NEM-oh-neez] are two types of marine life that look more like plants. Anemones look like flowers with waving arms. Some anemones can sting, so watch out! You might have seen or held a coral skeleton in a pet store, but living coral needs food to eat.

2. Tell the students that you are going to read aloud and when you come to words you don’t know, you will blend sounds to pronounce the words. Tell them that you will keep a lookout for the letter sounds /ch/, /sh/, and /th/ as well as words with silent e.

3. Read the first two sections of “Odd Animals” aloud. Pause at words such as like, name, scrape, and spines to model using the silent e to pronounce the word. Pause at the word catch to model figuring out a word with the /tch/ sound at the end.

   Hmm. What is this new word? I’ll sound it out. Cccaaattt. Wait. Those last letters are tch. That is one of the sounds I remember from the key card with the picture of the watch. The letters tch together make the /tch/ sound like at the end of watch. I’ll try the word again. /c-a-tch; catch/. I’ll see if that makes sense in the sentence. “He likes to catch and eat them.” Yes, that makes sense. “Calvin likes to catch and eat lobsters.” I figured out that word because I remembered the tch letters and the picture from the key card.

4. Reread the sections to model fluency and so the students can focus on comprehension.

**Teamwork**

**Partner Reading**

1. Explain to the students that reading involves more than simply being able to recognize different words. It is also important to be able to read automatically and smoothly. When they reach a point where they can read something automatically and with expression (or fluently), it will be easier to think about the meaning of what they read.

2. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they
don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind partners to take turns reading and retelling each section. Remind them to read the passage several times.

**Clarifying Strategies**

**Sound it out** can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.

**Read the sentence again** helps the students think about context: what word ought to go here for the sentence to make sense.

**Look at the pictures** reinforces the habit of using all available clues to determine meaning.

**Mark the word with a sticky note** reassures the students that they do not need to understand every word to comprehend a passage.

**Ask for help** establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

3. Have the students read:

   “Odd Animals” aloud with partners.

4. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.

5. When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

   What word did you have trouble with (sticky note word)? How did you figure it out? Did you look for a silent e? Did you use clues in the sentence? Talk to your partner about what clues you used to figure out the word.

   *Answers will vary.*

   Ask several students to share their discussion with the class.

6. When the students are finished reading the passage, use **Think-Pair-Share** to ask:

   How did it feel to read the text smoothly?
   Did it feel different?
   Did you understand the text in a different way?

   *Answers will vary.*

   Ask several students to share their discussion with the class.

**Word Work**
7. Have the students choose a picture from the reading and write a sentence about it using a word from the word lists.

**Team Discussion**

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

   **Team Talk Questions**
   
   1. What odd animals grip the plants and hold on? (write)
   
      *Pipe fish grip plants.*
   
   2. How do animals use spines?
   
      *The spines stop fish by stinging them so they cannot move.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

**Time for Reflection**

**Class Discussion**

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.

2. Use **Think-Pair-Share** to ask:

   - Did you read new words today that you didn’t know before?
     
     *Answers will vary.*
   
   - Does practice reading a passage at home each night help you read a new passage? How does it help?
     
     *The students may say that their practice reading helps them recognize letters and sounds when they see them in a new reading.*

**Word List Practice**

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.
For each word that you are still not sure how to spell:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and imagine the word written with string.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

Repeat these steps until you can spell the word without any help.

2. Review any words on the lists that are still difficult for your students. Point to the words randomly, and have the students read them and spell them chorally.

**Dictation**

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

   The skin is thin.
   It is a slug with spines.
   He sees three pipe fish.

2. When the students have finished writing, have them exchange their student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (skin, thin, slug, with, spines, three, pipe, fish) while the students check their partners’ spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or question mark.

3. Refer the students to the box for Dictation under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on Team Score Sheet/Learning Guides for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today’s total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 5. Explain that each day team members will add up their points. At the end of the unit, some teams will be good teams, some will be great teams, and some will be super teams.

**Homework**

1. Refer the students to the homework for Day 5. Explain that they will practice spelling the words on all three word lists.
Read the words at home tonight, and practice spelling them all correctly. Have someone listen to you spell. Each time you spell the words on the list of words correctly, have the listener initial a box.

2. Remind the students that they will have a cycle test tomorrow. Tonight they will practice reading chapter 5 of the student reading correctly and smoothly.

Remember that part of your test tomorrow will be to read a similar passage with some of the same words and answer questions about it. If you are not yet reading this passage correctly and smoothly, keep practicing tonight.

3. Go over the Quick Erase activity on the homework page with your students.

Your word activity tonight is Quick Erase. Begin with the word *five*. Change one letter or blend at a time to make different words. Be sure you are able to read the words you make. Your partners will score your work tomorrow.
Day 5 | Student Homework

1. Practice spelling the words in Word Lists 1, 2, and 3. Have someone initial in a circle each time you spell all the words on lists 1, 2, and 3 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
<th>Word List 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>fish</td>
<td>much</td>
<td>tricks</td>
</tr>
<tr>
<td>time</td>
<td>watch</td>
<td>bites</td>
</tr>
<tr>
<td>ship</td>
<td>checks</td>
<td>like</td>
</tr>
<tr>
<td>hole</td>
<td>take</td>
<td>cute</td>
</tr>
<tr>
<td>visit</td>
<td>plants</td>
<td>stones</td>
</tr>
<tr>
<td>flash</td>
<td>close</td>
<td>snake</td>
</tr>
<tr>
<td>thick</td>
<td>side</td>
<td>stripes</td>
</tr>
<tr>
<td>chase</td>
<td>bones</td>
<td>three</td>
</tr>
<tr>
<td>thinks</td>
<td>spines</td>
<td>hides</td>
</tr>
<tr>
<td>Red Words</td>
<td>Red Words</td>
<td>Red Words</td>
</tr>
<tr>
<td>two</td>
<td>by</td>
<td>seen</td>
</tr>
<tr>
<td>off</td>
<td>out</td>
<td>hold</td>
</tr>
<tr>
<td>off</td>
<td>diver</td>
<td>move</td>
</tr>
<tr>
<td>off</td>
<td></td>
<td>odd</td>
</tr>
</tbody>
</table>

2. Practice reading “Odd Animals.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Play Quick Erase beginning with the word five. Change one letter at a time to make a new word. Make sure you can read your new words.

five ___________ ___________ ___________
Unit 4 | Day 6

Set the Stage

Timing Goal: 10 minutes

1. Post and present today’s goals.

**Goals:**
1. We will take the cycle test.
2. We will celebrate our accomplishments.

2. Remind the students that you will award team cooperation points to teams whose members practice active listening.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide.

2. Refer to the Homework box under Day 6. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 6 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Refer to the box for Word List under Day 6 on the Team Score Sheet/Learning Guide. Tell the students that they will choose four words from the word lists and have their partners spell them. When the students successfully spell the words, the partners initial the Word List box for Day 6 next to the partner’s name. Circulate and listen to partner pairs as they spell words on the word list. For the students who have their homework and can successfully spell the four chosen words, circle 5 points in the Teacher column next to Homework and Word List for Day 6 on their Team Score Sheet/Learning Guides. Have partners also check their partner’s Quick Erase words.

4. Have partners read the homework passage to each other. Indicate on the transparency the box Passage that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 6 on the Team Score Sheet/Learning Guides.
Set the Stage

Timing Goal: 5 minutes

Active Instruction

Prepare the Students for the Test

1. Remind the students that the test is independent work. The students should not ask their partners for help as they read. Be sure that the word lists are not visible.

2. Distribute the test, which includes space for spelling and writing dictated sentences, a test passage to read, a comprehension question, and a vocabulary section.

Cycle Test

1. Conduct the spelling part of the test by reading the ten words from lists 1, 2, and 3.

2. When the spelling portion of the test is complete, continue to the dictation, and read each sentence aloud to the students. When the students have completed the dictation sentences, they may begin working on their own. Review the directions with the students, and then have them complete the rest of the test.

3. When the students have finished, collect the tests. Tell the students that they will receive their scored tests during the next class.

Time for Reflection

1. Use Think-Pair-Share to ask questions that will help the students think about their own thinking such as:

   Do you think practicing the passages in A Visit with Fish helped you read the test passage today? How?
   Are letter combinations like th and ch easier for you now?

   Do you think playing with words, like in Quick Erase, helps you remember the letter sounds?

Point out again that, like driving a car, the more they read, the better they get at it.

2. Remind the students to record the team cooperation points they have received today. Remind them that all the points each team member earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet under Day 6. Explain that during the next class, they will add up their points and determine their team’s score. Will their team be a good team, great team, or super team?
**Cycle Test**

**Spelling Test (3 points each)**

Read each of the following words aloud, pausing for the students to spell each one on their tests. Emphasize each sound in the word, and then blend them.

1. fish  
2. ship  
3. much  
4. like  
5. cute  
6. flash  
7. watch  
8. three  
9. thick  
10. snake  

**Dictation (15 points each)**

The water is thick with fish.
Watch out for the spines.

**Test Passage**

Explain to the students that they are to read the passage below, answer the question that follows, and then move directly into the next section of the test.

**On the Ship**

It is time to go to the ship.
Jim and Calvin swim up.
They grab a rope on the side of the ship.
Calvin and Jim pull on the rope to get up.
They take off masks and tanks.
Jim looks at his snap shots.
“Look at this, Calvin. I think the shot of the cute fish is best.”

“No, Jim. I like my close up shots.
The shot of the fish with spines is best.”

“Let’s take a shot of us, Calvin.
Move close to the side of the ship.”

Jim tricks Calvin.
“Calvin! Watch out!
It is a big fish that bites!”

Calvin moves like a flash.
But he sees no fish that bites.
“Cute trick, Jim!”
Short Answer (20 points)

Answer the question below using one or two sentences.

Does Calvin see a fish that bites?
No, Calvin does not see a fish that bites; or no, Jim tricks Calvin.

Word List (20 points)

Put the best word in each blank.

1. This animal _bites_ small fish.
2. Some fish _hide_ in holes.
3. They see a _ship_ that sank.
4. Jim and Calvin _move_ to the side of the ship.
5. Look at this _close_ up.

Word Bank

<table>
<thead>
<tr>
<th>close</th>
<th>bites</th>
<th>hide</th>
</tr>
</thead>
<tbody>
<tr>
<td>move</td>
<td>ship</td>
<td></td>
</tr>
</tbody>
</table>
Teacher Background

In the Toll Booth lessons at the end of each unit, the students assess their own progress and set goals for themselves. Each student has a Map It Out sheet. This map allows the students to see where they are and what they need to know to move on to the next unit. Objectives are clearly listed at the Toll Booth Checks—what letter sounds the students should know and what words they should be able to decode. As partners practice, go from team to team and conduct brief Toll Booth Checks with each student. To pass through the Toll Booth, the students identify and check off the letter sounds, and then they read a few words and a sentence selected by you.

Time for Reflection is an opportunity to recognize the students’ success and to help them set goals. The students add up their daily points on their team score sheets and celebrate good, great, and super teams. The students also use the Toll Booth Check and their scores on the Team Score Sheet/Learning Guide to set goals. For example, a student who was unable to identify the letters/sounds /th/ and /sh/ writes the letters in the space on the Toll Booth: “I need to work on ________.” A student who notes that bringing in homework regularly could improve both the individual and team scores will set that as a goal on his or her map.

Set the Stage

1. Post and present today’s goal.

Goal:
Today we will look at how we are doing, celebrate, and set new goals.

Active Instruction

1. Remind the students that they have been earning points every day for the work they do.

Use Think-Pair-Share to ask:

What have you been doing to earn points?
Active Instruction
continued

If your students need additional assistance filling out the Team Score Sheet/Learning Guide, you may choose to model it using the transparency.

The students review the cycle test.

Accept reasonable responses. For example, we earned points by doing the homework, practicing the word list, reading a passage, writing sentences, and practicing active listening.

Do you think doing these things has helped you move forward in your reading? Do you think you are a better reader than you were last week?

Answers may vary.

Have the students get out their Team Score Sheet/Learning Guides. Show the students how to add the total points they earned each day to get a unit score. There will be a unit score for each student. Allow a minute for the students to add up their daily totals. Show the students where to record their unit scores. Explain that at the end of the lesson, each team will add up the unit scores to find out how their team did.

2. Explain to the students that today they will be going over the cycle test. Distribute the scored cycle tests from A Visit with Fish. Have the students work with their partners to review the answers. Allow the students the opportunity to ask questions of the class to clarify any outstanding questions.

3. Remind the students that today each one of them will have a Toll Booth Check, a chance to show they know the letter sounds they have been practicing before they move on to the next unit.

4. Have the students get out their Map It Out sheets, and display the transparency of the map. Remind them that this map shows their step-by-step progress in reading. They will be moving quickly from one unit to the next, stopping along the way to do Toll Booth Checks and show they know it. Use Think-Pair-Share to ask:

What happens when you come to the end of the map and have passed the last Toll Booth?

Accept reasonable responses.

Remind the students that at the end of the map they will move out of Level 1.

5. Refer them to Toll Booth 4 on their maps. Point out the question at the top: How did I do? Point out that the students now have a unit score and a cycle test score to help them answer the question, “How did I do?” Tell them to write these two scores they earned for unit 4 on their maps.
Toll Booth Check

1. Point out to the students that on their maps, the unit 4 Toll Booth includes a list of the letter sounds they have been practicing. There is also a list of words they will need to read to pass through this Toll Booth. Have partners review the list of letters and letter combinations to be sure they know the sound for each. Then have them read the list of words to each other in preparation for passing their Toll Booth Check.

2. While the partners practice, move from one partnership to the next to do a Toll Booth Check. Ask each student to tell you what sound the letter(s) stand for as you point to letters on the list. Point to the letters randomly so you will be sure that the student knows the letter sound. Ask each student to read words on the list as you randomly point to them. Have the students initial the letter sounds and words they read correctly. Then have the student read one of the following sentences. If the student reads the sentence correctly, initial the space next to reading on his or her map.

   Tim likes to pitch.
   He makes a wish.
   They take a bath.

3. When the students pass the Toll Booth Check, have them color in the box Toll Booth 4 to show they have moved on. Challenge these students to try the letters/sounds and words for unit 5 Toll Booth Check. If a majority of the students are able to pass the Toll Booth Check for unit 5, consider moving the class on to unit 6.

4. For the students who are unable to identify all the letter sounds, have the students write the unchecked letters in the space: “I need to work on ________.” Tell these students that they can practice these letter sounds and take the Toll Booth Check again in the coming week.

Time for Reflection

1. When all the students have had the Toll Booth Check, celebrate their successes. On the Map It Out transparency, point out the space “I need to work on ________.”

   Remember that when we travel we set goals. We decide where we want to go and when we want to get there. You are setting goals for yourself too. You are deciding what you need to work on to get you where you want to go. Some of you may need to work on certain letter sounds, some of you may need to work on bringing in your homework or work on sentence writing. Your Team Score Sheet/Learning Guide and your map will help you set your goals.

Have the students look at their maps.
Was there a letter sound or a word on the Toll Booth Check that you had trouble with? Circle what gave you trouble. This will remind you what you need to work on for next week.

Refer the students to their Team Score Sheet/Learning Guide. Use Think-Pair-Share to ask:

- **Where did you miss getting points on your Team Score Sheet/Learning Guide this week?**
- **What can you do about it?**
- **What goal will you set for yourself for next week?**

2. Tell the students that it is time to add up their team scores. Have teams work together to add each team member’s unit score to get the team score. Assist teams in determining whether they are a good, great, or super team.

3. Hold a brief ceremony where you award Good, Great, and Super Team certificates and acknowledge teams for their hard work and team cooperation.
Kayaking to the Sea
Kayaking to the Sea

Summary

*Kayaking to the Sea* follows the journey of an adventurous kayaker who travels alone down a river in the Pacific Northwest. The students will read about the plants and animals that live on land and in the river. You can provide additional information on the Pacific Northwest by showing the location on a map and finding photographs, books, or websites about this region of the country.

Reading Goal

This unit reviews the principle that letters represent sounds and can be blended together to make words. The students will practice blending letter sounds to pronounce words. They will review long vowel digraphs with the same sounds, such as *ee* (feet) and *ea* (eat). The students will learn a vowel digraph, *ie*, that makes the /i/ sound as in *flies*. The students will learn how adding *-ing* and *-s* to the end of a word changes its meaning. The students will also practice chunking multisyllabic words.
Teacher Background

In “The River,” Jason starts off on his solo kayak trip. The word kayak means a hunter’s boat. Kayaks were originally used by native peoples of North America and the Arctic for fishing and harpooning seals. They were made by constructing a frame of driftwood or whalebone that was covered in sealskins. The top deck of the kayak was also covered in skins, and the hunter sat beneath the deck. Today kayaks are made of molded plastics. A kayaker’s paddles have blades at both ends, unlike the paddles used to propel canoes.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will learn about different letter combinations that make the same sound.

   **Today’s Big Question:**
   What is Jason’s destination?

2. Tell the students that the team cooperation goal for this unit is complete all tasks. Remind the students that the Team Score Sheet/Learning Guide helps partners keep track of what they need to complete. Point out that by helping their partners complete tasks, the students are earning points for their teams in two ways—by completing tasks themselves and by helping their partners complete tasks as well. Award team cooperation points throughout the lesson.

3. Have the students turn to their Map It Out sheets to review their goals for this unit. Remind the students that this sheet is a plan that tells every step of a trip, and that they have been using Map It Out to set their goals and track their progress as readers.

4. Distribute a Team Score Sheet/Learning Guide to each team. Remind the students that they will use the Team Score Sheet/Learning Guide
to help them keep track of what they will practice each day and to record the points that they earn for good work.

At the end of each day, you will tally the daily points you have earned and record them on the Team Score Sheet/Learning Guide.

Have the students in each team write their names on the Team Score Sheet/Learning Guide.

**Active Instruction**

**Skill Review**

**Say-It-Fast**

1. Have the students say the words after listening to you stretch the sounds and slightly isolate each one. The words may or may not have the lesson letter sound in them—this is practice in a skill used in sounding out words.

   /b-oa-t/ boat /s-ee-d/ seed /w-i-sh/ wish
   /k-ee-p/ keep /k-i-te/ kite /c-a-pe/ cape
   /b-a-ke/ bake /f-ee-l/ feel /d-r-a-pe/ drape

   **Take it up a notch:** Have the students suggest words to put on the list. Have the students sound out these words.

   **Take it down a notch:** If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

**Letter/Sound Review**

2. Have the students write the following words as you dictate.

   swish cake kite pick

   Have your students check their work as you say the letter sounds and write each word on the board. Draw your finger under each letter in a word, and have the students blend the letter sounds with you.

**Skill Instruction**

1. Present the /ee/ sound.

   Hold up the key card for ee. Say the pictured word aloud. Feet. Have the students repeat the word after you say it. Feet.

   **What sound do you hear in the middle of the words feet, sleep, and peer?**

   **The long /e/ sound.**
Look at the card. What letters go with the /ee/ sound in this word?

The letters ee.

To help me remember the letters that make this /ee/ sound, I’m going to think of the letters on this key card and in my mind connect them with this picture. When I see the letters ee together in my reading, I will think of this picture, and I will know that ee makes the long /e/ sound, like in feet.

Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters ee in the palms of their hands. Point out that the two letters work together to make the /ee/ sound.

Read the following sentence, and ask the students whether they can identify the /ee/ sound in the words.

Lee sleeps on a green screen.

Have the students repeat the sentence. Read the sentence again. Have the students raise their hands whenever they hear the /ee/ sound.

2. Present the /ea/ sound.

Hold up the key card for the letters ea. Say the pictured word aloud. Eat. Have the students repeat the word after you say it. Eat.

What sound do you hear repeated in the words eat, bleat, read?

The long /e/ sound.

Look at the letter combination on the card. What letters go with the /ea/ sound?

The letters ea.

Point out that ea is another letter combination that stands for the long /e/ sound.

To help me remember the letters that make this long /e/ sound, I’m going to think of the letters on this key card and in my mind connect them with this picture. When I see the letters ea together in my reading, I will think of this picture and I will know that ea makes the long /e/ sound like in the word eat.

Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters ea in the palms of their hands. Remind them that the two letters work together to stand for the /ea/ sound, just like the letters ee stand for the same sound.

Read the following sentence, and ask the students whether they can identify the /ea/ sound and letters in the words.

We took a leap over the seat.

Have the students repeat the sentence. Read the sentence again. Have the students raise their hands whenever they hear the /ea/ sound.
Two Lists

3. Point out that the students have learned two combinations that stand for the long /e/ sound.

Make two lists on the board.

<table>
<thead>
<tr>
<th>ee</th>
<th>ea</th>
</tr>
</thead>
<tbody>
<tr>
<td>seep</td>
<td>clean</td>
</tr>
<tr>
<td>beet</td>
<td>read</td>
</tr>
</tbody>
</table>

Have the students think about words they know that have the long /e/ sound.

Tell your partner at least four words that have the long /e/ sound.

Use Numbered Heads to ask the students some words they shared with partners. On one list, include the words that have the letters ee to make the /ee/ sound. On the other list, add words that have the letters ea to make the /ea/ sound.

4. Present the /ie/ sound.

Hold up the key card for ie. Say the pictured word aloud. Flies. Have the students repeat the word after you say it.

What sound do you hear repeated in the words flies, tie, tries, and pie?

The long /i/ sound.

Look at the word on the card. What letters go with the long /i/ sound?

The letters ie.

Point out that the students already know that a silent e makes the i before it say its name, like in the words hide and slide.

This letter combo, ie, stands for the long /i/ sound too. It is the same sound, just spelled differently. To help me remember that the letters ie stand for the long /i/ sound, I will think about the letters on this key card and connect them with this picture in my mind. When I see the letters ie together in my reading, I will think of this picture and I will know that ie together make the long /i/ sound.

Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters ie in the palms of their hands. Point out that the two letters work together to make the /ie/ sound.

Read the following sentence, and ask the students whether they can identify the /ie/ sound and letters in the words.

Gina cries about the flies in the pie.

Have the students repeat the sentence. Read the sentence again. Have the students raise their hands whenever they hear the /ie/ sound.
Two Lists

5. Point out that the students have learned two combinations that stand for the long /i/ sound.

Make two lists on the board.

<table>
<thead>
<tr>
<th>ie</th>
<th>i_e</th>
</tr>
</thead>
<tbody>
<tr>
<td>fried</td>
<td>bite</td>
</tr>
<tr>
<td>die</td>
<td>pipe</td>
</tr>
</tbody>
</table>

Have the students think about words they know that have the long /i/ sound.

Tell your partner at least four words that have the long /i/ sound.

Use Numbered Heads to ask the students what words they shared with their partners. On one list, include the words that have the letters ie to make the /ie/ sound. On the second list, write the words that have a silent e to make the long /i/ sound.

Learning that these two letter combos stand for the same long /i/ sound will help you figure out many, many new words.

Build Background

1. Refer the students to the next unit, Kayaking to the Sea, in their student editions. Use Think-Pair-Share to ask:

   If you want to guess what a book is about before you read it, what clues can you use?
   
   You can look at the title and pictures on the cover and inside the book.

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use a random selection system like Numbered Heads to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions.

3. Have partners discuss what they already know about kayaking. Use Numbered Heads to share the student’s background knowledge on the topic. Share the information on kayaks from the Teacher Background at the beginning of this lesson, and solicit further questions.

4. Tell the students that you will read the introduction to this book. Read the following introductory text aloud.
Introduction

This story takes place in the Pacific Northwest. This is a region of North America, bordered by the Pacific Ocean, that includes Washington State, Oregon, Idaho, and parts of British Columbia. The Pacific Northwest is known for its mountain ranges, lush forests, temperate climate, and heavy rainfall. The heavy rainfall and slope of the mountains have created rushing rivers in the region. Many of these rivers feed into the largest river, the Columbia River, which flows into the Pacific. Over time this mighty river has carved a gorge in the rock with many waterfalls like steps down to the sea.

5. Refer the students to the predictions they made about the topic of the book. Point out that the introduction makes it sound like they will be reading about kayaking in the Pacific Northwest. Use Think-Pair-Share to ask:

   What questions do you have about this topic before you begin to read? What would you like to find out?

   Accept reasonable responses. For example, I would like to know what kayaking in the Pacific Northwest is like.

   Use Numbered Heads to share responses, and record the students’ questions on the board.

Listening Comprehension

1. Tell the students that you are going to begin reading *Kayaking to the Sea* aloud.

   As I read, I will stop when I get to a word I need to figure out. I will look at the letters, figure out what sounds they make, and then blend the sounds together to read the word. I will also look for clues in the sentence or the pictures to help me figure out the words.

2. Read the first section of chapter 1, “The River,” aloud. Pause before the word *Jeep*. Use a Think Aloud to model identifying the sound for the *ee* letter combination.

   This word is new to me. I’ll try blending the sounds to pronounce it. I know the sound the first letter makes: /j-j-j/. The next two letters are one of the new letter combinations we were just talking about: /ee/. When I see these letters it reminds me of the key card picture: feet. This key card reminds me that /ee/ makes the long /e/ sound. I’ll try that. /j-ee-p; Jeep/. The word is *Jeep*. I know that word. A Jeep is a kind of vehicle. Let me reread the sentence: “Jason puts his kayak on top of his Jeep.” Yes that makes sense. I figured out that word.

   Continue reading, and pause again at the word *heat*.
Hmm. I think I see another new letter combo in this word: *ea*. We’ve been talking about letter combos that make the long /e/ sound, so I think this word includes that sound. I'll try it: /h-ea-t; heat/. That is a word. Let me think about the sentence. It says that the air is cold and Jason turns on the heat. That makes sense. I remembered the letter combination *ea* makes the long /e/ sound and I figured out the word.

3. After you have read the page and modeled blending sounds, reread the page to model fluency and so the students can focus on comprehension.

**Word List 1 Introduction**

1. Display List 1. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are important words that do not necessarily obey the phonetic rules as the students understand them. Tell the students that this is a list of words that they will meet in the text.

<table>
<thead>
<tr>
<th>Word List 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>heat</td>
</tr>
<tr>
<td>street</td>
</tr>
<tr>
<td>gear</td>
</tr>
<tr>
<td>green</td>
</tr>
<tr>
<td>flies</td>
</tr>
<tr>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>air</td>
</tr>
<tr>
<td>river</td>
</tr>
<tr>
<td>hungry</td>
</tr>
</tbody>
</table>

**Stretch and Read**

2. Introduce the phonetically regular words—the green words—on List 1.

Here are words that you will meet in your reading today. Let’s get ready to read by practicing these words. We’ll use different strategies to practice. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.

Sound out the green words on List 1 with your students. Use **Think-Pair-Share** to ask:
Are there any words on the word list that have letter combos that make the long /e/ sound? Which ones are they?
Heat, street, gear, green, meat, trees, sea.

Look at our two lists of long /e/ sound combos on the board. Under which combo should I write each word?
Record the students’ responses.

Are there any words on the word list that have the letter combos that make the long /i/ sound? Which ones are they?
Flies, dried.

**Say-Spell-Say**
3. Introduce the sight words—the red words—on the list.

Now let’s read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read them even if you know the sounds. As I point to each word, say it, then spell it, then say it again.

Have the students read and spell the words *air, river, hungry, shore, and begun.*

**Teamwork**

**Partner Reading**
1. Prepare the students for partner reading.

Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help.

**Clarifying Strategies**

- **Sound it out** can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.
- **Read the sentence again** helps the students think about context: what word ought to go here for the sentence to make sense.
- **Look at the pictures** reinforces the habit of using all available clues to determine meaning.
- **Mark the word with a sticky note** reassures the students that they do not need to understand every word to comprehend a passage.
- **Ask for help** establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.
Your goal is to read the entire passage smoothly and without making mistakes.

For now, I want you to focus on getting the words. The first time you read the passage, I want you to pay attention to the words you don’t know or don’t understand. Talk with your partner about how to figure them out. Can you blend the sounds and say the word? If you can’t figure out a word, put a sticky note next to it.

Reread the passage. Are there clues in the pictures that can help you and your partner figure out a word with a sticky note? If so, put a check on the sticky note next to the word to show that you now understand and are able to read smoothly.

Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

Refer to the Team Score Sheet/Learning Guide transparency and the Passage box under Day 1. Tell the students that if their partner can read the passage smoothly without mistakes, they can initial the Passage box next to their partner’s name.

2. Have the students read:

“The River” aloud with partners.

3. Circulate and listen while the students are reading. Prompt and reinforce the students’ efforts to clarify what they read. Encourage them to mark words they need to figure out with a sticky note. Remind them to sound words out, look for context clues, or ask for help. Circle 5 points in the Teacher column next to Passage for the students who can read the passage smoothly with no errors.

4. When the students are finished reading and clarifying the passage, use Think-Pair-Share to ask:

   Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out?
   Were there letter patterns that you recognized?

   Answers will vary.

Ask several students to share their discussion with the class.

Word Work

5. Have the students turn to the Word Work activity for Day 1. Tell the students how to complete the activity. They will read the sentence and write the word from the word list that makes the most sense in the sentence.

   Jason drives the Jeep on the _______. [street]

6. Have the students complete the activity. When they are done, partners can check each other’s work.
Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence to answer question 2.

   **Team Talk Questions**
   1. What will happen to Jason at the end of the trip?
      
      *Jason’s dad will pick him up when he reaches the sea.*
   2. What does Jason eat? (write)
      
      *Jason eats dried meat.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use Numbered Heads to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:

   - **Did we answer Today’s Big Question?**
     *Yes, Jason’s destination is the sea.*
   - **What outdoor words did you learn to read today?**
     *Answers will vary. For example, street, river, sea, coast, water, bank, trees.*
   - **Name one strategy that you used when you came to a word that you didn’t know.**
     *Answers will vary. The students should name different clarifying strategies.*

3. Ask any other questions that will encourage the students to think about their own thinking such as:

   - **What did you learn about words that have the long /e/ or long /i/ sound?**
     *These words can be spelled in different ways with different letter combos. Different letter combos stand for the same sound.*
   - **Does picturing the key card in your mind help you remember what sound a letter combo makes?**
     *Answers will vary.*
Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

   **For each word on List 1:**
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and imagine it written in toothpicks.
   - Open your eyes, and look at the word again to see if you were right.
   - Look away from the word, and write it down.
   - Check to see if you spelled the word correctly.
   Repeat these steps until you can spell the word without any help.

2. When they have finished studying the words, have partners read the list to each other. Tell the students that if they successfully read all the words, their partners initial the Word List box on the Team Score Sheet/Learning Guide for Day 1 next to the partner’s name.

3. Circulate and listen to partner pairs as they read the word list. For the students who can successfully read all the words, circle 5 points in the Teacher column next to Word List for Day 1 on the Team Score Sheet/Learning Guide.

Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

   - We will heat the grill.
   - His feet get wet.
   - Tie the rope to the tree.

   **Take it up a notch:** The students write the three sentences plus the following challenge sentence:

   - He drags his gear to the Jeep.

   **Take it down a notch:** Have the students write individual words.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (heat, grill, feet, tie, rope, tree) while the students check their partner’s spelling. Remind the students that in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period.

3. Display the Team Score Sheet/Learning Guide transparency. Refer the students to the box for Dictation under Day 1. Tell the students that if
their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.

4. Remind the students to record the number of team cooperation points their team received today on the Team Score Sheet/Learning Guide. Explain that this number goes next to each student’s name on the team in the spaces marked TCP. Show the students these spaces under Day 1 on the transparency.

5. Explain that all the points team members earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 1. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

**Homework**

1. Refer the students to the homework for Day 1. Point out that the homework has three parts. Explain that they will practice reading the words on Word List 1.

   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the list of words correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “The River.”

   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help to figure out the words that you have underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage. Have the listener initial a box each time you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the Quick Erase activity on the homework page with your students.

   For this activity, your job is to change one letter or letter blend to make a new word.
1

Practice reading the words in Word List 1. Have someone initial in a circle each time you read all the words on the list correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>heat</td>
</tr>
<tr>
<td>street</td>
</tr>
<tr>
<td>gear</td>
</tr>
<tr>
<td>green</td>
</tr>
<tr>
<td>flies</td>
</tr>
<tr>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>air</td>
</tr>
<tr>
<td>river</td>
</tr>
<tr>
<td>hungry</td>
</tr>
</tbody>
</table>

2

Practice reading “The River.” Have someone initial in a box each time you read the passage correctly and smoothly.

3

Play Quick Erase. Change one letter at a time to make a new word.

read __________ __________ __________
Teacher Background

Today’s chapter, “The Eagle,” describes what happens when Jason tries to catch a fish to eat.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   Reading Goal:
   Today we will practice adding endings to base words to make new words.

   Today’s Big Question:
   Why does Jason hope the eagle is full?

2. Remind the students that you will award team cooperation points to teams whose members complete all tasks. Throughout the lesson, point out specific examples of partners working toward completion of tasks, and award team cooperation points.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide. Remind the students that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day. It is a way for partners to help each other and be sure that everyone is moving ahead.

2. Refer to the Homework box under Day 2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 2 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.
4. Refer to the box for Word List under Day 2 on the Team Score Sheet/Learning Guide. Tell the students that partners will read the word list they practiced for homework. When the students successfully read all the words, the partners initial the Word List box for Day 2 next to the partner’s name. Have partners read the words on Word List 1 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 2 on their Team Score Sheet/Learning Guides. Have partners also check their partner’s Quick Erase words.

5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read all the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 2 on the Team Score Sheet/Learning Guides.

6. Remind the students that they will tally today’s points at the end of the class and write them on the Team Score Sheet/Learning Guide as today’s total.

**Active Instruction**

**Skill Review**

**Say-It-Fast**

1. Have the students say the words after listening to you stretch the sounds and slightly isolate each one. Use as many of the words below as you need. The words may or may not have the lesson letter sounds in them—this is done to practice a skill used in sounding out words.

<table>
<thead>
<tr>
<th>/p-a-tch/  patch</th>
<th>/l-o-ck/ lock</th>
</tr>
</thead>
<tbody>
<tr>
<td>/s-w-i-f-t/ swift</td>
<td>/f-e-n-d/ fend</td>
</tr>
<tr>
<td>/h-o-le/ hole</td>
<td>/s-i-t/ sit</td>
</tr>
</tbody>
</table>

**Break-It-Down**

2. Say a word, and ask the students to repeat it. Then, have the students say the word sound by sound. Provide support as needed.

<table>
<thead>
<tr>
<th>flap  /f-l-a-p/</th>
<th>spin  /s-p-i-n/</th>
</tr>
</thead>
<tbody>
<tr>
<td>slip /s-l-i-p/</td>
<td>fresh /f-r-e-sh/</td>
</tr>
<tr>
<td>tube /t-u-be/</td>
<td>mate /m-a-te/</td>
</tr>
</tbody>
</table>

**Take it down a notch:** If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds,
Active Instruction
continued

The students review the vowel sounds in words with silent e.

Letter/Sound Review

3. Remind the students that they learned how the silent e makes the vowel say its name. Write the following words on the board, and read the words aloud.

plate ripe vote

As I look at and read these words, I can see and hear that the vowels are saying their names. Each one of these words has the silent e.

4. Hold up the key card for a_e.

This key card helps me remember that this letter combo stands for the long /a/ sound. What is this picture? Say it with me. Wave. Whenever I see the a_e in my reading, I think of this picture and say to myself wave. It helps me connect the letters to the sound they stand for the long /a/ sound.

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the long /a/ sound. Point out that each of the long /a/ sounds they hear in this sentence is spelled with a silent e.

5. Repeat this procedure for the /i_e/ and /o_e/ sounds.

6. Refer to the three words on the board again, and underline the vowel and silent e in each one.

plate ripe vote

Knowing that the silent e makes the vowel say its name is important. It means that you have a tool for figuring out many, many new words.

Skill Instruction

1. Tell the students that you are going to tell them about two word endings. Present the -s ending. Hold up the key card for -s. Read the word sleeps aloud.

Point to the -s ending and say:

This is what s looks like when it is added to the end of the word to make a new word. When I look at the letter s at the end of the word, I say the sound /s/. Say this after me:

At the end, -s says /s/.
Write the following words on the board. Read the words aloud as the students repeat them.

- hop
- hops
- stop
- stops
- play
- plays
- skip
- skips

Point out to the students that the -s ending can change the meaning of a word in different ways. Write the following words on the board.

- runs
- dollars

Tell the students that these are two of the ways that the -s ending changes the meaning of the word. Point to the first word runs. Use Think-Pair-Share to have the students use the word runs in a sentence. Use Numbered Heads to have the students share their sentences. Point to the second word dollars. Use Numbered Heads to ask the students if they would rather have one dollar or two dollars. (Two dollars.) Point out to the students that sometimes, adding an -s onto a word means that there is more than one.

2. Present the -ing ending. Hold up the key card for -ing. Read the word fishing aloud.

Write the following words on the board. Read the words aloud as the students repeat them.

- read
- reading
- yell
- yelling
- play
- playing
- see
- seeing

Point to the word play. Now read the word aloud with the -ing ending: playing. Use the words aloud in sentences to demonstrate how the meaning of the word changes. For example, We play basketball. We are playing basketball.

Show You Know It

3. Point out that the students have learned two different endings that they can add on to base words. Read the base words aloud. Have the students work with partners to add the -s and -ing endings on to the base words.

1. tell [tells, telling]
2. hint [hints, hinting]
3. bring [brings, bringing]
4. sleep [sleeps, sleeping]
5. clean [cleans, cleaning]
Build Background

1. Refer the students to the story in their student editions, and have them turn to chapter 2. Read the title: “The Eagle.” Use **Think-Pair-Share** to ask:
   
   **If you want to guess what a chapter is about before you read it, what clues could you use?**
   
   *You could look at the chapter title and at the pictures.*

2. Have partners preview chapter 2 and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity.

3. Have partners discuss what they already know about eagles or birds. Use **Numbered Heads** to share the students’ background knowledge on the topic.

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**English Language Learners**

Display pictures or act out new vocabulary words or concepts that may be unfamiliar.

Have partners discuss pictures in the story to clarify words and to give opportunities for ELL students to use this new vocabulary.

Ask partners to think of synonyms or antonyms for new words.

Pair ELL students with students who are more familiar with the vocabulary.

Have the students draw pictures to go with new vocabulary words.

---

Listening Comprehension

1. Read the introduction to chapter 2, “The Eagle,” aloud.

---

**Introduction**

One of the most exciting things to see in the Pacific Northwest is the variety of wildlife. One special bird that makes its home in this area is the bald eagle. The bald eagle is a large, impressive bird, with wings that can span up to eight feet. Bald eagles live near bodies of water, where there are also many tall trees to build nests. Bald eagles are the national emblem of the United States and were once endangered. Through the efforts of many wildlife organizations the eagle populations have increased and they are now off the endangered list.

As I read, I am going to be on the lookout for words with the *-s* or *-ing* endings.
2. Read the first section of “The Eagle” aloud. Use a Think Aloud to model identifying the words that have the -s ending.

Hmm. When I think about the words as I am reading, I notice that there are four words in this section that have the -s ending. The first one is snaps. The sentence says that a stick snaps. Now I will go back and look at the other words with the -s ending. Wakes, stands, and trees. The first two are action words. They tell me about something that someone or something does. First Jason wakes, and then the buck stands. The last word is trees. The -s ending on this word tells me that there is more than one tree. This makes sense, since Jason is camping in a forest.

Continue reading, and pause at the word fishing. Use a Think Aloud to model decoding this word.

Hmm. I can see right away that this word has the new ending, the -ing. I know that those letters together make the /ing/ sound. So let me go back and look at the first part of the word. The first letter is f. That makes the /f/ sound. f-f-f. I know that i makes the /i/ sound like in hit. So let me put those two sounds together. /fi/. The last two letters are one of the blends that I just learned, sh. I am going to put all the sounds together and decode the word. /f-i-sh-ing; fishing/. This makes sense: “Jason is going fishing.”

3. After you have finished modeling the skills, read the page again to model fluency and so the students can focus on comprehension.

Word List 2 Introduction

1. Display and introduce List 2. Remind the students that green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.

<table>
<thead>
<tr>
<th>Word List 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>fishing</td>
</tr>
<tr>
<td>feels</td>
</tr>
<tr>
<td>jumping</td>
</tr>
<tr>
<td>hears</td>
</tr>
<tr>
<td>sinking</td>
</tr>
<tr>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>one</td>
</tr>
<tr>
<td>loud</td>
</tr>
<tr>
<td>coffee</td>
</tr>
</tbody>
</table>
Stretch and Read

2. Introduce the phonetically regular words—the green words—on List 2.

Here are words that you will meet in your reading today. Let’s get ready to read by practicing these words. We’ll use different strategies to practice. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then, say it fast to pronounce the word.

Sound out the green words on List 2 with your students. As you do this exercise, select the words randomly rather than in any particular order.

Use Think-Pair-Share to ask:

Are there words on the word list that have the -ing ending? Which ones are they?

Fishing, jumping, sinking, streaking.

Point out that the word streaking has the ea letter combo that stands for the long /e/ sound.

Use Think-Pair-Share to ask:

Are there other words on the word list that have letter combos that stand for the long /e/ sound? Which ones are they?

Feels, hears, clear, coffee, eagle.

Say-Spell-Say

3. Introduce the sight words—the red words—on List 2.

Now let’s read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read them even if you know the sounds.

As I point to the word, say it, then spell it, then say it again.

Randomly point to words, and have the students read the words as a group. Stretch or say spell say words that the students miss.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.
Clarifying Strategies

**Sound it out** can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.

**Read the sentence again** helps the students think about context: what word ought to go here for the sentence to make sense.

**Look at the pictures** reinforces the habit of using all available clues to determine meaning.

**Mark the word with a sticky note** reassures the students that they do not need to understand every word to comprehend a passage.

**Ask for help** establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

2. Have the students read:

   “The Eagle” aloud with partners

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Encourage them to mark words they cannot clarify with a sticky note.

4. When the students are finished reading and clarifying the passage, do a **Think-Pair-Share** exercise:

   Talk to your partner about a word that you had trouble with (a sticky note word). How did you figure it out? Were there letter patterns that you recognized?  
   *Answers will vary.*

   Ask several students to share their discussion with the class. Celebrate the students’ successful reading of the passage.

**Word Work**

5. Have the students turn to the Word Work activity for Day 2. Tell the students how to complete the activity. They will read the sentence and then write the word from Word List 2 that makes the most sense in the sentence.

   Jason goes _________ at the lake. *[fishing]*

6. Have the students complete the activity. When they are done, partners can check each other’s work.
Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write one or two sentences to answer question 2.

   **Team Talk Questions**
   1. Why does Jason want to catch some fish?
      
      Jason wants to catch some fish because he is sick of eating dried meat.
      
   2. Who takes Jason’s fish? (write)
      
      The eagle takes Jason’s fish.

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use Numbered Heads to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:

   Did we answer Today’s Big Question?
   Yes, Jason hopes the eagle is full because he doesn’t want the eagle to take any more of his fish.

   What word was the hardest for you to read today? What was the easiest?
   Answers will vary.

   What are two words that have the -s or -ing endings that we learned today?
   Answers will vary.

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.
For each word on List 2:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes and picture the word written on a sandwich.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

Repeat these steps until you can spell the word without any help.

Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

   He hears a stick snap.
   We had a fishing pole.
   He thinks the eagle is full.

   **Take it up a notch:** Have the students write the three sentences plus the following challenge sentence:

   The water is so clear that he can see the rocks.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (hears, stick, fishing, pole, eagle) while the students check their partner’s spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period.

3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 2. Tell the students that if their partner has written the sentence correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on Team Score Sheet/Learning Guides for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 2.

Homework

1. Refer the students to the homework for the Day 2 homework passage. Explain that they will practice reading the words on Word List 2.
Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the list of words correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “The Eagle.”
   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the Quick Erase activity on the homework page for your students.
   For this activity, your job is to change one letter at a time to make a new word. Be sure you can pronounce the new words you make.
Day 2 | Student Homework

1. Practice reading the words in Word List 2. Have someone initial in a circle each time you read all the words on lists 1 and 2 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>heat</td>
<td>fishing</td>
</tr>
<tr>
<td>dried</td>
<td>clear</td>
</tr>
<tr>
<td>street</td>
<td>feels</td>
</tr>
<tr>
<td>meat</td>
<td>takes</td>
</tr>
<tr>
<td>gear</td>
<td>jumping</td>
</tr>
<tr>
<td>trees</td>
<td>streaking</td>
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<td>green</td>
<td>hears</td>
</tr>
<tr>
<td>sea</td>
<td>pole</td>
</tr>
<tr>
<td>flies</td>
<td>sinking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Red Words</th>
<th>Red Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>air</td>
<td>one</td>
</tr>
<tr>
<td>shore</td>
<td>bait</td>
</tr>
<tr>
<td>river</td>
<td>begun</td>
</tr>
<tr>
<td>begun</td>
<td>loud</td>
</tr>
<tr>
<td>hungry</td>
<td>eagle</td>
</tr>
<tr>
<td></td>
<td>coffee</td>
</tr>
</tbody>
</table>

2. Practice reading “The Eagle.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Play Quick Erase. Change one letter at a time to make a new word.

meat ___________ ___________ ___________
Unit 5 | Day 3

Listening Comprehension: first two sections of chapter 3
Partner Reading: chapter 3: “Fish Feast”

Teacher Background
In today’s chapter, “Fish Feast,” Jason fills his stomach with fresh fish and begins to travel downriver in his kayak.

Set the Stage
1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will practice chunking words.

   **Today’s Big Question:**
   What problem does Jason face at the end of this chapter?

2. Remind the students that you will award team cooperation points to teams whose members complete all tasks. Throughout the lesson, point out specific examples of partners working toward completion of tasks, and award team cooperation points.

3. Have the students turn to their Map It Out sheets to review their goals for this unit. Use Think-Pair-Share to ask:
   - Do you think you are making progress toward your goal?
   - Looking at the Toll Booth for unit 5, are you able to say the sounds for all the letter combinations? Which ones? Which ones will you need to work on?

Homework Review
1. Have the students take out their homework and Team Score Sheet/Learning Guide.

2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 3 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.
4. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 3 next to the partner’s name. Have partners read the words on Word List 2 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 3 on their Team Score Sheet/Learning Guides. Have partners also check their partner’s Quick Erase words.

5. Have partners read the homework passage from the reading to each other.

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly, and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 3 on the Team Score Sheet/Learning Guides.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Break-It-Down

1. Say a word, and ask the students to repeat it. Then, have the students say the word sound by sound. Provide support as needed.

<table>
<thead>
<tr>
<th>Word</th>
<th>Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>ship</td>
<td>/sh-i-p/</td>
</tr>
<tr>
<td>stitch</td>
<td>/s-t-i-tch/</td>
</tr>
<tr>
<td>save</td>
<td>/s-a-ve</td>
</tr>
<tr>
<td>throw</td>
<td>/th-r-ow/</td>
</tr>
<tr>
<td>swim</td>
<td>/s-w-i-m/</td>
</tr>
<tr>
<td>cakes</td>
<td>/c-a-ke-s</td>
</tr>
</tbody>
</table>

Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.
Review Letter/Sounds

2. Remind the students that they have been learning two different letter combos that make the long /e/ sound. Review the ee and ea letter combinations. Write the following words on the board, and read them aloud, emphasizing each sound in the word.

sweet     seat

As I read these words, I hear the same sound in each one. But each has a different letter combo that stands for the sound.

Have partners write the words and underline the letter combo that stands for the long /e/ sound.

3. Hold up the key card for ee.

This is the key card for the /ee/ sound. The letters ee make the /ee/ sound. /ee...ee...ee/. Practice making this sound with me. /ee...ee...ee/. What is in this picture? Say it with me. Feet.

Read the sentence on the back of the key card aloud. Have the students snap when they hear the /ee/ sound.

4. Hold up the key card for ea.

This is the key card for the /ea/ sound. The letters ea stand for the /ea/ sound. /ea...ea...ea/. Practice making this sound with me. /ea...ea...ea/. What is in this picture? Say it with me. Eat.

Read the sentence on the back of the key card aloud. Have the students snap when they hear the /ea/ sound.

Remind the students that these are two letter combinations that make the same sound, the long /e/ sound.

Two Lists

5. Have the students make a chart like the following.

<table>
<thead>
<tr>
<th>ee</th>
<th>ea</th>
</tr>
</thead>
</table>

6. Write the following sentences on the board, and read them aloud.

Have partners work together to identify the words in the sentences with the long /e/ sound. Have them identify letter combinations in words from the sentences and write them under the correct columns in their charts.

I eat beets with my feet.
Some beans are green.
I dream of sweet treats.

7. Review the ie letter combination.

Hold up the key card for ie.

This is the key card for the /ie/ sound. The letters ie make the /ie/ sound. /ie...ie...ie/. Practice making this sound with me. /ie...ie...ie/. What is in this picture? Say it with me. Flies.
Read the sentence on the back of the key card aloud. Have the students snap when they hear the /i_e/ sound.

8. Review the i_e letter combination.

Hold up the key card for i_e.

This is the key card for the /i_e/ sound. The letters i_e make the long /i_e/ sound. /i_e...i_e...i_e/. Practice making this sound with me. /i_e...i_e...i_e/. What is in this picture? Say it with me. Bikes.

Read the sentence on the back of the key card aloud. Have the students snap when they hear the /i_e/ sound.

Remind the students that these are two letter combinations that stand for the same sound, the long /i/ sound.

Two Lists

9. Refer the students to the chart in their student editions and the sentences that follow it.

<table>
<thead>
<tr>
<th>ie</th>
<th>i_e</th>
</tr>
</thead>
</table>

Read the sentences aloud. Have partners work together to identify words in the sentences with the long /i/ sound. Have them identify letter combinations in words and write them under the correct columns in their charts.

I tie the string to my kite.

The flies bite the dried meat.

Skill Instruction

1. Introduce the skill, chunking words with more than one syllable.

So far, you’ve learned how to blend sounds and letter combinations to decode new words. Today we are going to learn another strategy called chunking. When you chunk a new word, you break the word down into smaller parts that are easier to read. Then, you blend the smaller parts and put the word back together.

Tell the students they will chunk words that have more than one syllable. Explain that there are natural breaks in each word with more than one syllable. Write the following words on the board. Do not write the words in italics.

- insect  [in/sect]
- problem  [prob/lem]
- playing  [play/ing]
- market  [mar/ket]
- bobcat  [bob/cat]
- alike  [a/like]
Active Instruction continued

The students practice using clues to predict the topic.

Partner and class discussions activate background knowledge and establish a purpose for reading.

Teacher models clarifying strategies.

---

Read the words on the list aloud. Emphasize the two syllables in each word. For example, read *insect* as *in*...*sect*.

Each of these words can be chunked into two different syllables, and I can blend the sounds in each of these syllables to help me figure out the word. Let’s look at the first word together. First, I will break the word up into chunks. The first chunk has the letters *in*. I’ll sound them out: /i-n; in/. The second chunk has the letters *sect*. /s-e-c-t; sect/. Now I’ll blend the two chunks together to pronounce the word. In...sect. *Insect*. I know that word.

Have the students work with their partners to chunk the words on the list into two syllables. Use *Numbered Heads* to have the students share responses. After partners have worked together, read the list aloud as the students clap for each syllable.

Build Background

1. Refer the students to the reading in their student editions, and have them turn to chapter 3. Read the title: “Fish Feast.”

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use a random selection system like *Numbered Heads* to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions such as the title or pictures. The students will probably predict that the reading is about eating fish.

3. Use *Numbered Heads* to share the students’ background knowledge on the topic of fishing and preparing fish for eating.

Listening Comprehension

1. Read the introduction to “Fish Feast” aloud.

**Introduction**

Jason plans to finish his kayak trip today, but he will encounter some rough white water. The Pacific Northwest is an excellent place for white water rafting, which is a dangerous and exciting sport. White water rafting involves paddling downriver in a raft or kayak, either alone or in a group. Rivers are graded according to the level of difficulty and the degree of danger involved. Class 1 rapids are smooth rivers with small ripples throughout. It is easy to navigate and swim. Class 6 rapids are highly dangerous and should only be attempted by experienced kayakers with the proper equipment and support. Today we will find out what happens when Jason encounters some rapids.
2. Point out that you spotted a word with the /ea/ sound in the title of this chapter, the word *feast*. Tell the students that as you read the chapter, you are going to keep an eye out for words with the long e letter combos, *ea* and *ee*, and for words with the long i letter combo, *ie*. Point out that if you come to a longer word, you will see if breaking it into chunks helps you figure it out.

3. Read the first section of the chapter, pausing at the words *keeps* and *fishing*.

   I notice that this word has the *ee* combo. I’m going to try sounding it out. The first letter is *k*. I know that letter stands for the /k/ sound. /k-ee/. The letter *p* stands for the /p/ sound. /k-ee-p/. The word ends with the -s ending, /k-ee-p-s; keeps/. That is a word. I’ll read the rest of the sentence to see if it makes sense: “Jason keeps on….” This next word is a long word, but I see it has the -ing ending. I’ll take that off and look at the first chunk. /f-i-sh/. I know that word. I’ll add the -ing on the end. *Fishing*. “Jason keeps on fishing and gets three more.” That sentence makes sense. He got three more fish.

Continue reading the second section, pausing at the word *under*. Model chunking the word, pronouncing each chunk, and then blending the chunks together to pronounce the word.

4. After you have finished modeling the skill, reread the sections to model fluency and so the students can focus on comprehension.

**Word List Introduction**

**Stretch and Read**

1. Display List 3. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.

2. Introduce the phonetically regular words—the green words—on List 3.

Here are words that you will meet in your reading today. Let’s get ready to read by practicing these words. We’ll use different strategies to practice. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.
As you do this exercise, select the words randomly rather than in any particular order. Use **Think-Pair-Share** to ask:

- **Are there words on the word list that have two syllables or chunks?**
  Sleeping, problem, smashes, freezing, rapids, steaming.

- **What can you do to help you read these words?**
  *I can break them into chunks and sound out each chunk; then I’ll blend the chunks together to say the word.*

### Say-Spell-Say

3. Introduce the sight words—the red words—on the list.

   Now let’s read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read even if you know the sounds.

   As I point to each word, say it, then spell it, then say it again.

Randomly point to words, and have the students read any words from earlier lists that still give them difficulty.

### Teamwork

#### Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

2. Have the students read:

   “Fish Feast” aloud with partners.
3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound out words, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.

4. When the students are finished reading and clarifying the passage, do a **Think-Pair-Share** exercise:

   **Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out? Did you use clues in the sentence?**

   *Answers will vary.*

   Ask several students to share their discussion with the class.

**Word Work**

5. Review the activity, Quick Erase. Remind the students that the goal of this activity is to make as many different words as possible by changing only one letter at a time. Write the word *clean* on the board. Slowly touch each letter. Have the students make the sounds with you and then blend them to say the word.

   Now I’m going to change one letter blend in this word. Do you think you can read it if I change one letter blend?

   Change the *cl* blend to *m*. Sound out the word by touching each letter and making its sound. Then, read the whole word: *mean*. Continue to change one letter at a time and read the words with the students. Use the following word sequence:

   *clean…mean…meat…meal…seal*

   Point out that you started with one word and made four more words by changing just one letter or letter blend at a time.

6. Have the students play Quick Erase with their partners beginning with the word *seen*. Have partners share with their teams how many words they were able to make.

**Team Discussion**

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write one or two sentences to answer question 2.
Team Talk Questions

1. What does Jason eat?
   Jason eats fish.

2. What is Jason’s plan? (write)
   Jason’s plan is to kayak to the sea by the end of the day.

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions and offer hints and suggestions.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use Numbered Heads to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:
   Did we answer Today’s Big Question?
   At the end of the chapter Jason faces some big rapids that could be a problem for him.

   Would you want to kayak alone?
   Answers will vary.

   When you come to a long word you have to figure out, what can you do?
   I can chunk it (break it into parts), sound out each part, and then blend them together to say the word.

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

   For each word on List 3:
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and imagine the word on a sticker.
   - Open your eyes, and look at the word again to see if you were right.
   - Look away from the word, and write it down.
   - Check to see if you spelled the word correctly.
   Repeat these steps until you can spell the word without any help.
Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.
   - He feels a tug.
   - The pole is sinking.
   - We eat the dried meat.

   **Take it up a notch:** Have the students write the three sentences plus the following challenge sentence:
   - Jason eats fish and gets in his sleeping bag.

   **Take it down a notch:** Write one of the sentences on the board with a spelling error. Have partners decide which word is spelled incorrectly and correct the error.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (feels, pile, sinking, eat, dried, meat) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that the sentence ends with a period.

3. Refer the students to the box for Dictation under Day 3 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guides for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 3. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

1. Refer the students to the homework for Day 3. Explain that they will practice reading the words on Word List 3.
   - Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the lists of words correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Fish Feast.”
   - The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have
underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the homework activity.

Your homework activity tonight is fill in the blank. For this activity, your job is to read the sentences and choose a word from Word List 3 that makes sense in the sentence. Write it in the blank.
### Day 3 | Student Homework

#### 1
Practice reading the words in Word List 3. Have someone initial in a circle each time you read all the words on lists 1, 2, and 3 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
<th>Word List 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>heat</td>
<td>fishing</td>
<td>cleans</td>
</tr>
<tr>
<td>dried</td>
<td>clear</td>
<td>freezing</td>
</tr>
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<td>feels</td>
<td>makes</td>
</tr>
<tr>
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<td>takes</td>
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<td><strong>Red Words</strong></td>
<td><strong>Red Words</strong></td>
</tr>
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<td>one</td>
<td>better</td>
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<td>more</td>
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<tr>
<td>hungry</td>
<td>coffee</td>
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</table>

#### 2
Practice reading “Fish Feast.” Have someone initial in a box each time you read the passage correctly and smoothly.

#### 3
Fill in the blank. Choose the word from Word List 3 that makes the most sense in the sentence. Write it in the blank.

1. Tim is in his ___**sleeping**___ bag.
2. Jason ___**cleans**___ the fish before he eats it.
3. The water was ___**steaming**___ hot.
Listening Comprehension: first two sections of chapter 4
Partner Reading: chapter 4: “Rapids”

Teacher Background

In today’s chapter, “Rapids,” Jason has an accident and must be resourceful to survive.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will review different letter combinations and chunking skills.

   **Today’s Big Question:**
   How does Jason solve the problem with his kayak?

2. Remind the students that you will award team cooperation points to teams whose members complete all tasks. Throughout the lesson, point out specific examples of partners working toward completion of tasks, and award team cooperation points.

3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use *Think-Pair-Share* to ask:
   - Do you think you are making progress toward your goal?
   - Looking at the Toll Booth for unit 5, which words have the /ee/ and /ea/ sounds? Can you read them? Which words will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.

2. Refer to the Homework box under Day 4. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 4 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their
partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 4 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners initial the Word List box for Day 4 next to the partner’s name. Have partners read the words on the Word List 3 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 4 on their Team Score Sheet/Learning Guides. Have partners also check their partner’s fill-in-the-blank sentences.

5. Have partners read the homework passage from the reading to each other.

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 4 on the Team Score Sheet/Learning Guides.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Say-It-Fast

1. Say each sound in the words listed below. The students will blend the sounds into words.

| /t-ie-d/ | tied         | /c-l-i-p/ | clip         |
| /b-r-i-ng/ | bring       | /s-p-a-re/ | spare        |
| /s-t-o-p/ | stop         | /th-i-nk/ | think         |
Break-It-Down

2. Say a word, and ask the students to repeat it. Then, have the students say the word sound by sound. Provide support as needed.

<table>
<thead>
<tr>
<th>follow /fol-low/</th>
<th>balloon /bal-loon/</th>
</tr>
</thead>
<tbody>
<tr>
<td>better /bet-ter/</td>
<td>cabbage /cab-bage/</td>
</tr>
</tbody>
</table>

Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

Letter/Sound Review

3. Review the /ee/ and /ea/ sounds.

Show the key card for the /ee/ sound.

What is this picture? Say it with me. Feet.
Remind the students that this word includes the letters ee. Together these two letters stand for the /ee/ sound in feet. Read the sentence on the back of the card aloud. Have the students give a thumbs up when they hear the /ee/ sound.

Show the students the key card for the /ea/ sound.

What is this picture? Say it with me. Eat.
Remind the students that this word begins with the letters ea. Together these two letters stand for the /ea/ sound in eat. Read the sentence on the back of the card aloud. Have the students give a thumbs up when they hear the /ea/ sound.

Remind the students that these two letter combinations make the same sound, the long /e/ sound.

Give Me Five

4. Have the students think about words they know that have the long /e/ sound.

Tell your partner at least five words that have the long /e/ sound.

Use Numbered Heads to have some partners share their words with the class. Write them on the board. Have the students point out which words use the ee combo and which use the ea combo.

5. Review the /ie/ and /i_e/ sounds.

Show the key card for the /ie/ sound.

What is this picture? Say it with me. Flies.
Remind the students that this word has the letters ie in the middle. Together these two letters stand for the /ie/ sound in flies. Read the sentence on the back of the card aloud. Have the students give a thumbs up when they hear the /ie/ sound.

Have partners identify another word on the word lists that has the ie letter combo. [Dried.]
Show the key card for the /i_e/ sound.

**What is this picture? Say it with me. Bikes.**

Remind the students that this word has a silent e that makes the i say its name. Both the ie letter combo and the i_e combo make the long /i/ sound. Read the sentence on the back of the card aloud. Have the students give a thumbs up when they hear the long /i/ sound.

**Build Background**

1. Refer the students to the reading, and have them turn to chapter 4. Read the title: “Rapids.” Have the students work with their partners to predict what the chapter is about.

2. Use Numbered Heads to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions.

3. Have students share what they know about rapids. Point out that the word rapid means fast. Have partners discuss what fast might have to do with rapids. Do they know what causes rapids? Why might rapids be dangerous?

**Listening Comprehension**

1. Read the introduction to chapter 4, “Rapids,” aloud.

   **Introduction**

   Jason has prepared for his trip by learning basic first aid and by making sure that he is ready to handle any emergency. In this chapter, “Rapids,” Jason finds himself in a bit of trouble and must use his first aid training.

2. Tell the students that you are going to read aloud and keep a lookout for words with the long /e/ and long /i/ sound letter combos and -s and -ing endings.

3. Read the first section of “Rapids” aloud. Pause at the words kayak and rushing to point out the opportunities to chunk works with more than one syllable.

   Continue reading section two, and pause again when you get to the word standing.

   Hmm. This is a longer word, but I recognize the -ing ending. I’ll cover up that ending and try to pronounce the first chunk. /s-t-a-n-d; stand/. I know that word. Now I’ll add on the ending: standing. Now I’ll try it in the sentence. “The kayak hits a standing wave and flips.” Hmm. A standing wave might mean a wave that is standing high. That makes sense because a high wave could probably flip a kayak.

4. Reread the two sections to model fluency and so the students can focus on comprehension.
Teamwork

Partner Reading

1. Prepare the students for partner reading. Tell them that after reading each section, they will stop and practice retelling what happened. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

2. Have the students read:

   “Rapids” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.

4. When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

   - What words did you have trouble with (sticky note word)? How did you figure them out? 
     *Answers will vary.*
   - Did you try chunking words and sounding out each chunk? 
     *Answers will vary.*
   - Did you use clues in the sentence? Talk to your partner about what clues you used to figure out a word. 
     *Answers will vary.*

   Ask several students to share their discussion with the class.

Word Work

5. Review the activity for Quick Erase. Remind the students that the goal of this activity is to make as many different words as possible by changing only one letter at a time. Remind them to sound out the new words that they make.

6. Have partners play Quick Erase using the word *flies*.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 2.
Team Talk Questions

1. How does Jason get hurt?
   Jason gets hurt when his kayak flips and he hits his head on a rock.

2. What does Jason use to fix the slit in his kayak? (write)
   Jason uses sap to fix the slit in his kayak.

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Take it down a notch: Have the students answer the Team Talk questions verbally.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, use Numbered Heads to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:
   Did we answer Today’s Big Question?
   Yes, Jason solved his problem with the kayak by filling the slit with sap.

   Did you understand the reading better after you stopped to retell each section?
   Answers will vary.

3. Ask any other questions that you think will help the students think about their own thinking, such as:

   What do you need to remember about long words with more than one syllable?
   You can chunk or break down a word into parts and figure out each part, then blend the parts together to figure out the word.

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.
For each red word on lists 1, 2, and 3:
- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and imagine the word written out in coins.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.
Repeat these steps until you can spell the word without any help.

Dictation
1. Read the sentences below. Have the students write them in the space for dictation in their student editions.
   The sleeping bag is wet and steaming.
   His gear is wet.
   He eats the last of his dried meat.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:
   The heat from the fire dried the meat.

Take it down a notch: Write one of the sentences on the board with a spelling error, and have the partners discuss what they should change to make the sentence correct.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*sleeping, steaming, gear, eats, dried, meat*) while the students check their partner’s spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period.

3. Refer the students to the box for Dictation under Day 4. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on Team Score Sheet/Learning Guides for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today’s total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 4. Explain that each day team members will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.
Homework

1. Refer the students to the homework for Day 4. Explain that they will practice reading the words on all three word lists.
   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the lists of words correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Rapids.”
   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then, reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the sentence activity on the homework page for your students.
   For this activity, your job is to choose a picture from the story and write a sentence about it using one or more words from the word lists. Write the sentence in the blank.
Day 4 | Student Homework

1. Practice reading the words in Word Lists 1, 2, and 3. Have someone initial in a circle each time you read all the words on lists 1, 2, and 3 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
<th>Word List 3</th>
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<tbody>
<tr>
<td><strong>Green Words</strong></td>
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<td><strong>Green Words</strong></td>
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<td>heat</td>
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<td>begun</td>
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<tr>
<td>hungry</td>
<td>coffee</td>
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</tbody>
</table>

2. Practice reading “Rapids.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Choose a picture from the reading. Write a sentence about the picture using one or more of the words from your word lists.

________________________________________________________________________
Unit 5 | Day 5

Partner Reading: chapter 5: “To the Sea”

Teacher Background

In today's chapter, “To the Sea,” Jason finally reaches the Pacific and is reunited with his father.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will review letter combos, the *-ing* ending, and the chunking strategy.

   **Today’s Big Question:**
   Why does Jason have to spend another night in the woods?

2. Remind the students that you will award team cooperation points to teams whose members complete all tasks. Throughout the lesson, point out specific examples of partners working toward completion of tasks, and award team cooperation points.

3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use **Think-Pair-Share** to ask:

   **Do you think you are making progress toward your goal?**

   **Looking at the Toll Booth for unit 5, are there any letter combinations that you do not know? Which letter combinations or endings will you need to work on?**

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.

2. Refer to the Homework box under Day 5. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 5 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their
partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word lists they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 5 next to the partner’s name. Have partners read the word lists to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 5 on their Team Score Sheet/Learning Guides. Have partners also check their partner’s sentences.

5. Have partners read the homework passage to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 5 on the Team Score Sheet/Learning Guides.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their unit scores. Remind the students that explaining their ideas to one another will improve their total scores and earn them a spot as a good, great, or super team.

7. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

Active Instruction

Skill Review

Say-It-Fast

1. Say each sound in the words listed below. The students will blend the sounds into words.

| b-l-a-s-t-ing /blasting/ | g-l-i-de-s /glides/ |
| c-r-a-sh-ing /crashing/ | p-l-ay-s /plays/ |

Break-It-Down

2. Say a word, and ask the students to repeat it. Then, have the students will say the word sound by sound. Provide support as needed.

| draining /d-r-a-i-n-ing/ | needing /n-ee-d-ing/ |
| coasted /c-oa-s-t-e-d/ | washing /w-a-sh-ing/ |
The students review words with the -ing ending.

**Letter/Sound Review**

3. Review the /ing/ sound.

   Show the key card for the /ing/ sound.

   What is this picture? Say it with me. *Fishing*. The letters -ing blend together to make one sound, /ing/. Say it with me .../ing/.

   Read the sentence on the back of the card. Have the students snap when they hear the /ing/ sound repeated.

**Show You Know It**

4. Have the students indicate whether they recognize the /ing/ sounds in spoken words.

   Give me a thumbs up if you hear the /ing/ sound in the following words:

   cleaned  think  plank  turning
   [thumbs up]  [thumbs down]  [thumbs down]  [thumbs up]

   dropped  thing  slept  stink
   [thumbs up]  [thumbs up]  [thumbs down]  [thumbs down]

**Give Me Five**

5. Have the students think about other words they know that end with the /ing/ sound.

   Tell your partner at least five words that end with the /ing/ sound.

   Use **Numbered Heads** to have some partners share their words with the class. Write them on the board.

**Build Background**

1. Refer the students to the reading, and have them turn to chapter 5. Read the title: “To the Sea.” Have the students work with their partners to predict what the chapter is about.

2. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions.

**Listening Comprehension**

1. Read the introduction to chapter 5, “To the Sea,” aloud.

   **Introduction**
   
   Jason wants to make it all the way to the sea, but he isn’t as far down the river as he planned. Jason has to use his outdoor skills to decide if he should stay where he is or keep going.

2. Tell the students that you are going to read aloud and when you come to words you don’t know, you will blend sounds to pronounce the words. If they are long words, you will try chunking them, breaking them down into smaller pieces to figure them out.
3. Read the first two sections of “To the Sea” aloud. Pause at words like *dropping* and *sleeping* to identify the *-ing* ending and model chunking. Pause at the words *reach*, *sea*, and *fire* to model identifying the letter combinations for the long /e/ and long /i/ sounds.

4. Reread the two first sections to model fluency and so the students can focus on comprehension.

**Teamwork**

**Partner Reading**

1. Explain to the students that reading involves more than simply being able to recognize different words. It is also important to be able to read automatically and smoothly. When they reach a point where they can read something automatically and with expression (or fluently), it will be easier to think about the meaning of what they read.

2. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading and retelling each section. Remind them to read the passage several times.

3. Have the students read:

   “To the Sea” aloud with partners.

4. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.

5. When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

   **What word did you have trouble with (sticky note word)?** How did you figure it out? Talk to your partner about what clues you used to figure out the word.

   *Answers will vary.*

   Ask several students to share their discussion with the class.

6. When the students are finished reading the passage, use **Think-Pair-Share** to ask:

   **How did it feel to read the text smoothly?**
   **Did it feel different?**
   **Did you understand the text in a different way?**

   *Answers will vary.*

   Ask several students to share their discussion with the class.
Word Work

7. Have the students choose a picture from the reading and write a sentence about it using a word from the word lists.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

Team Talk Questions

1. What keeps Jason up at night? (write)
   
   \[ \text{Jason is up at night because the chill keeps him awake.} \]

2. What does Jason do before he heads out again?

   \[ \text{Jason makes a fire, eats dried meat, packs his gear, and checks his kayak before leaving again.} \]

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review their answers with the class. Use Numbered Heads to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:

   Did you read new words today that you didn’t know before?
   
   \[ Answers \text{ will vary.} \]

   Does practice reading a passage at home each night help you read a new passage? How does it help?

   \[ The \text{ students may say that their practice reading helps them recognize letters and sounds when they see them in a new reading.} \]
Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

For each word that you are still not sure how to spell:
- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and imagine the word painted on a canvas.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.
Repeat these steps until you can spell the word without any help.

Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.
   - The sleeping bag is wet.
   - He heats up a pot of coffee.
   - Jason is going to the sea.

   Take it up a notch: Have the students write three sentences plus the following challenge sentence:
   - It seems like a long time for Jason to be awake.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (sleeping, heats, coffee, going, sea) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that the sentence ends with a period or question mark.

3. Refer the students to the box for Dictation under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentence correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guides for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 5. Explain that each day team members will add up their points. At the end of the unit, some teams will be good teams, some will be great teams, and some will be super teams.
Homework

1. Refer the students to the homework for Day 5. Explain that they will practice spelling the words on all three word lists.
   
   Read the words at home tonight, and practice spelling them all correctly. Have someone listen to you spell. Each time you spell the words on the list of words correctly, have the listener initial a circle.

2. Remind the students that they will have a cycle test tomorrow. Tonight they will practice reading chapter 5 of the student reading correctly and smoothly.
   
   Remember that part of your test tomorrow will be to read a similar passage with some of the same words and answer questions about it. If you are not yet reading this passage correctly and smoothly, keep practicing tonight.

3. Go over the sentence activity on the homework page with your students.
   
   Your sentence activity tonight is to choose one picture from your reading and write a sentence about it. Use at least two words from your word lists.
Day 5 | Student Homework

1. Practice spelling the words in Word Lists 1, 2, and 3. Have someone initial in a circle each time you spell all the words on lists 1, 2, and 3 correctly.

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<td>sea</td>
<td>hears</td>
</tr>
<tr>
<td>flies</td>
<td>sinking</td>
<td>flies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Red Words</th>
<th>Red Words</th>
<th>Red Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>air</td>
<td>shore</td>
<td>one</td>
</tr>
<tr>
<td>river</td>
<td>begun</td>
<td>loud</td>
</tr>
<tr>
<td>hungry</td>
<td></td>
<td>coffee</td>
</tr>
</tbody>
</table>

2. Practice reading “To the Sea.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Choose a picture from the reading. Write a sentence about the picture using two words from your word lists.

________________________________________________________________________
Set the Stage

1. Post and present today’s goals.

**Goals:**

1. We will take the cycle test.
2. We will celebrate our accomplishments.

2. Remind the students that you will award team cooperation points to teams whose members complete all tasks.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide.

2. Refer to the Homework box under Day 6. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 6 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Refer to the box for Word List under Day 6 on the Team Score Sheet/Learning Guide. Tell the students that they will choose four words from the word lists and have their partners spell them. When the students successfully spell the words, the partners initial the Word List box for Day 6 next to the partner’s name. Circulate and listen to partner pairs as they spell words on the word list. For the students who have their homework and can successfully spell the four chosen words, circle 5 points in the Teacher column next to Homework and Word List for Day 6 on their Team Score Sheet/Learning Guides. Have partners also check their partner’s Quick Erase words.

4. Have partners read the homework passage to each other. Indicate on the transparency the box Passage that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 6 on their Team Score Sheet/Learning Guides.
5. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

Active Instruction

Prepare the students for the test

1. Remind the students that the test is independent work. The students should not ask their partners for help as they read. Be sure that the word lists are not visible.

2. Distribute the test, which includes space for spelling and writing dictated sentences, a test passage to read, a comprehension question, and a word activity section.

Cycle Test

1. Conduct the spelling part of the test by reading the ten words from lists 1, 2, and 3.

2. When the spelling portion of the test is complete, continue to the dictation, and read each sentence aloud to the students. When the students have completed the dictation sentences, they may begin working on their own. Review the directions with the students, and then have them complete the rest of the test.

3. When the students have finished, collect the tests. Tell the students that they will receive their scored tests during the next class.

Time for Reflection

Class Discussion

1. Use Think-Pair-Share to ask questions that will help the students think about their own thinking such as:

   Do you think practicing the passages from *Kayaking to the Sea* helped you read the test passage today? How?

   Is figuring out the sounds for letter combos getting easier for you?

   Point out again that, like driving a car, the more they read, the better they get at it.

2. Remind the students to record the team cooperation points they have received today. Remind them that all the points team members earned today can be added up and written in the space for today’s total. Refer to this space on the team score sheet under Day 6. Explain that during the next class, they will add up their points and determine their team’s score. Will their team be a good team, great team, or super team?
Cycle Test

Spelling Test (3 points each)
Read each of the following words aloud, pausing for the students to spell each one on their tests. Emphasize each sound in the word, and then blend them.

1. heat 6. fishing
2. flies 7. cleans
3. street 8. sinking
4. feels 9. sleeping
5. takes 10. dried

Dictation (15 points each)
Jason eats dried meat.
He gets his feet wet in the water.

Test Passage
Explain to the students that they are to read the passage below, answer the question that follows, and then move directly into the next section of the test.

The End of the Trip
Jason meets his dad by the river.
They pull the kayak onto the bank.

“Did you have a good trip?” asks his dad.
Then he sees the rag. “Is your head bleeding?”

Jason takes off the rag. “Look, it is not bad.
The slit in the kayak is bad. But I did fix it with sap.”

His dad looks at the kayak.

“That was good thinking.
I see the sleeping bag is wet.
All the gear is wet.”

“A big wave was the problem, Dad.
I went under water and hit my head on a rock.
The rocks put a slit in the kayak.”

“That is bad luck. But we can fix it at home.
Did you get many fish to eat?”

“No problem, Dad. The fish were jumping into the kayak.
I had so many fish to eat that I let an eagle have one.”
Short Answer (20 points)

Answer the question below using one or two sentences.

What does Jason tell his dad about the fish?

*Jason tells his dad that fish were jumping into the kayak. He tells him that he let an eagle have a fish.*

Word List (20 points)

Put the best word in each blank.

1. The ___heat___ from the sun dried his socks.

2. He put ___flies___ on the fishing line for bait.

3. Todd was ___jumping___ on the seat.

4. The cat was ___sleeping___ on the bed.

5. Britt ___takes___ the bus to get to the mall.

Word Bank

| sleeping | takes | jumping |
| flies    | heat  |         |
Teacher Background

Remind the students that in the Toll Booth lessons at the end of each unit, the students assess their own progress and set goals for themselves. Each student has a Map It Out sheet. This map allows the students to see where they are and what they need to know to move on to the next unit. Objectives are clearly listed at the Toll Booth Checks—what letter sounds the students should know and what words they should be able to decode. As partners practice, you go from team to team and conduct brief Toll Booth Checks with each student. To pass through the Toll Booth, the students identify and then check off the letter sounds, and then they read a few words and a sentence selected by you.

Time for Reflection is an opportunity to recognize the students’ success and to help them set goals. The students add up their daily points on their team score sheets and celebrate good, great, and super teams. The students also use the Toll Booth Check and their scores on the team score sheet to set goals. For example, a student who was unable to identify the letters/sounds /ee/ and /ea/ writes the letters in the space on the Toll Booth: “I need to work on ______.” A student who notes that he or she could improve his or her score and the team’s score by practicing the word lists will set that as a goal on his or her map.

Set the Stage

1. Post and present today’s goal.

Goal:
Today we will look at how we are doing, celebrate, and set new goals.
Active Instruction

1. Remind the students that they have been earning points every day for the work they do.

Use Think-Pair-Share to ask:

What have you been doing to earn points?
Accept reasonable responses. For example, we earned points by doing the homework, practicing the word lists, reading a passage, writing sentences, practicing active listening, and explaining our ideas and telling why.

Do you think doing these things has helped you move forward in your reading? Do you think you are a better reader than you were last week?
Answers may vary.

Have the students get out their Team Score Sheet/Learning Guide. Show the students how to add the total points they earned each day to get a unit score. There will be a unit score for each student. Allow a minute for the students to add up their daily totals. Show the students where to record their unit scores. Explain that at the end of the lesson, each team will add up the unit scores to find out how their team did.

2. Explain to the students that today they will go over the cycle test. Distribute the scored cycle tests from Kayaking to the Sea. Have the students work with their partners to review the answers. Allow the students the opportunity to ask questions of the class to clarify any outstanding questions.

3. Remind the students that today each one of them will have a Toll Booth Check, a chance to show they know the letter sounds they have been practicing before they move on to the next unit.

4. Have the students get out their Map It Out sheets and display the transparency of the map. Remind them that this map shows their step-by-step progress in reading. They will be moving quickly from one unit to the next, stopping along the way to do Toll Booth Checks and show they know it. Use Think-Pair-Share to ask:

What happens when you come to the end of the map and have passed the last Toll Booth?
Accept reasonable responses.

Remind the students that at the end of the map they will move out of Level 1.

5. Refer them to the unit 5 Toll Booth on their maps. Point out the question at the top: How did I do? Point out that the students now have a unit score and a cycle test score to help them answer the question, “How did I do?” Tell them to write these two scores they earned for unit 5 on their maps.
Toll Booth Check

1. Point out to the students that on their maps, the unit 5 Toll Booth includes a list of the letter combinations they have been practicing. There is also a list of words they will need to read to pass through this Toll Booth. Have partners review the list of letter combinations to be sure they know the sounds each combo makes. Then have them read the list of words to each other in preparation for passing their Toll Booth Check.

2. While the partners practice, move from one partnership to the next to do a Toll Booth Check. Ask each student to tell you what sound the letter makes as you point to letters on the list. Point to the letters randomly so you will be sure that the student knows the letter sound. Ask each student to read words on the list as you randomly point to them. Have the student check off the letter sounds and words he or she read correctly. Then have the student read one of the following sentences. If the student reads the sentence correctly, he or she checks off the space next to reading on the maps.
   
   His feet are steaming.
   They go fishing in the sea.
   I think we need to make a pie.

3. When the students pass the Toll Booth Check, have them color in the box Toll Booth 5 to show they have moved on. Challenge these students to try the letters/sounds and words for the unit 6 Toll Booth Check. If a majority of the students are able to pass the Toll Booth Check for unit 6, consider moving the class on to unit 7.

4. For the students who are unable to identify all the letter sounds, have the student write the unchecked letters in the space: “I need to work on ________.” Tell these students that they can practice these letter sounds and take the Toll Booth Check again in the coming week.

Time for Reflection

1. When all the students have had the Toll Booth Check, celebrate their successes and point out that they have “left the garage and are on the road.” On the Map It Out transparency, point out the space “I need to work on ________.”

   Remember that when we travel we set goals. We decide where we want to go and when we want to get there. You are setting goals for yourself too. You are deciding what you need to work on to get you where you want to go. Some of you may need to work on certain letter sounds, some of you may need to work on bringing in your homework, and some of you may need to practice your word lists. Your Team Score Sheet/Learning Guide and your map will help you set your goals.
Have the students look at their maps.

Was there a letter sound or a word on the Toll Booth Check that you had trouble with? Circle what gave you trouble. This will remind you what you need to work on for next week.

Refer the students to their Team Score Sheet/Learning Guide. Use Think-Pair-Share to ask:

- Where did you miss getting points on your Team Score Sheet/Learning Guide this week?
- What can you do about it?
- What goal will you set for yourself for next week?

2. Tell the students that it is time to add up their team scores. Have teams work together to add each team member’s unit score to get the team score. Assist teams in determining whether they are a good, great, or super team.

3. Hold a brief ceremony where you award Good, Great, and Super Team certificates and acknowledge teams for their hard work and team cooperation.
In the Outback
In the Outback

Summary

*In the Outback* gives students a chance to learn about the continent of Australia through the adventures of two friends, Hal and Mike. The students will learn about Australian flora and fauna, and they will look at different locations on a map of Australia.

Reading Goal

This unit reviews the principle that letters represent sounds and can be blended together to make words. The students will practice blending letter sounds to pronounce words. They will review long vowel digraphs with the same sounds, such as *ai* and *ay* and *oa* and *ow*. The students will also learn how to add the *-ed* ending to base words that remain the same (*ended*).
Teacher Background

In the Day 1 text, Hal decides to leave Australian city life to visit his friend Mike who lives in the Australian outback.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.
   
   **Reading Goal:**
   
   Today we will learn about different letter combinations that stand for the same sound.

   **Today’s Big Question:**
   
   Where is the outback of Australia?

2. Remind the students of the team cooperation goal set in the previous Toll Booth Day. They will focus on that goal in this unit.
   
   Remember that during the last Toll Booth Day we set a team cooperation goal. In this unit, I will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal. Remember that partners help each other work toward their goals.

   Give examples of what partners working toward a specific goal would do. For example, teams working on the goal of completing tasks would review the Learning Guide with their partners and remind them about what needs completing. If teams are working on the goal of explaining ideas and telling why, partners would explain how they figured out a word during partner reading.
3. Have the students turn to their Map It Out sheets to review their goals for this unit. Remind the students that this sheet is a plan that tells every step of a trip and that they have been using Map It Out to set their goals and track their progress as readers.

4. Distribute a Team Score Sheet/Learning Guide to each team. Specify the team cooperation goal. Remind the students that they will use the Team Score Sheet/Learning Guide to help them keep track of what they will practice each day and to record the points that they earn for good work.

At the end of each day, you will tally the daily points you have earned and record them on the Team Score Sheet/Learning Guide.

Have the students in each team write their names on the Team Score Sheet/Learning Guide.

**Active Instruction**

**Skill Review**

**Say-It-Fast**

1. Have the students say the words after listening to you stretch the sounds and slightly isolate each one. The words may or may not have the lesson letter sound in them—this is done to practice a skill used in sounding out words.

   In the last unit, we practiced stretching out sounds to make a word. Now see if you can put sounds together to make words. In other words, say it fast. You need to do this when you sound out words as you read.

   /t-ee-th/ teeth   /b-l-a-ck/ black   /p-i-le/ pile
   /th-i-ng/ thing   /m-a-d/ mad   /p-ie/ pie
   /c-l-ue/ clue   /c-a-r-d/ card   /c-oo-k-s/ cooks

   **Take it up a notch:** Have the students suggest words to put on the list. Have the students sound out these words.

   **Take it down a notch:** If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

**Letter/Sound Review**

2. Have the students write the following words as you dictate:

   slide   feet   died   flip
Have your students check their work as you say the letter sounds and write each word on the board. Draw your finger under each letter in a word, and have the students blend the letter sounds with you.

Skill Instruction

1. Review how the silent *e* makes the vowels that precede it long.

   In previous lessons, we learned how a silent *e* makes the vowel before it say its name. For example, in the word *wave* the silent *e* at the end of the word makes the *a* long; the *a* says its name. Listen: /wəv-ə-vi/. A silent *e* at the end of a word like *nose* makes the *o* say its name. Listen: /n-o-se; nose/. Today we will learn about other letter combinations that make the long /a/ and long /o/ sounds. We pronounce the sounds the same way, but they are spelled differently.

2. Present the /ai/ sound.

   Hold up the first key card: *ai*. Say the pictured word aloud. *Train.*

   Have the students repeat the word after you say it. *Train.*

   What sound do you hear in the middle of the words *train*, *pain*, and *Spain*?

   The long /a/ sound.

   Look at the card. What letters go with the /ai/ sound in *train*?

   The letters *ai*.

   To help me remember the letters that stand for this /ai/ sound, I'm going to think of the letters on this key card and connect them with this picture in my mind. When I see the letters *ai* together in my reading, I will think of this picture of a train, and I will know that *ai* makes the long /a/ sound like in *train*.

   Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters *ai* in the palms of their hands. Point out that the two letters work together to make the /ai/ sound.

   Read the following sentence, and ask the students if they can identify the /ai/ sound and letters in the words.

   I got a pain on the train to Spain in the rain.

   Have the students repeat the sentence. Read the sentence again. Have the students raise their hands whenever they hear the /ai/ sound.

3. Present the /ay/ sound.

   Hold up the key card for the letters *ay*. Say the pictured word aloud. *Spray.* Have the students repeat the word after you say it. *Spray.*

   What sound do you hear at the end of the words *spray*, *day*, and *play*?

   The long /a/ sound.
Look at the letter combination on the card. What letters go with the /ay/ sound?

The letters ay.

Point out that ay is another letter combination that stands for the long /a/ sound.

To help me remember the letters that make this long /a/ sound, I'm going to think of the letters on this key card and connect them with this picture in my mind. When I see the letters ay together in my reading, I will think of this picture of spray, and I will know that ay makes the long /a/ sound like in spray.

Show the students the key card as you trace the shape of the letter. Have the students practice writing the letters ay in the palms of their hands. Remind them that the two letters work together to make the /ay/ sound, just like the letters ai make the same sound.

Read the following sentence, and ask the students if they can identify the /ay/ sound and letters in the words.

Did you say you could play on Mayday?

Have the students repeat the sentence. Read the sentence again. Have the students raise their hands whenever they hear the /ay/ sound.

Three Lists

4. Point out that the students have learned three letter combinations that stand for the long /a/ sound.

Make three lists on the board.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ai</td>
<td>ay</td>
<td>a_e</td>
</tr>
<tr>
<td>train</td>
<td>spray</td>
<td>made</td>
</tr>
<tr>
<td>rain</td>
<td>play</td>
<td>bake</td>
</tr>
</tbody>
</table>

Have the students think about words that have the long /a/ sound.

Tell your partner at least four words that have the long /a/ sound.

Use Numbered Heads to ask the students what words they shared with their partners. On one list, include the words that have the letters ai to make the /ai/ sound. On the second list, add words that have the letters ay to make the /ay/ sound. On the third list, write the words that have a silent e to make the long /a/ sound.

5. Present the /oa/ sound.

Hold up the key card for the letters oa. Say the pictured word aloud. Soap. Have the students repeat the word after you say it. Soap.

What sound do you hear in the middle of the words soap, boat, and moat?

The long /o/ sound.

Look at the letter combination on the card. What letters go with the /oa/ sound?

The letters oa.
Point out that the students already know that a silent e makes the preceding o say its name, like in the words nose and home.

The oa letter combo stands for the long /o/ sound too. It is the same sound, just spelled differently. To help me remember that the letters oa make the long /o/ sound, I will think about the letters on this key card and connect them with this picture in my mind. When I see the letters oa together in my reading, I will think of this picture of soap, and I will know that oa together make the long /o/ sound like in soap.

Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters oa in the palms of their hands. Point out that the two letters work together to make the /oa/ sound.

Read the following sentence, and ask the students if they can identify the /oa/ sound and letters in the words.

I wore a coat to put soap on the boat.

Have the students repeat the sentence. Read the sentence again. Have the students raise their hands whenever they hear the /oa/ sound.

6. Present the /ow/ sound.

Hold up the key card for the letters ow. Say the pictured word aloud. Mow. Have the students repeat the word after you say it. Mow.

What sound do you hear repeated in the words mow, tow, and snow?
The long /o/ sound.

Look at the letters on the card. What letters go with the /ow/ sound?
The letters ow.

Point out that here is another letter combination that stands for the long /o/ sound.

The ow letter combo stands for the long /o/ sound too. It is the same sound, just spelled differently. To help me remember that the letters ow stand for the long /o/ sound, I will think about the letters on this key card and connect them with this picture in my mind. When I see the letters ow together in my reading, I will think of this picture. I will know that ow together make the long /o/ sound like in mow.

Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters ow in the palms of their hands. Point out that the two letters work together to make the /ow/ sound.

Read the following sentence, and ask the students if they can identify the long /o/ sound in the words.

The snow started to flow and then to blow.
Have the students repeat the sentence. Read the sentence again. Have the students raise their hands whenever they hear the long /o/ sound.

**Three Lists**

7. Point out that the students have learned three combinations that stand for the long /o/ sound.

Make three lists on the board.

<table>
<thead>
<tr>
<th>oa</th>
<th>ow</th>
<th>o_e</th>
</tr>
</thead>
<tbody>
<tr>
<td>soap</td>
<td>mow</td>
<td>nose</td>
</tr>
<tr>
<td>boat</td>
<td>snow</td>
<td>hope</td>
</tr>
</tbody>
</table>

Have the students think about words they know that have the long /o/ sound.

Tell your partner at least four words that have the long /o/ sound.

Use **Numbered Heads** to ask the students what words they shared with their partners. On one list, include the words that have the letters *oa* to make the /oa/ sound. On the second list, add words that have the letters *ow* to make the /ow/ sound. On the third list, write the words that have a silent *e* to make the long /o/ sound.

Learning that these three letter combos make the same long /o/ sound will help you figure out many, many new words.

**Build Background**

1. Refer the students to the next unit, *In the Outback*, in their student editions. Use **Think-Pair-Share** to ask:

   **If you want to guess what a book is about before you read it, what clues can you use?**

   *You can look at the title and pictures on the cover and inside the book.*

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use a random selection system like **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions.

3. Have partners discuss what they already know about Australia. Use **Numbered Heads** to share the students’ background knowledge on the topic.

4. Tell the students that you will read the introduction to this book. Read the following introductory text aloud.
Introduction

Australia is a continent in the southern hemisphere. It is sometimes referred to as the continent “down under” because it is near the bottom of the earth. The land in Australia ranges from flat, dusty plains to tropical rain forests. People who live in Australia enjoy a lot of outdoor fun like rock climbing, surfing and wind surfing, snorkeling, horseback riding, and hiking.

5. Refer the students to the predictions they made about the topic of the book. Point out that the introduction makes it sound like they will be reading about what Australians do for fun. Use Think-Pair-Share to ask:

   **What questions do you have about this topic before you begin to read? What would you like to find out?**

   Accept reasonable responses. For example, I would like to find out what rock climbing is like in Australia.

   Use Numbered Heads to share responses, and record the student’s questions or purposes for reading on the board.

Listening Comprehension

1. Tell the students that you are going to begin reading *In the Outback* aloud.

   As I read, I will stop when I get to a word that I need to figure out. I will look at the letters, figure out what sounds they stand for, and then blend the sounds together to read the word.

2. Read page 1 aloud. Pause before the word *coast*. Use a Think Aloud to model identifying the sound for the *oa* letter combination.

   Hmm. I don’t recognize this word. I’ll try blending the sounds to pronounce it. I know it starts with: /c-c-c/. Wait. This is the letter combo we were just talking about, *oa*. When I see these letters, it reminds me of the key card picture: /s-oa-p; soap/. So *oa* makes the long /o/ sound. I’ll try that. /c-oa-s-t; coast/. The word is *coast*. I know that word. Let me reread the sentence: “Hal lives on the coast.” Yes, that makes sense. I figured out that word.

   Continue reading, and pause again at the word *arrow*.

   Hmm. I think I see a letter combo in this word. It is at the end: *ow*. We’ve been talking about letter combos that make the long /o/ sound, so I think this word ends in the long /o/ sound. I’ll try it: /a-rr-ow; arrow/. That is a word. And I see the picture of an arrow on the page. Let me reread the sentence: “See here, by the arrow.” Yes, I do see it. This is the place on the map where Hal lives. That makes sense. I remembered
that the letter combination *ow* makes the long /o/ sound, and I figured out the word.

3. After you have read the page and modeled blending sounds, reread the page to model fluency and so the students can focus on comprehension.

**Word List 1 Introduction**

1. Display List 1. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are important words that do not necessarily obey the phonetic rules. Tell the students that this is a list of words that they will meet in the text.

<table>
<thead>
<tr>
<th>Word List 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>coast</td>
</tr>
<tr>
<td>owns</td>
</tr>
<tr>
<td>boat</td>
</tr>
<tr>
<td>sails</td>
</tr>
<tr>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>lives</td>
</tr>
<tr>
<td>Australia</td>
</tr>
<tr>
<td>city</td>
</tr>
</tbody>
</table>

**Stretch and Read**

2. Introduce the phonetically regular words—the green words—on List 1.

Here are words that you will meet in your reading today. Let’s get ready to read by practicing these words. We’ll use different strategies to practice. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.

3. Sound out the green words on List 1 with your students. Use **Think-Pair-Share** to ask:

   **Are there any words on the word list that have letter combos that make the long /o/ sound? Which ones are they?**

   *They are* coast, boat, and owns.

   **Look at our three lists of long /o/ sound combos on the board. Under which combo should I write each word?**

   Record the students’ responses.
Say-Spell-Say

4. Introduce the sight words—the red words—on the list.

Now let’s read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read them even if you know the sounds. As I point to each word, say it, then spell it, then say it again.

Have the students read and spell the words lives, Australia, city, park, and outback.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

Clarifying Strategies

**Sound it out** can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.

**Read the sentence again** helps the students think about context: what word ought to go here for the sentence to make sense.

**Look at the pictures** reinforces the habit of using all available clues to determine meaning.

**Mark the word with a sticky note** reassures the students that they do not need to understand every word to comprehend a passage.

**Ask for help** establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

Your goal is to read the entire passage smoothly and without making mistakes.

For now, I want you to focus on getting the words. The first time you read the passage, I want you to pay attention to the words you don’t know or don’t understand. Talk with your partners about how to figure them out. Can you blend the sounds and say the word? If you can’t figure out a word, put a sticky note next to it.
Reread the passage. Are there clues in the pictures that can help you and your partner figure out a word with a sticky note? If so, put a check on the sticky note next to the word to show that you now understand and are able to read smoothly.

2. Refer to the Team Score Sheet/Learning Guide transparency and the Passage box under Day 1. Tell the students that if their partner can read the passage smoothly without mistakes, they can initial the Passage box next to their partner’s name.

3. Have the students read:

   “Get on a Train”

4. Circulate and listen while the students are reading. Prompt and reinforce the students’ efforts to clarify what they read. Encourage them to mark words they need to figure out with a sticky note. Remind them to sound words out, look for context clues, or ask for help. Circle 5 points in the Teacher column next to Passage for the students who can read the passage smoothly with no errors.

5. When the students are finished reading and clarifying the passage, use Think-Pair-Share to ask:

   Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out?
   Were there letter patterns that you recognized?
   Answers will vary.

   Ask several students to share their discussion with the class.

Word Work

6. Have the students turn to the Word Work activity for Day 1. Tell the students how to complete the activity. They will read the sentence and write the word from the word list that makes the most sense in the sentence.

   Hal sails his _____. [boat]

7. Have the students complete the activity. When they are finished, partners can check each other’s work.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence to answer question 2.
Team Talk Questions
1. Where does Hal sail for fun?
   Hal sails to Luna Park for fun.
2. Where does Mike live? (write)
   Mike lives in the outback.

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Time for Reflection

Class Discussion
1. When the students have completed their team discussions and written their answers, review the answers with the class. Use Numbered Heads to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.
2. Use Think-Pair-Share to ask:
   Did we answer Today’s Big Question?
   The outback of Australia is located in the middle of the continent, away from the coasts.
   What new location words did you learn to read today?
   Answers will vary. For example, coast, Australia, outback.
   Name one strategy that you used when you came to a word that you didn’t know.
   Answers will vary. The students should name different clarifying strategies.
3. Ask any other questions that will encourage the students to think about their own thinking such as:
   What did you learn about words that have the long /a/ or long /o/ sound?
   These words can be spelled in different ways with different letter combos. Three different letter combos make the same sound.
   Does picturing the key card in your mind help you remember what sound a letter combo makes?
   Answers will vary.

Word List Practice
1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.
For each word on List 1:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and imagine it written in toothpaste.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

Repeat these steps until you can spell the word without any help.

2. When they have finished studying the words, have partners read the list to each other. Tell the students that if students successfully read all the words, their partners check off the Word List box on the Team Score Sheet/Learning Guide for Day 1 next to the partner’s name.

3. Circulate and listen to partner pairs as they read the word list. For the students who can successfully read all the words, circle 5 points in the Teacher column next to Word List for Day 1 on the Team Score Sheet/Learning Guide.

Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

   Hal owns a boat.

   We go that way by train.

   He sails on the water.

   Take it up a notch: The students write the three sentences plus the following challenge sentence:

   They will roam on trails in the outback.

   Take it down a notch: Have the students write individual words.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (owns, boat, way, train, sails) while the students check their partner’s spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period.

3. Display the Team Score Sheet/Learning Guide transparency. Refer the students to the box for Dictation under Day 1. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.

4. Remind the students to record the number of team cooperation points their team received today on the Team Score Sheet/Learning
Guide. Explain that this number goes next to each student’s name on
the team in the spaces marked TCP. Show the students these spaces
under Day 1 on the transparency.

5. Explain that all the points team members earned today can be added
up and written in the space for today’s total. Refer to this space on
the Team Score Sheet/Learning Guide under Day 1. Explain that
each day teams will add up their points. At the end of the unit some
teachers will be good teams, some will be great teams, and some will be
super teams.

Homework

1. Refer the students to the homework for Day 1. Point out that the
homework has three parts. Explain that they will practice reading the
words on Word List 1.

   Read the words at home tonight until you can read them
   all correctly. Have someone listen to you read. Each time
   you read the list of words correctly, have the listener initial
   a circle.

2. Tell the students that they will also practice reading “Get on a Train.”

   The first time you read the passage, underline any words
   you have trouble with. You will then use strategies, such as
   sounding out the word, looking at context clues, and asking
   a friend or adult for help, to figure out the words you have
   underlined. Then reread the passage until you can read it
   smoothly without making mistakes. Have someone listen to
   you read the passage. Have the listener initial a box each time
   you read the passage correctly and smoothly. Part of your test
   at the end of this unit will be to read a similar passage with
   some of the same words and answer questions about it.

3. Go over the Quick Erase activity on the homework page with
   your students.

   For this activity, your job is to begin with the word play
   and change one letter or letter blend at a time to make a
   new word.
Day 1 | Student Homework

1. Practice reading the words in Word List 1. Have someone initial in a circle each time you read all the words on the list correctly.

   **Word List 1**
<table>
<thead>
<tr>
<th>Green Words</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>coast</td>
<td>bay</td>
</tr>
<tr>
<td>owns</td>
<td>e-mail</td>
</tr>
<tr>
<td>boat</td>
<td>way</td>
</tr>
<tr>
<td>sails</td>
<td>trails</td>
</tr>
<tr>
<td>Red Words</td>
<td></td>
</tr>
<tr>
<td>lives</td>
<td>park</td>
</tr>
<tr>
<td>Australia</td>
<td>outback</td>
</tr>
<tr>
<td>city</td>
<td></td>
</tr>
</tbody>
</table>

2. Practice reading “Get on a Train.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Play Quick Erase. Change one letter at a time to make a new word.

   play __________  __________  __________
Unit 6 | Day 2

Listening Comprehension: the first two sections of chapter 2
Partner Reading: chapter 2: “Pain on a Train”

Teacher Background

Today’s chapter, “Pain on a Train,” describes what Hal sees and does on the long train ride to Mike’s home in the outback.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will practice using different letter combinations that stand for the same sound.

   **Today’s Big Question:**
   Why was Hal glad to get off the train?

2. Remind the students of the team cooperation goal that is the focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide. Remind the students that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day. It is a way for partners to help each other and be sure that everyone is moving ahead.

2. Refer to the Homework box under Day 2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 2 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.
4. Refer to the box for Word List under Day 2 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When students successfully read all the words, the partners initial the Word List box for Day 2 next to the partner's name. Have partners read the words on Word List 1 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 2 on their Team Score Sheet/Learning Guides. Have partners also check their partner's Quick Erase words.

5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 2 on the Team Score Sheet/Learning Guides.

6. Remind the students that at the end of the class, they will tally today's points and write them on the Team Score Sheet/Learning Guide as today's total.

### Active Instruction

#### Skill Review

##### Say-It-Fast

1. Have the students say the words after listening to you stretch the sounds and slightly isolate each one. Use as many of the words below as you need. The words may or may not have the lesson letter sounds in them—this is practice in a skill used in sounding out words.

   \[
   \begin{array}{ll}
   /p-ai-d/ & paid \\
   /b-ai-l/ & bail \\
   /p-ay/ & pay \\
   /b-ay/ & bay \\
   /l-a-s-t/ & last \\
   /p-l-a-te/ & plate \\
   \end{array}
   \]

##### Break-It-Down

2. Say a word, and ask the students to repeat it. Then, have the students say the word sound by sound. Provide support as needed.

   \[
   \begin{array}{ll}
   /m-ay/ & may \\
   /f-l-i-ck/ & flick \\
   /ch-o-p/ & chop \\
   /c-a-r-d/ & card \\
   /sh-i-p/ & ship \\
   /m-e-n-d/ & mend \\
   \end{array}
   \]

**Take it down a notch:** If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds,
include this extra step: after you say the word, have the students count the sounds they hear in it, then stretch the word to include that many sounds.

**Letter/Sound Review**

3. Remind the students that they have been learning different letter combos that stand for the same sounds. Write the following words on the board, and read them aloud, emphasizing each sound.

```
train  tray  trade
```

As I read these words, I hear the same long \(/a/\) sound in each one. But each has a different letter combo that makes the sound.

Have partners write the words and underline the letter combo that stands for the long \(/a/\) sound.

4. Hold up the key card for \(/ai/\).

This key card helps me remember that this letter combo stands for the long \(/a/\) sound. What is this picture? Say it with me. *Train.* Whenever I see the letter combo \(/ai/\) in my reading, I think of this picture and say to myself *train.* It helps me connect the letter combo to the sound it makes, the long \(/a/\) sound.

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the \(/ai/\) sound. Point out that each of the long \(/a/\) sounds they hear in this sentence is spelled with the *ai* letter combo.

5. Hold up the key card for \(/ay/\).

This is the key card for *ay*. The letters *ay* also stand for the long \(/a/\) sound. /ay…ay…ay/. What is this picture? Say it with me. *Spray.*

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the \(/ay/\) sound. Point out that each of the long \(/a/\) sounds they hear in this sentence is spelled with the *ay* letter combo.

6. Hold up the key card for \(/a_e/\).

Remember that this is a third letter combo that makes the long \(/a/\) sound. The silent *e* in *wave* and *trade* makes the *a* say its name.

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the \(/a_e/\) sound. Point out that each of the long \(/a/\) sounds they hear in this sentence is spelled with the *a_e* letter combo.

7. Refer to the three words on the board again.

```
train  tray  trade
```
Knowing that these three letter combos make the same long /a/ sound is a tremendous thing for a reader. It means that you have a tool for figuring out many, many new words.

**Skill Instruction**

1. Remind the students that there are three letter combos that make the long /o/ sound. Write the following words on the board:

   load   low   lone

   As I read these words, I hear the same long /o/ sound in each one. But each has a different letter combo that makes the sound.

   Have partners write the words and underline the letter combo that makes the long /o/ sound.

2. Hold up the key card for /oa/.

   This key card helps me remember that this letter combo makes the long /o/ sound. What is this picture? Say it with me. Soap. Whenever I see the letter combo /oa/ in my reading, I think of this picture and say to myself soap. It helps me connect the letter combo to the sound it makes, the long /o/ sound.

   Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the /oa/ sound. Point out that each of the long /o/ sounds they hear in this sentence is spelled with the oa letter combo. Read the sentence again.

3. Hold up the key card for /ow/.

   This is the key card for ow. The letters ow also stand for the long /o/ sound. /ow...ow...ow/. What is this picture? Say it with me. Mow.

   Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the /ow/ sound. Point out that each of the long /o/ sounds they hear in this sentence is spelled with the ow letter combo. Read the sentence again.

4. Hold up the key card for /o_e/.

   Remember that this is a third letter combo that makes the long /o/ sound. The silent e, such as in nose and lone, makes the o say its name.

   Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the /o_e/ sound. Point out that each of the long /o/ sounds they hear in this sentence is spelled with the o_e letter combo. Read the sentence again.

**Show You Know It**

5. Point out that the students have learned three letter combos that stand for the long /o/ sound and three letter combos that stand for the
long /a/ sound. Write the following words on the board. Have partners identify the letter combos that make the long /o/ or long /a/ sound in each word.

1. soak  
2. hope  
3. say  
4. bake  
5. snow  
6. pain

**Build Background**

1. Refer the students to the story in their student editions, and have them turn to chapter 2. Read the title: “Pain on a Train.” Use **Think-Pair-Share** to ask:

   *If you want to guess what a chapter is about before you read it, what clues can you use?*

   *You can look at the chapter title and at the pictures.*

2. Have partners preview chapter 2 and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity.

3. Have partners discuss what they already know about riding on a train. Use **Numbered Heads** to share the students’ background knowledge on the topic.

**English Language Learners**

Display pictures or act out new vocabulary words or concepts that may be unfamiliar.

Have partners discuss pictures in the story to clarify words and to give opportunities for ELL students to use this new vocabulary.

Ask partners to think of synonyms or antonyms for new words.

Pair ELL students with students who are more familiar with the vocabulary.

Have the students draw pictures to go with new vocabulary words.

**Listening Comprehension**

1. Read the introduction to chapter 2, “Pain on a Train,” aloud.

**Introduction**

Australia is one of the seven continents and the largest island in the world. Most Australians live along the island’s coasts, but some live in the dry interior of the continent. Australians call this huge, dry area the outback. Hal is traveling to see his friend Mike who lives in Alice Springs, a town at the very center of Australia.
As I read, I am going to be on the lookout for words with letter combos that make the long /a/ or the long /o/ sounds.

2. Begin reading “Pain on a Train” aloud. Note that the title of this chapter has two words with the *ai* letter combo. Read the title, and emphasize the long /a/ sound in each word. Continue reading, and pause when you get to the word *days*. Use a Think Aloud to reveal how you use what you’ve learned to figure out how to pronounce the word.

   Hmm. What is this word? I know it begins with /d-d-d/. Wait. Here is a letter combo *ay*. I’m picturing the key card for *ay*. It has a picture of spray. This letter combo sounds like /ay... ay...ay/. I’ll try blending now: /d-ay-s; days/. I know that word. Now I’ll reread the sentence: “He rode it for two days.” That makes sense.

Continue reading, and pause at the word *bowl*. Use a Think Aloud to model identifying a letter combo and blending the word.

   Hmm. What did the sky look like? I’ll try blending this word: /b-o-w-l/. I don’t think that is right. Wait. I know that the *ow* letter combo makes the long /o/ sound. /b-o-w-l; bowl/. Let me read that in the sentence: “The sky was big and looked like a bowl.” If I look at the picture, I can see how the sky could look like a bowl, so this is right.

3. After you have finished modeling the skills, read the page again to model fluency and so the students can focus on comprehension.

**Word List 2 Introduction**

1. Display and introduce List 2. Remind the students that green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.

<table>
<thead>
<tr>
<th>Word List 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>train</td>
</tr>
<tr>
<td>bowl</td>
</tr>
<tr>
<td>plains</td>
</tr>
<tr>
<td>rain</td>
</tr>
<tr>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>sky</td>
</tr>
<tr>
<td>kangaroo</td>
</tr>
</tbody>
</table>
Stretch and Read

2. Introduce the phonetically regular words—the green words—on List 2.

Here are words that you will meet in your reading today. Let’s get ready to read by practicing these words. We’ll do this by using different strategies. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.

Sound out the green words on List 2 with your students. As you do this exercise, select the words randomly rather than in any particular order.

Use Think-Pair-Share to ask:

Are there words on the word list that have the /oa/ or /ow/ sounds? Which ones are they?

Soak and bowl.

Point out that in each of the words, two different letter combinations stand for the same sound.

Say-Spell-Say

3. Introduce the sight words—the red words—on List 2

Now let’s read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read even if you know the sounds.

As I point to the word, say it, then spell it, then say it again.

Randomly point to words, and have the students read the words as a group. Stretch or say spell say words that the students miss.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.
Clarifying Strategies

Sound it out can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.

Read the sentence again helps the student think about context: what word ought to go here for the sentence to make sense.

Look at the pictures reinforces the habit of using all available clues to determine meaning.

Mark the word with a sticky note reassures students that they do not need to understand every word to comprehend a passage.

Ask for help establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

2. Have the students read:

   “Pain on a Train” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Encourage them to mark words they cannot clarify with a sticky note.

4. When the students are finished reading and clarifying the passage, do a Think-Pair-Share exercise:

   Talk to your partner about a word that you had trouble with (a sticky note word). How did you figure it out? Were there letter patterns that you recognized?
   Answers will vary.

   Ask several students to share their discussion with the class. Celebrate the students’ successful reading of the passage.

Word Work

5. Have the students turn to the Word Work activity for Day 2. Tell the students how to complete the activity. They will read the sentence and write the word from Word List 2 that makes the most sense in the sentence.

   Pat jumped off of the _________. [train]

6. Have the students complete the activity. When they are done, partners can check each other’s work.
Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence to answer question 2.

**Team Talk Questions**

1. Why did Hal have lots of time to look at the land?

   *Hal had lots of time to look at the land because the train trip was long.*

2. Who picked up Hal from the train? (write)

   *Mike picked up Hal from the train.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use Numbered Heads to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:

   - **Did we answer Today’s Big Question?**
     *Yes, Hal was glad to get off of the train because the train trip was very long.*

   - **What word was the hardest for you to read today? What was the easiest?**
     *Answers will vary.*

   - **What are two words that have the /ow/ or /oa/ sound?**
     *Answers will vary.*

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.
For each word on List 2:
- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word floating in a bubble.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.
Repeat these steps until you can spell the word without any help.

Dictation
1. Read the sentences below. Have the students write them in the space for dictation in their student editions.
   - Is that a smile?
   - The boat sails away.
   - The flat plains look red.
   
   Take it up a notch: The students write the three sentences plus the following challenge sentence:
   - Rain soaks the home on the coast.

   Take it down a notch: Have the students write individual words.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (smile, boat, sails, away, plains) while the students check their partner’s spelling. Remind the students that in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.

3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 2. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on the Team Score Sheet/Learning Guides for sentences that are written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 2.

Homework
1. Refer the students to the homework for Day 2. Explain that they will practice reading the words on Word List 2.
Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on lists 1 and 2 correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Pain on a Train.”

   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the Quick Erase activity on the homework page for your students.

   For this activity, your job is to change one letter at a time to make a new word. Be sure you can pronounce the new words you make.
Day 2 | Student Homework

1. Practice reading the words in Word List 2. Have someone initial in a circle each time you read all the words on lists 1 and 2 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>coast</td>
<td>train</td>
</tr>
<tr>
<td>bay</td>
<td>smile</td>
</tr>
<tr>
<td>owns</td>
<td>bowl</td>
</tr>
<tr>
<td>e-mail</td>
<td>jumped</td>
</tr>
<tr>
<td>boat</td>
<td>plains</td>
</tr>
<tr>
<td>way</td>
<td>soak</td>
</tr>
<tr>
<td>sails</td>
<td>rain</td>
</tr>
<tr>
<td>trails</td>
<td>days</td>
</tr>
<tr>
<td><strong>Red Words</strong></td>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>lives</td>
<td>sky</td>
</tr>
<tr>
<td>park</td>
<td>people</td>
</tr>
<tr>
<td>Australia</td>
<td>outback</td>
</tr>
<tr>
<td>city</td>
<td>kangaroo</td>
</tr>
</tbody>
</table>

2. Practice reading “Pain on a Train.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Play Quick Erase. Change one letter at a time to make a new word.

boat _________ _________ _________
In today's chapter, “Big Rock,” Mike shows Hal the sights of his home in the Australian outback.

**Set the Stage**

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will practice adding the *-ed* ending to words to show something happened in the past.

   **Today's Big Question:**
   What is a bill-a-bong?

2. Remind the students of the team cooperation goal that is the focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

3. Have the students turn to their Map It Out sheets and review their goals for this unit. Use *Think-Pair-Share* to ask:
   - Do you think you are making progress toward your goal?
   - Looking at the Toll Booth for this unit, are you able to say the sounds for all the letter combinations? Which ones will you need to work on?

**Homework Review**

1. Have the students take out their homework and Team Score Sheet/Learning Guide.

2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 3 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their
partners successfully complete each activity, the students will initial these boxes.

4. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners initial the Word List box for Day 3 next to the partner’s name. Have partners read the words on Word List 2 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 3 on their Team Score Sheet/Learning Guides. Have partners also check their partner’s Quick Erase words.

5. Have partners read the homework passage from the reading to each other.

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 3 on the Team Score Sheet/Learning Guides.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet.

Timing Goal: 20 minutes

Active Instruction

Skill Review

Break-It-Down (optional review)

1. Say a word, and ask the students to repeat it. Then, have the students say the word sound by sound. Provide support as needed.

| hop /h-o-p/ | sip /s-i-p/ | play /p-l-ay/ |

Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it, then stretch the word to include that many sounds.
Letter/Sound Review

2. Review the \textit{ai} and \textit{ay} letter combinations.

Hold up the key card for \textit{ai}.

This is the key card for the /ai/ sound. The letter combination \textit{ai} makes the /ai/ sound. /ai…ai…ai/. Practice making this sound with me. /ai…ai…ai/. What is in this picture? Say it with me. \textit{Train}.

Read the sentence on the back of the key card aloud. Have the students snap when they hear the /ai/ sound.

3. Repeat this procedure with the \textit{ay} and \textit{a_e} cards.

Remind the students that these are three letter combinations that all stand for the same sound, the long /a/ sound.

Three Lists

4. Refer the students to the chart below in their student editions and the sentences that are beside it.

<table>
<thead>
<tr>
<th>ai</th>
<th>ay</th>
<th>a_e</th>
<th>The train is a day late.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Make way for the rain.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>My brain will play today.</td>
</tr>
</tbody>
</table>

5. Have partners work together to identify the letter combinations in words from the sentences and write them under the correct columns.

6. Review the \textit{oa}, \textit{ow}, and \textit{o_e} letter combinations.

Hold up the key card for \textit{oa}.

This is the key card for the /oa/ sound. \textit{oa} makes the /oa/ sound. /oa…oa…oa/. Practice making this sound with me. /oa…oa…oa/. What is in this picture? Say it with me. \textit{Soap}.

Read the sentence on the back of the key card aloud. Have the students snap when they hear the /oa/ sound.

7. Repeat this procedure with the \textit{ow} and \textit{o_e} cards.

Three Lists

8. Refer the students to the chart below in their student editions and the sentences that are beside it.

<table>
<thead>
<tr>
<th>oa</th>
<th>ow</th>
<th>o_e</th>
<th>Let me show them the snow.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Go slow with that load.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>My home is on Yellow Road.</td>
</tr>
</tbody>
</table>

Read the sentences aloud. Have the partners work together to identify the letter combinations in words from the sentences, and write them under the correct columns.
Skill Instruction

1. Present the -ed letter group. Hold up the -ed key card.

   This is the key card for the -ed ending. The picture shows something that is crushed. Hear the /d/ sound at the end of crushed?

   Read the sentence on the back of the key card, and have the students snap when they hear the /d/ sound.

   Write the following words on the board. Read the words aloud as the students repeat them.

   hop play
   hopped played
   stop skip
   stopped skipped

   Point to the letter group -ed and say:

   This is what /d/ looks like when it is added to the end of the word to show that something happened earlier. When I look at the letters -ed at the end of the word, I say the sound /d/. Say this after me: /d/. At the end, -ed says /d/.

   Read the following words aloud one at a time. Use Numbered Heads to have the students add -ed to the word and say the new word.

   help [helped]
   jump [jumped]
   look [looked]
   wish [wished]

Build Background

1. Refer the students to the reading in their student editions, and have them turn to chapter 3. Read the title: “Big Rock.”

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use Numbered Heads to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions such as the title or pictures. The students will probably predict that the reading is about a big rock that Hal and Mike see.

3. Use Numbered Heads to share the students’ background knowledge on the topic. How big do they think the big rock in the reading is? Bigger than a bus?
Listening Comprehension

1. Read the introduction to “Big Rock” aloud.

**Introduction**

After a good night’s sleep, Hal is ready to explore the outback with Mike. Mike has rented a four-wheel drive vehicle so they can do some off-road driving. The two friends leave the city of Alice Springs. Mike wants to show Hal a very special rock out in the desert. It is called Uluru. It is a sacred place of the original people of Australia, the Aborigines (a-bor-RIJ-in-eez).

2. Tell the students that you are going to look for words that have the -ed ending as you read.

3. Read the first two sections of the chapter, pausing at the word showed. Point out that this word has the ow letter combo and the -ed ending. The first part, or chunk, of the word is show. The second part is the -ed ending.

   Since this word has the -ed ending, I know that this means that this has already happened. So I will read the sentence again. “Mike showed Hal a rock.” That’s right, by adding the -ed to the end of show, I know that this has already happened.

4. After you have finished modeling the skill, read the pages again to model fluency and so the students can focus on comprehension.

Word List Introduction

**Stretch and Read**

1. Display List 3. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.

2. Introduce the phonetically regular words—the green words—on List 3.

Here are words that you will meet in your reading. Let’s get ready to read by practicing these words. We’ll do this by using different strategies. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.
As you do this exercise, select the words randomly rather than in any particular order. Use **Think-Pair-Share** to ask:

**Are there words on the word list that have the -**ed** ending?**

Showed.

Demonstrate how *show* and *showed* change tenses by providing a model sentence.

**Are there any words on Word Lists 1 and 2 that have the -**ed** ending?**

Jumped.

**Say-Spell-Say**

3. Introduce the sight words—the red words—on the lists.

Now let’s read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read even if you know the sounds.

After I point to and say the word, we will say it together, spell it together, and then say it again.

Randomly point to words, and have the students read any words from earlier lists that still give them difficulty.

**Teamwork**

**Partner Reading**

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.
2. Have the students read:

   “Big Rock” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.

4. When the students are finished reading and clarifying the passage, do a **Think-Pair-Share** exercise:

   Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out? Did you use clues in the sentence?

   *Answers will vary.*

   Ask several students to share their discussion with the class.

**Word Work**

5. Review the activity, Quick Erase. Remind the students that the goal of this activity is to make as many different words as possible by changing only one letter or letter blend at a time. Write the word *snow* on the board. Slowly touch each letter. Have the students make the sounds with you and then blend them to say the word.

   Now I’m going to change one letter in this word. Do you think you can read it if I change one letter?

   Change the *n* to *h*. Sound out the word by touching each letter and making its sound. Then, read the whole word: *show*. Continue to change one letter at a time and read the words with the students. Use the following word sequence:

   snow…show…shop…slop…slip…flip

   Point out that you started with one word and made five more words by changing just one letter or letter blend at a time.

6. Have the students play Quick Erase with their partners, beginning with the word *flame*. Have partners share with their teams how many words they were able to make.

**Team Discussion**

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 2.
Team Talk Questions

1. Where do animals drink in the outback?
   Animals in the outback drink from the bill-a-bongs.

2. Will Hal swim today? (write)
   No, Hal will not swim today. A croc is in the water.

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use Numbered Heads to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:

   Did we answer Today’s Big Question?
   Yes. A bill-a-bong is a water hole where animals come to drink.

   What do you picture when you think of Australia?
   Answers will vary.

   Thinking back to the lesson, how can you show that something happened in the past?
   Add the -ed ending.

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

   For each word on List 3:
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and imagine the word printed on the wing of a plane.
   - Open your eyes, and look at the word again to see if you were right.
   - Look away from the word, and write it down.
   - Check to see if you spelled the word correctly.
   Repeat these steps until you can spell the word without any help.
Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.
   - Mike jumped on a bike.
   - Hal showed Mike a rock.
   - He wished to see a croc.

   **Take it up a notch:** The students write the three sentences plus the following challenge sentence:
   - Mike and Hal looked inside the caves.

   **Take it down a notch:** Have the students write individual words.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*jumped, showed, wished*) while the students check their partner’s spelling. Remind the students that in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period.

3. Refer the students to the box for Dictation under Day 3 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 3. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

1. Refer the students to the homework for Day 3. Explain that they will practice reading the words on Word List 3.
   - Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on lists 1, 2, and 3 correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Big Rock.”
   - The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to
you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the homework activity.

Your homework tonight is a fill-in-the-blank activity. For this activity, your job is to read each sentence and choose a word from Word List 3 that makes sense in the sentence. Write it in the blank.
Day 3 | Student Homework

1

Practice reading the words in Word List 3. Have someone initial in a circle each time you read all the words on lists 1, 2, and 3 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
<th>Word List 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>coast</td>
<td>train</td>
<td>road</td>
</tr>
<tr>
<td>bay</td>
<td>smile</td>
<td>across</td>
</tr>
<tr>
<td>owns</td>
<td>bowl</td>
<td>showed</td>
</tr>
<tr>
<td>e-mail</td>
<td>jumped</td>
<td>always</td>
</tr>
<tr>
<td>boat</td>
<td>plains</td>
<td>paintings</td>
</tr>
<tr>
<td>way</td>
<td>soak</td>
<td>tail</td>
</tr>
<tr>
<td>sails</td>
<td>rain</td>
<td>drove</td>
</tr>
<tr>
<td>trails</td>
<td>days</td>
<td>today</td>
</tr>
<tr>
<td><strong>Red Words</strong></td>
<td><strong>Red Words</strong></td>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>lives</td>
<td>sky</td>
<td>over</td>
</tr>
<tr>
<td>park</td>
<td>people</td>
<td>forest</td>
</tr>
<tr>
<td>Australia</td>
<td>outback</td>
<td>years</td>
</tr>
<tr>
<td>city</td>
<td>kangaroo</td>
<td></td>
</tr>
</tbody>
</table>

2

Practice reading “Big Rock.” Have someone initial in a box each time you read the passage correctly and smoothly.

3

Fill in the blank. Choose the word from Word List 3 that makes the most sense in the sentence. Write it in the blank.

1. Mike and Hal drove on the ____ road ____.

2. We walked across or over the plain.

3. I like the ____ paintings ____ on the walls.
Unit 6 | Day 4

Listening Comprehension: the first two sections of chapter 4
Partner Reading: chapter 4: “Tall Trees”

Teacher Background

In today’s chapter, “Tall Trees,” Hal and Mike hike through a rain forest.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will review different letter combinations that make the same sounds and words that end in -ed.

   **Today’s Big Question:**
   Why is Mike excited in the rain forest?

2. Remind the students of the team cooperation goal that is the focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal. Throughout the lesson, point out specific examples of partners working toward the team cooperation goal, and award points.

3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use Think-Pair-Share to ask:

   - **Do you think you are making progress toward your goal?**
   - **Looking at the Toll Booth for unit 6, which words have the /ai/ and /oa/ sounds? Can you read them? Which words will you need to work on?**

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.

2. Refer to the Homework box under Day 4. Tell the students that if their partner has his or her homework today, they will put a check in this Homework box under Day 4 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 4 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 4 next to the partner’s name. Have partners read the words on Word List 3 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 4 on their Team Score Sheet/Learning Guides. Have partners also check their partner’s Quick Erase words.

5. Have partners read the homework passage from the reading to each other.

   The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

   Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 4 on the Team Score Sheet/Learning Guides.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

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**Active Instruction**

**Skill Review**

**Say-It-Fast**

1. Say each sound in the words listed below. The students will blend the sounds into words.

   | /b-r-a-g/ | brag |
   | /p-i-nk/ | pink |
   | /b-r-a-ke/ | brake |
   | /l-e-n-d/ | lend |
   | /c-r-a-ck/ | crack |
   | /th-r-ow/ | throw |

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Break-It-Down

2. Say a word, and ask the students to repeat it. Then, have the students say the word sound by sound. Provide support as needed.

<table>
<thead>
<tr>
<th>word</th>
<th>sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>blast</td>
<td>/b-l-a-s-t/</td>
</tr>
<tr>
<td>blink</td>
<td>/b-l-i-n-k/</td>
</tr>
<tr>
<td>draw</td>
<td>/d-r-aw/</td>
</tr>
<tr>
<td>crib</td>
<td>/c-r-i-b/</td>
</tr>
<tr>
<td>slime</td>
<td>/s-l-i-me/</td>
</tr>
<tr>
<td>shame</td>
<td>/s-h-a-me/</td>
</tr>
<tr>
<td>fresh</td>
<td>/f-r-e-sh/</td>
</tr>
<tr>
<td>grab</td>
<td>/g-r-a-b/</td>
</tr>
</tbody>
</table>

**Take it down a notch:** If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it, and then stretch the word to include that many sounds.

**Letter/Sound Review**

3. Review the /ai/, /ay/, and /a_e/ sounds.

Show the key card for the /ai/ sound.

What is this picture? Say it with me. *Train.*

Remind the students that this word includes the letter combo *ai.* Together these two letters stand for the /ai/ sound. Read the sentence on the back of the card aloud. Have the students give a thumbs up when they hear the /ai/ sound.

Repeat this procedure with the *ay* and *a_e* cards.

Remind the students that these three letter combinations stand for the same sound.

**Give Me Five**

4. Have the students think about words they know that have the long /a/ sound.

Tell your partner at least five words that have the long /a/ sound.

Use **Numbered Heads** to have some partners share their words with the class. Write them on the board. Have the students point out which words use which letter combinations.

5. Review the /oa/, /ow/, and /o_e/ sounds.

Show the key card for the /oa/ sound.

What is this picture? Say it with me. *Soap.*

Remind the students that this word includes the letters *oa.* Together these two letters stand for the /oa/ sound. Read the sentence on the back of the card aloud. Have the students give a thumbs up when they hear the /oa/ sound.

Repeat this procedure with the *ow* and *o_e* cards.

Remind the students that these letter combinations all stand for the same long /o/ sound.
Give Me Five

6. Have the students think about words they know that have the long /o/ sound.

Tell your partner at least five words that have the long /o/ sound.

Use Numbered Heads to have some partners share their words with the class. Write them on the board. Have the students point out which words use which letter combinations.

7. Review the -ed ending.

Show the key card for -ed.

Remind the students that adding the -ed changes the meaning to show that it happened in the past.

Write the word wish on the board. Have the students say the word with you. Use Numbered Heads to have the students use this word in a sentence. Now add an -ed to the end of the word. Use Think-Pair-Share to ask:

What is this word? How does adding the -ed change the meaning?

The word is wish. The students should say that adding the -ed means that the action happened in the past.

Build Background

1. Refer the students to the reading, and have them turn to chapter 4. Read the title: “Tall Trees.” Have the students work with their partners to predict what the chapter is about.

2. Use Numbered Heads to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions.

Listening Comprehension

1. Read the introduction to chapter 4, “Tall Trees,” aloud.

Introduction

Mike and Hal take a plane to an area called Queensland in the eastern part of Australia. Mike wants to show Hal the rain forest and the animals that live there, especially an animal that Hal has only seen in zoos—the koala.

2. Tell the students that you are going to read aloud.

As I read, I’m going to look for words with the letter combos we’ve learned. Knowing the sounds the letter combos make will help me sound out the words.
3. Read the first two sections of “Tall Trees” aloud. Pause after the first section to model using the map to clarify the text. Point out that the arrow indicates that Hal and Mike left the town of Alice Springs and headed east. Continue reading section two. Pause at the words rain and soaks. Use a Think Aloud to show how to recognize the letter combinations for the long /a/ sound /ai/ and the long /o/ sound /oa/. Model blending the sounds to help you say the words. Point out that being able to pronounce the word is the first step toward understanding its meaning. The next step is trying that word out in the sentence to see if it makes sense.

4. Reread the two sections to model fluency and so the students can focus on comprehension.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

2. Have the students read:

   “Tall Trees” aloud with partners.

   Clarifying Strategies

   Sound it out can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.

   Read the sentence again helps the student think about context: what word ought to go here for the sentence to make sense.

   Look at the pictures reinforces the habit of using all available clues to determine meaning.

   Mark the word with a sticky note reassures the students that they do not need to understand every word to comprehend a passage.

   Ask for help establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound
words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.

4. When the students are finished reading and clarifying the passage, use Think-Pair-Share to ask:

   What words did you have trouble with (sticky note words)? How did you figure each word out? Did you look for words with the new sounds? Did you look for words with the -ed ending? Did you use clues in the sentence? Talk to your partner about what clues you used to figure out the word.

   Answers will vary.

Ask several students to share their discussion with the class.

5. When the students are finished reading the passage, use Think-Pair-Share to ask:

   How did it feel to read the text smoothly?
   Did it feel different?
   Did you understand the text in a different way?

   Answers will vary.

Ask several students to share their discussion with the class.

**Word Work**

6. Review the rules for Quick Erase. Tell the students that they will practice making new words by changing one letter or letter blend at a time

7. Have partners play Quick Erase using the word *trail*.

**Team Discussion**

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

   **Team Talk Questions**
   
   1. What is up in the trees that makes Mike smile? (write)
      
      *An animal is up in the trees.*
   
   2. What two things are hanging from a branch?
      
      *Two bats are hanging from the trees.*

   2. Have partners check each others’ sentences to make sure that the sentence starts with a capital letter and ends with a period.
3. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

**Take it down a notch:** Have the students answer the Team Talk questions verbally.

**Time for Reflection**

**Class Discussion**

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.

2. Use **Think-Pair-Share** to ask:
   - **Did we answer Today’s Big Question?**
     *Yes, Mike is excited because he sees the animal he has always wanted to see.*
   - **Did you understand the reading better after you stopped to retell each section?**
     *Answers will vary.*

3. Ask any other questions that you think will help the students think about their own thinking, such as:
   - **What do you need to remember about words with the long /a/ or long /o/ sounds? How can you help yourself remember the letter combos for these sounds?**

**Word List Practice**

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

**For each red word on Lists 1, 2, and 3:**
- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and imagine the word **written on a pizza**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.
Repeat these steps until you can spell the word without any help.
Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.
   
   Rain soaks the land.
   Hal stayed still.
   Is it a toad?

   **Take it up a notch:** The students write the three sentences plus the following challenge sentence:
   
   They hiked on a trail into the rain forest.

   **Take it down a notch:** Have the students write individual words.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (rain, soaks, land, stayed, still, toad) while the students check their partner’s spelling. Remind the students that in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.

3. Refer the students to the box for Dictation under Day 4. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner’s name. Circulate and circle 5 points on Team Score Sheet/Learning Guides for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today’s total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 4. Explain that each day team members will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

1. Refer the students to the homework for Day 4. Explain that they will practice reading the words on all three word lists.

   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on all three lists correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Tall Trees.”

   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then, reread the passage until you can read it smoothly without making mistakes. Have someone listen to
you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the sentence activity on the homework page for your students.

   For this activity, your job is to choose a picture from the story and write a sentence about it using one or more words from the word lists. Write the sentence in the blank.
Day 4 | Student Homework

Practice reading the words in Word Lists 1, 2, and 3. Have someone initial in a circle each time you read all the words on lists 1, 2, and 3 correctly.

<table>
<thead>
<tr>
<th>Word List 1 (Green Words)</th>
<th>Word List 2 (Green Words)</th>
<th>Word List 3 (Green Words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>coast bay</td>
<td>train smile</td>
<td>road across</td>
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<td>owns e-mail</td>
<td>bowl jumped</td>
<td>showed always</td>
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<td>boat way</td>
<td>plains soak</td>
<td>paintings tail</td>
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<th>Red Words</th>
<th>Red Words</th>
<th>Red Words</th>
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</thead>
<tbody>
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<td>Australia outback</td>
<td>kangaroo</td>
<td>years</td>
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<tr>
<td>city</td>
<td></td>
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</tr>
</tbody>
</table>

2 Practice reading “Tall Trees.” Have someone initial in a box each time you read the passage correctly and smoothly.

3 Choose a picture from the reading. Write a sentence about the picture using one or more of the words from your word lists.

________________________________________________________________________
Teacher Background

In today's chapter, “They Looked Up,” Mike and Hal see some interesting animals and plants in the rain forest.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   Reading Goal:
   Today we will review different letter combinations that stand for the same sounds and words that end in -ed.

   Today’s Big Question:
   What creature made Hal freeze?

2. Remind the students of the team cooperation goal that is the focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this goal.

3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use Think-Pair-Share to ask:

   Do you think you are making progress toward your goal?

   Looking at the Toll Booth for unit 6, are there any letter combinations that you do not know? Which letter combinations will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.

2. Refer to the Homework box under Day 5. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 5 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their
partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word lists they practiced for homework. When the students successfully read all words, the partners will initial the Word List box for Day 5 next to the partner’s name. Have partners read the word lists to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 5 on their Team Score Sheet/Learning Guides. Have partners also check their partner’s sentences.

5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 5 on the Team Score Sheet/Learning Guides.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their unit scores. Remind the students that explaining their ideas to each other will improve their total scores and earn them a spot as a good, great, or super team.

7. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

### Active Instruction

#### Skill Review

**Say-It-Fast (optional review)**

1. Say each sound in the words listed below. The students will blend the sounds into words.

   - b-l-a-s-t /blast/
   - g-l-i-de /glide/
   - c-r-a-sh /crash/
   - p-l-ay /play/

**Break-It-Down (optional review)**

2. Say a word, and ask the students to repeat it. Then, the students will say the word sound by sound. Provide support as needed.

   - drain /d-r-ai-n/
   - needed /n-ee-d-ed/
   - coast /c-oa-s-t/
   - whale /wh-a-le/
Letter/Sound Review
3. Review the /ed/ sound.
   Show the key card for the /ed/ sound.
   What is this picture? Say it with me. Crushed. The letters -ed stand together to make one sound, /d/. Say it with me. /d/. 
   Read the sentence on the back of the card. Have the students snap when they hear the /ed/ sound repeated.

Show You Know It
4. Have the students indicate whether they recognize the /ed/ sound in spoken words.
   Give me a thumbs up if you hear the /ed/ sound in the following words:
   cleaned [thumbs up] sit [thumbs down] played [thumbs up] turned [thumbs up]
   dropped [thumbs up] big [thumbs down] slept [thumbs down] cooked [thumbs up]

Give Me Five
5. Have the students think about words they know that end with the /ed/ sound.
   Tell your partner at least five words that end with the /ed/ sound.
   Use **Numbered Heads** to have some partners share their words with the class. Write them on the board.

Build Background
1. Refer the students to the reading, and have them turn to chapter 5. Read the title: “They Looked Up.” Have the students work with their partners to predict what the chapter is about.
2. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions.
   Looking at the pictures, how would you describe a rain forest?

Listening Comprehension
1. Read the introduction to chapter 5, “They Looked Up,” aloud.
   **Introduction**
   Hal and Mike continue their journey through the rain forest. They are on the lookout for more animals.
2. Tell the students that you are going to read aloud, and when you come to words you don’t know, you will blend sounds to pronounce the words. Tell them that you will keep a lookout for letter combos that stand for the long /a/ sound and for letter combos that stand for the long /o/ sound.

3. Read the first two sections of “They Looked Up” aloud. Pause at the word looked to model figuring out a word with the -ed ending.

I see the ed on the end of this word. I know that the -ed ending makes the /d/ sound. When I cover up the ed, I see another word I recognize, look. So when I put them together, the word is look/d/. Now I’ll read the rest of the sentence to see if it makes sense. “They looked for animals in the trees.” Yes, that makes sense.

4. Continue reading section two. Pause at the word trail. Use a Think Aloud to model identifying the ai letter combination as one that stands for the long /a/ sound. Sound out the word, and then try the word out in the sentence to see if it makes sense.

5. Reread the two first sections to model fluency and so the students can focus on comprehension.

Teamwork

Partner Reading

1. Explain to the students that reading involves more than simply being able to recognize different words. It is also important to be able to read automatically and smoothly. When they reach a point where they can read something automatically and with expression (or fluently), it will be easier to think about the meaning of what they read.

2. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind partners to take turns reading and retelling each section. Remind them to read the passage several times.

3. Have the students read:

“They Looked Up” aloud with partners.

4. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.

5. When the students are finished reading and clarifying the passage, use Think-Pair-Share to ask:
What words did you have trouble with (sticky note words)? How did you figure them out? Talk to your partner about what clues you used to figure out the words.

*Answers will vary.*

Ask several students to share their discussion with the class.

6. When the students are finished reading the passage, use **Think-Pair-Share** to ask:

   - How did it feel to read the text smoothly?
   - Did it feel different?
   - Did you understand the text in a different way?

*Answers will vary.*

Ask several students to share their discussion with the class.

**Word Work**

7. Have the students choose a picture from the reading and write a sentence about it using at least one word from the word lists. Use **Numbered Heads** to have partners read their sentences to the class.

**Team Discussion**

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 2.

   **Team Talk Questions**

   1. Why didn’t Hal and Mike see the snake?
   
      *Hal and Mike didn’t see the snake because they were looking up and not down at the trail.*

   2. What animals must Hal watch out for? (write)
   
      *Hal must watch for snakes and crocs.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

**Time for Reflection**

**Class Discussion**

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.
2. Use Think-Pair-Share to ask:

Did you read new words today that you didn’t know before?
Answers will vary.

Does practice reading a passage at home each night help you read a new passage? How does it help?
The students may say that their practice reading helps them recognize letters and sounds when they see them in a new reading.

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

For each word that you are still not sure how to spell:
• Look at it, pronounce it, and say the names of its letters.
• Close your eyes, and imagine the word floating in a bowl of soup.
• Open your eyes, and look at the word again to see if you were right.
• Look away from the word, and write it down.
• Check to see if you spelled the word correctly.
Repeat these steps until you can spell the word without any help.

Review any words on the lists that are still difficult for your students. Point to the words randomly, and have the students read them and spell them chorally.

Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

It looks like a mop.
The water flowed.
Hal watched for snakes.

Take it up a notch: The students write the three sentences plus the following challenge sentence:

Stay away from that stinging tree.

Take it down a notch: Have the students write individual words.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (looks, like, flowed, watched, snakes) while the students check their partner’s spelling.
Remind the students that in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark.

3. Refer the students to the box for Dictation under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner’s name. Circulate and circle 5 points on Team Score Sheet/Learning Guides for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today’s total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 5. Explain that each day team members will add up their points. At the end of the unit, some teams will be good teams, some will be great teams, and some will be super teams.

**Homework**

1. Refer the students to the homework for Day 5. Explain that they will practice spelling the words on all three word lists.
   
   Read the words at home tonight and practice spelling them all correctly. Have someone listen to you spell. Each time you spell the words on all three lists correctly, have the listener initial a circle.

2. Remind the students that they will have a cycle test tomorrow. Tonight they will practice reading chapter 5 of the student reading correctly and smoothly.
   
   Remember that part of your test tomorrow will be to read a similar passage with some of the same words and answer questions about it. If you are not yet reading this passage correctly and smoothly, keep practicing tonight.

3. Go over the sentence activity on the homework page with your students.
   
   Your sentence activity tonight is to choose one picture from your reading, and write a sentence about it. Use at least two words from your word lists.
Day 5 | Student Homework

1. Practice spelling the words in Word Lists 1, 2, and 3. Have someone initial in a circle each time you spell all the words on lists 1, 2, and 3 correctly.

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<tr>
<th>Word List 1</th>
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<tr>
<td><strong>Green Words</strong></td>
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</table>

2. Practice reading “They Looked Up.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Choose a picture from the reading. Write a sentence about the picture using two words from your word lists.

________________________________________________________________________
Set the Stage

1. Post and present today’s goals.

**Goals:**
- We will take the cycle test.
- We will celebrate our accomplishments.

2. Remind the students that you will award team cooperation points to teams whose members work toward the team cooperation goal.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide.

2. Refer to the Homework box under Day 6. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 6 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Refer to the box for Word List under Day 6 on the Team Score Sheet/Learning Guide. Tell the students that they will choose four words from the word lists and have their partners spell them. When students successfully spell the words, the partners will initial the Word List box for Day 6 next to the partner’s name. Circulate and listen to partner pairs as they spell words on the word list. For the students who have their homework and can successfully spell the four chosen words, circle 5 points in the Teacher column next to Homework and Word List for Day 6 on their Team Score Sheet/Learning Guides. Have partners also check their partner’s sentence.

4. Have partners read the homework passage from the reading to each other. Indicate on the transparency the Passage box that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 6 on the Team Score Sheet/Learning Guides.
5. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

**Active Instruction**

**Prepare the Students for the Test**

1. Remind the students that the test is independent work. The students should not ask their partners for help as they read. Be sure that the word lists are not visible.

2. Distribute the test, which includes space for spelling and writing dictated sentences, a test passage to read, a comprehension question, and a vocabulary section.

**Cycle Test**

1. Conduct the spelling part of the test by reading the ten words from lists 1, 2, and 3.

2. When the spelling portion of the test is complete, continue to the dictation, and read each sentence aloud to the students. When the students have completed the dictation sentences, they may begin working on their own. Review the directions with the students, and have them complete the rest of the test.

3. When the students have finished, collect the tests. Tell the students that they will receive their scored tests during the next class.

**Time for Reflection**

**Class Discussion**

1. Use **Think-Pair-Share** to ask questions that will help the students think about their own thinking such as:

   - **Do you think practicing the passages from** *In the Outback* **helped you read the test passage today? How?**
   - **Is figuring out the sounds for letter combos getting easier for you?**

   Point out again that learning to read is like learning to drive a car. The more you do it, the better you get at it. The more you practice reading, the better reader you become.

2. Remind the students to record the team cooperation points they have received today. Remind them that all the points team members earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet under Day 6. Explain that during the next class they will add up their points and determine their team’s score. Will their team be a good team, great team, or super team?
Cycle Test

Spelling Test (3 points each)
Read each of the following words aloud, pausing for the students to spell each one on their tests. Emphasize each sound in the word, and then blend them.

1. bat  5. bowl  8. way
2. sails  6. road  9. train
3. soak  7. tail  10. showed
4. rain

Dictation (15 points each)
Mike and Hal hiked on a trail.
He sails his boat in the bay.

Test Passage
Explain to the students that they are to read the passage below, answer the questions that follow, and then move directly into the next section of the test.

Mike Gets Soaked
Hal and Mike left the rain forest.
They got a bus back to the coast.
Hal showed Mike his home on the water.
“This is a fine spot, Hal.
Here is the water. Here is the beach.
I will rest on the sand.
Will you bring me drinks?”
“No, Mike. Let’s get in my boat.
We can sail to Luna Park.
We can go on thrill rides.”
“Hal, I do not need thrills. I need rest.
We can just lie here and toast in the sun.”
But Mike got in Hal’s boat.
They sailed across the bay.
A big ship went past the boat.
The ship was going fast.
It made a tall wave that smacked the boat.
Mike got soaked.
His coat was like a wet rag.
He was mad.
“Hal, next time let’s stay on land!”
Short Answer (20 points)

Answer the question below using one or two sentences.

Did Mike like the boat ride?

*Mike did not like the boat ride. He got soaked.*

Word List (20 points)

Put the best word in each blank.

1. They did not see the animal on the trail.
2. Hal sails his boat on the bay.
3. Mike showed Hal the big rock.
4. The croc had a long tail.
5. Hal was on the train for two days.

**Word Bank**

<table>
<thead>
<tr>
<th>trail</th>
<th>tail</th>
<th>days</th>
</tr>
</thead>
<tbody>
<tr>
<td>showed</td>
<td>bay</td>
<td></td>
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</tbody>
</table>

Total: 100 points
Teacher Background

Remind the students that in the Toll Booth lessons at the end of each unit, the students assess their own progress and set goals for themselves. Each student has a Map It Out sheet. This map allows the students to see where they are and what they need to know to move on to the next unit. Objectives are clearly listed at the Toll Booth Checks—what letter sounds the students should know and what words they should be able to decode. As partners practice, you go from team to team and conduct brief Toll Booth Checks with each student. To pass through the Toll Booth, the students identify and check off the letter sounds, and then they read a few words and a sentence selected by you.

Time for Reflection is an opportunity to recognize the students’ success and to help them set goals. The students add up their daily points on their team score sheets and celebrate good, great, and super teams. The students also use the Toll Booth Check and their scores on the Team Score Sheet/Learning Guide to set goals. For example, a student who was unable to identify the letters/sounds /ai/ and /ay/ writes the letters in the space on the Toll Booth: “I need to work on ________.” A student who notes that bringing in homework regularly could improve both his or her score and the team’s score will set that as a goal on his or her map.

Set the Stage

1. Post and present today’s goal.

**Goal:**
Today we will look at how we are doing, celebrate, and set new goals.

Active Instruction

1. Remind the students that they have been earning points every day for the work they do.

Use **Think-Pair-Share** to ask:

What have you been doing to earn points?
Active Instruction continued

Accept reasonable responses. For example, we earned points by doing the homework, practicing the word list, reading a passage, writing sentences, practicing active listening, and explaining our ideas and telling why.

Do you think doing these things has helped you move forward in your reading? Do you think you are a better reader than you were last week?

Answers may vary.

Have the students get out their Team Score Sheet/Learning Guides. Show the students how to add the total points they earned each day to get a unit score. There will be a unit score for each student. Allow a minute for the students to add up their daily totals. Show the students where to record their unit scores. Explain that at the end of the lesson, each team will add up the unit scores to find out how their team did.

2. Explain to the students that today they will be going over the cycle test. Distribute the scored cycle tests from *In the Outback*. Have the students work with their partners to review the answers. Allow the students the opportunity to ask questions of the class to clarify any outstanding questions.

3. Remind the students that today each one of them will have a Toll Booth Check, a chance to show they know the letter sounds they have been practicing before they move on to the next unit.

4. Have the students get out their Map It Out sheets, and display the transparency of the map. Remind them that this map shows their step-by-step progress in reading. They will be moving quickly from one unit to the next, stopping along the way to do Toll Booth Checks and show they know it. Use Think-Pair-Share to ask:

   What happens when you come to the end of the map and have passed the last Toll Booth?

   Accept reasonable responses.

Remind the students that at the end of the map they will move out of Level 1.

5. Refer them to the unit 6 Toll Booth on their maps. Point out the question at the top: How did I do? Point out that the students now have a unit score and a cycle test score to help them answer the question, “How did I do?” Tell them to write these two scores they earned for unit 6 on their maps.
Toll Booth Check

1. Point out to the students that on their maps, the unit 6 Toll Booth includes a list of the letter combinations they have been practicing. There is also a list of words they will need to read to pass through this Toll Booth. Have partners review the list of letter combinations to be sure they know the sounds each combo makes. Then have them read the list of words to each other in preparation for passing their Toll Booth Check.

2. While the partners practice, move from one partnership to the next to do a Toll Booth Check. Ask each student to tell you what sound the letter makes as you point to letters on the list. Point to the letters randomly so you will be sure that the student knows the letter sound. Ask each student to read words on the list as you randomly point to them. Have the students check off the letter sounds and words they read correctly. Then have the student read one of the following sentences. If they read the sentence correctly, they check off the space next to reading on their maps.

   - The hay was soaked.
   - It rained all day.
   - Take a coat in the snow.

3. When the students pass the Toll Booth Check, have them color in the box Toll Booth 6 to show they have moved on. Challenge these students to try the letters/sounds and words for unit 7 Toll Booth Check. If a majority of the students are able to pass the Toll Booth Check for unit 7, consider moving the class on to unit 8.

4. For the students who are unable to identify all the letter sounds, have the students write the unchecked letters in the space: “I need to work on ________.” Tell these students that they can practice these letter sounds and take the Toll Booth Check again in the coming week.

Time for Reflection

1. When all the students have had the Toll Booth Check, celebrate their successes, and point out that they have “left the garage and are on the road.” On the Map It Out transparency, point out the space “I need to work on ________.”

   Remember that when we travel we set goals. We decide where we want to go and when we want to get there. You are setting goals for yourself too. You are deciding what you need to work on to get you where you want to go. Some of you may need to work on certain letter sounds, some of you may need to work on bringing in your homework or work on sentence writing. Your Team Score Sheet/Learning Guide and your map will help you set your goals.
Have the students look at their maps.

Was there a letter sound or a word on the Toll Booth Check you had trouble with? Circle what gave you trouble. This will remind you what you need to work on for next week.

Refer the students to their Team Score Sheet/Learning Guide. Use Think-Pair-Share to ask:

Where did you miss getting points on your Team Score Sheet/Learning Guide this week?

What can you do about it?

What goal will you set for yourself for next week?

2. Guide the students in setting the team cooperation goal for the next unit. Display the following list of team cooperation goals, and read them aloud.

<table>
<thead>
<tr>
<th>Team Cooperation Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use active listening.</td>
</tr>
<tr>
<td>Complete tasks.</td>
</tr>
<tr>
<td>Everyone participates.</td>
</tr>
<tr>
<td>Explain ideas/tell why.</td>
</tr>
<tr>
<td>Help and encourage others.</td>
</tr>
</tbody>
</table>

Use Think-Pair-Share to ask:

Which team cooperation goal do you think the team should focus on in the next unit?

Help the class come to a consensus on the specific team cooperation goal for the next unit.

3. Tell the students that it is time to add up their team scores. Have teams work together to add each team member’s unit score to get the team score. Assist teams in determining whether they are a good, great, or super team.

4. Hold a brief ceremony where you award Good, Great, and Super Team certificates and acknowledge teams’ for their hard work and team cooperation.
Cycle Race in France
Cycle Race in France

Summary
In *Cycle Race in France*, Genna and her brother, Roy, travel to Paris, France. Genna is preparing for a bike race through France, while Roy is there to help her communicate with people in French. Roy also has another job in France. Roy is supposed to help Genna take care of her spoiled dog, Ace.

Reading Goal
This unit reviews the principle that letters represent sounds and can be blended together to make words. The students will practice blending letter sounds to pronounce words. The students will learn that the letters *c* (*city*) and *g* (*gems*) can make both hard and soft sounds. The students will review two different letter combinations that make the same sound, *oi* (*boil*) and *oy* (*toy*). The students will also review two common word parts, *-all* (*ball*) and *-alk* (*talk*).
Teacher Background

In the first chapter, “Off to France,” Genna looks forward to competing in a cycle race in Paris. Her brother, Roy, wants to go along and conviveses Genna that she needs his French-speaking skills on the trip. Genna agrees under the condition that Roy will take care of all her gear and their spoiled dog, Ace.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will learn about the hard and soft sounds of the letters g and c and two letter combos that stand for the same sound.

   **Today’s Big Question:**
   What might be the pros and cons of taking a dog on a trip?

2. Have the students turn to their Map It Out sheets to review their goals for this unit. Remind the students that this sheet is a plan that tells every step of a trip and that they have been using Map It Out to set their goals and track their progress as readers.

3. Distribute a Team Score Sheet/Learning Guide to each team. Specify the team cooperation goal. Remind the students of the team cooperation goal set in the previous Toll Booth Day that they will focus on in this unit.

   Remember that during the last Toll Booth Day we set a team cooperation goal. In this unit, I will award up to 10 team cooperation points each day to teams whose members work...
toward this team cooperation goal. Remember that partners help each other work toward their goals.

Give examples of what partners working toward a specific goal would do. For example, teams working on the goal of completing tasks would review the Learning Guide with their partners and remind them about what needs completing. If teams are working on the goal of explaining ideas and telling why, partners would explain how they figured out a word during partner reading.

4. Remind the students that they will use the Team Score Sheet/Learning Guide to help them keep track of what they will practice each day and to earn points for good work.

At the end of each day, you will tally the daily points you have earned on the Team Score Sheet/Learning Guide.

Have the students in each team write their names on the Team Score Sheet/Learning Guide.

**Active Instruction**

**Skill Review**

**Say-It-Fast (optional review)**

1. Have the students say the words after listening to you stretch the sounds and slightly isolate each one. The words may or may not have the lesson letter sound in them—this is done to practice a skill used in sounding out words.

   /p-a-ck/ pack  /c-r-a-m/ cram  /s-k-a-te/ skate
   /g-u-m/ gum  /m-e-sh/ mesh  /w-ay/ way
   /k-i-ck/ kick  /p-l-a-te/ plate  /s-k-i-p-p-ed/ skipped

**Take it up a notch:** Have the students suggest words to put on the list. Have the students sound out these words.

**Take it down a notch:** If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it, then stretch the word to include that many sounds.

**Letter/Sound Review**

2. Have the students write the following words as you dictate.

   wished  kissed  played

   Have your students check their work as you say the letter sounds and write each word on the board. Draw your finger under each letter in a word, and have the students blend the letter sounds with you.
3. Review how adding the -ed changes the meaning of the word. Write the following sentences on the board. Read the first sentence aloud.

José ________ on the grass.
Shaquina __________ her mother goodnight.

Use Think-Pair-Share to ask:

Which word from the list makes the most sense in the first sentence?
Played.

Remind the students that adding the -ed means that something already happened; it happened in the past.

How would you say this sentence to show that something was happening right now, in the present?
José plays on the grass, or Jose is playing on the grass.

Use Think-Pair-Share to ask:

Which word from the list makes the most sense in the second sentence?
Kissed.

How would you say this sentence to show that something was happening right now, in the present?
Shaquina kisses her mother goodnight, or Shaquina is kissing her mother goodnight.

Remind the students to look for word endings like -ed and -ing as they read. Noting these endings will help them decide if something is happening in the present or the past.

Skill Instruction

1. Tell the students that today you will be introducing two letters that have both a “hard” sound and a “soft” sound.

Write the following words on the board. Tell the students that the words in the first column contain the letter c. The letter c in these words stands for the hard c sound /c…c…c/. Read the words in the first column aloud, and have the students repeat them.

cat   city
back  ice
scout face

Hold up the key card for the hard c. Say the pictured word aloud. Car. Have the students repeat the word after you say it. Car. Point out that this is the hard sound for the letter c.

Tell the students that the letter c sometimes stands for another sound, the soft sound of c. Hold up the key card for the soft c. Say the pictured word aloud. City. Have the students repeat the word after you say it. City.
What sound do you hear at the beginning of city, circus, and in the middle of space?  
*The students should make the /s/ sound.*

**Look at the card. What letter goes with the /s/ sound in city?**  
*The letter c.*

To help me remember that the letter c can sometimes stand for the /s/ sound, I’m going to think of the letter on this key card and in my mind connect it with this picture. When I see the letter c in my reading, I will think of this picture of a city and I will know that c sometimes makes the /s/ sound like in city.

Tell the students that the words in the second column also contain the letter c. But the letter c in these words stands for the soft sound of c, /s...s...s/. The soft sound of c sounds like the letter s, /s...s...s/. Read the words in the second column aloud, and have the students repeat them.

Use **Think-Pair-Share** to ask:

**When you are trying to figure out a word, how will you know if the letter c stands for the soft sound or the hard sound?**  
*Try sounding out the word with both the hard and soft c sounds to figure out which one is right.*

2. Tell the students that there is another letter that can make two different sounds.

Write the following words on the board. Tell the students that the words in the first column contain the letter g. The letter g in these words stands for the hard g sound /g...g...g/. Read the words in the first column aloud, and have the students repeat them.

```
get    gem
peg    gel
grit   page
```

Hold up the key card for the hard g. Say the pictured word aloud. Gate. Have the students repeat the word after you say it. Gate. Point out that this is the hard sound for the letter g.

Tell the students that the letter g sometimes stands for another sound, the soft sound of g. Hold up the key card for the soft g. Say the pictured word aloud. Gem. Have the students repeat the word after you say it. Gem. Refer to the words in the second column.

**What sound do you hear at the beginning of gem, gel, and in the middle of page?**  
*The students should make the /j/ sound.*

**Look at the card. What letter goes with the /j/ sound in gem?**  
*The letter g.*
To help me remember that the letter $g$ can sometimes stand for the /j/ sound, I’m going to think of the letter on this key card and in my mind connect it with this picture. When I see the letter $g$ in my reading, I will think of this picture of a gem, and I will know that the letter $g$ sometimes stands for the /j/ sound like in gem.

Point out to the students that when they come to a word they don’t know, they might have to try both the hard and soft $g$ sounds to figure out which one is right.

**Show You Know It**

3. Point out that the students have learned soft and hard sounds for the letters $c$ and $g$. Challenge partners to figure out which sound the letter $g$ stands for in the following words and pronounce them.

- gift
- cage

Have partners figure out which sound the letter $c$ stands for in the following words and pronounce them.

- cell
- race

Point out that the word cage has the soft $g$ sound /j/, and race has the soft $c$ sound /s/. Explain that when a $c$ or $g$ has a silent e after it, the letter usually has the soft sound.

4. Introduce the letter combos $oi$ and $oy$. Tell the students that these two letter combos stand for the same sound.

Present the /oy/ sound.

Hold up the key card for the letters $oy$. Say the pictured word aloud. Toy. Have the students repeat the word after you say it. Toy.

**What sound do you hear in the words toy, boy, and ahoy?**

The /oy/ sound.

**Look at the letter combination on the card. What letters go with the /oy/ sound?**

The letters oy.

Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters $oy$ in the palms of their hands. Point out that the two letters work together to make the /oy/ sound.

Read the following sentence, and ask the students if they can identify the /oy/ sound and letters in the words.

The boy was annoyed by the broken toy.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /oy/ sound.

5. Present the /oi/ sound.

Hold up the key card for the letters $oi$. Say the pictured word aloud. Point. Have the students repeat the word after you say it. Point.
What sound do you hear repeated in the words *point*, *spoil*, and *noise*?
*The /oi/ sound.*

**Look at the letter combination on the card. What letters go with the /oi/ sound?**
*The letters *oi*.*

Point out that *oi* is another letter combination that stands for the /oy/ sound.

This letter combo, *oi*, stands for the /oy/ sound too. It is the same sound, just spelled differently. To help me remember that the letters *oi* make the /oy/ sound, I will think about the letters on this key card and in my mind connect them with this picture. When I see the letters *oi* together in my reading, I will think of this picture. I will know that *oi* together makes the /oy/ sound like in *point*.

Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters *oi* in the palms of their hands. Point out that the two letters work together to make the /oi/ sound.

Read the following sentence, and ask the students if they can identify the /oi/ sound in the words.

Join us for a boiled fish in foil.

Have the students repeat the sentence. Read the sentence again. Have the students clap whenever they hear the /oi/ sound.

**Two Lists**

6. Point out that the students have learned two letter combinations that make the same /oy/ sound.

Make two lists on the board.

<table>
<thead>
<tr>
<th>oy</th>
<th>oi</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>boil</td>
</tr>
</tbody>
</table>

Have the students think about words that have the /oy/ sound.

Tell your partner at least three words that have the /oy/ sound.

Use **Numbered Heads** to ask the students what words they shared with their partners. On one list, include the words that have the letters *oy* to make the /oy/ sound. On the second list, add words that have the letters *oi* to make the /oi/ sound.

Learning that these two letter combos make the same sound will help you to figure out many, many new words.
Active Instruction continued

The students practice using clues to predict the topic.

Partner and class discussions activate background knowledge and establish a purpose for reading.

Build Background

1. Refer the students to the next unit, *Cycle Race in France*, in their student editions. Use Think-Pair-Share to ask:

   **If you want to guess what a book is about before you read it, what clues can you use?**
   
   *You can look at the title and pictures on the cover and inside the book.*

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use a random selection system like Numbered Heads to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions.

3. Have partners discuss what they already know about bicycling, cycle racing, or France. Use Numbered Heads to share the students’ background knowledge on the topic.

4. Tell the students that you will read the introduction to this book. Read the following introductory text aloud.

   **Introduction**
   
   Genna loves to cycle fast up and down mountains. She competes in bicycle races in her home state of Alabama and usually comes in first or second. Someday she hopes to enter a famous biking race in France. But Genna knows she has to improve her speed and endurance before she enters the three-day race in the French Alps. Meanwhile Genna has been invited to compete in a one-day race in France. The race begins in the city of Paris and ends in the French countryside.

5. Refer the students to the predictions they made about the topic of the book. Point out that the introduction makes it sound like they will be reading about a cycling competition in the city of Paris, France. Use Think-Pair-Share to ask:

   **What questions do you have about this topic before you begin to read? What would you like to find out?**
   
   *Accept reasonable responses. For example, I would like to know what Paris is like or what kind of cycling race Genna is competing in.*

   Use Numbered Heads to share responses, and record the students’ questions on the board.

Listening Comprehension

1. Tell the students that you are going to begin reading the first two sections of chapter 1, “Off to France,” aloud.
As I read, I will stop when I get to a word that I need to figure out. I will look at the letters, figure out what sounds they make, and then blend the sounds together to read the word. I will also use clues in the sentence or pictures to help me figure out words.

2. Read the first section of the text aloud. Pause before the word *cycling*. Use a Think Aloud to model identifying which sound a letter *c* stands for in the word.

Hmm. This is interesting. There are two letter *c*’s in this word. The beginning letter could have the hard sound of *c*, the /c/ sound, or the soft sound of *c*, like /s/. I’ll try the soft sound for the letters: /s-y-s-l-ing/. I don’t think that is right. I’ll try the hard *c* sound for the second *c*: /s-y-c-l-ing; cycling/. That is a word, and it makes sense. I had to try both sounds for the letter *c* to figure out the word.

I notice that the next word has a letter *c* in the middle followed by a silent *e*. That means that it probably makes the soft *c* sound /s/. I’ll sound it out. /r-a-s; race/. That makes sense: a cycling race.

3. Continue reading the second section of text. Pause at the name *Roy*. Point out that this word has the *oy* letter combo. Show how knowing that the *oy* letter combo stands for the /oy/ sound helps you sound out the brother’s name: *Roy*.

Continue reading to the end of the second section, and model clarifying the last word, *point*.

This looks like a hard word, but I do see a letter combo I recognize. It is the combo *oi*. These letters together make the /oi/ sound. I’ll try sounding it out: /p-oi-n-t; point/. That is a word. Now I’ll reread the sentence: “Genna saw that Roy had a point.” Yes, that makes sense. Roy’s point was that Genna would have trouble talking to people in France.

4. After you have read the two sections and modeled blending sounds, reread them to model fluency and so the students can focus on comprehension.

**Word List 1 Introduction**

1. Display List 1. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are important words that do not necessarily obey the phonetic rules, as the students understand them. Tell the students that this is a list of words that they will meet in the text.
### Word List 1

<table>
<thead>
<tr>
<th>Green Words</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>race</td>
<td>point</td>
</tr>
<tr>
<td>cycle</td>
<td>spoiled</td>
</tr>
<tr>
<td>enjoy</td>
<td>talk</td>
</tr>
<tr>
<td>toys</td>
<td>price</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Red Words</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>okay</td>
<td></td>
</tr>
<tr>
<td>car</td>
<td></td>
</tr>
</tbody>
</table>

### Stretch and Read

2. Introduce the phonetically regular words—the green words—on List 1.

Here are words that you will meet in your reading today. Let’s get ready to read by practicing these words. We’ll use different strategies to practice. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.

Sound out the green words on List 1 with your students. Use **Think-Pair-Share** to ask:

*Are there any words on the word list that have the soft letter c or g sounds that we learned today? Which ones are they?*

*They are* race, cycle, and price.

*Are there any words on the word list that have the oy or oi letter combos that we learned today?*

*They are* enjoy, toy, point, and spoiled.

*Look at our lists of oi and oy combos on the board. Under which combo should I write each word?*

Record the student responses.

### Say-Spell-Say

3. Introduce the sight words—the red words—on the list.

Now let’s read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read them even if you know the sounds. As I point to each word, say it, then spell it, then say it again.

Have the students read and spell the words *okay* and *car.*
Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

**Clarifying Strategies**

- **Sound it out** can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word’s vowels.
- **Read the sentence again** helps the students think about context: what word ought to go here for the sentence to make sense.
- **Look at the pictures** reinforces the habit of using all available clues to determine meaning.
- **Mark the word with a sticky note** reassures the students that they do not need to understand every word to comprehend a passage.
- **Ask for help** establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

Your goal is to read the entire passage smoothly and without making mistakes.

For now, I want you to focus on getting the words. The first time you read the passage, I want you to pay attention to the words you don’t know or don’t understand. Talk with your partners about how to figure them out. Can you blend the sounds and say the word? If you can’t figure out a word, put a sticky note next to it.

Reread the passage. Are there clues in the pictures that can help you and your partner figure out a word with a sticky note? If so, put a check on the sticky note next to the word to show that you now understand and are able to read smoothly.

Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

Refer to the Team Score Sheet/Learning Guide transparency and the Passage box under Day 1. Tell the students that if their partner can read the passage smoothly without mistakes, they can initial the Passage box next to their partner’s name.
2. Have the students read:

“Off to France” aloud with partners.

3. Circulate and listen while the students are reading. Prompt and reinforce the students’ efforts to clarify what they read. Encourage them to mark words they need to figure out with a sticky note. Remind them to sound words out, look for context clues, or ask for help. Circle 5 points in the Teacher column next to Passage for the students who can read the passage smoothly with no errors.

4. When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

   *Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out? Were there letter patterns that you recognized?*

   *Answers will vary.*

   Ask several students to share their discussion with the class.

**Word Work**

5. Have the students turn to the Word Work activity for Day 1. Tell the students how to complete the activity. They will read the sentence and write the word from the word list that makes the most sense in the sentence.

   **Genna likes to ________ on her bike.** [race]

6. Have the students complete the activity. When they are done, partners can check each other’s work.

**Team Discussion**

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will then write a sentence or two to answer question 2.

   **Team Talk Questions**
   
   1. Why does Roy want Genna to think twice about taking Ace?
      
      *Roy thinks Ace is a spoiled dog that would make noise and be a lot of trouble on the trip.*
   
   2. What does Roy bring for Ace? (write)
      
      *Roy brings a cage and dog toys for Ace.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.
Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use Numbered Heads to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.

2. Use Think-Pair-Share to ask:

   Did we answer Today’s Big Question? What are the pros and cons of taking a dog on a trip?
   The cons might be the trouble of feeding and walking the dog while traveling. The pros might be that dogs are good company and can make a trip fun.

   What words did you read today that describe ways to travel?
   Answers will vary. For example, plane, car, and bike.

   Name two words from the reading that have the same /oy/ sound, but are spelled in different ways.
   Answers will vary. For example, toys and noise.

3. Ask any other questions that will encourage the students to think about their own thinking such as:

   Does picturing the key card in your mind help you remember what sound a letter combo makes?
   Answers will vary.

   How often do you look at the key cards at the back of your student edition when you are reading?
   Answers will vary.

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe or model, if necessary, each of the steps below.

   For each word on List 1:
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and picture the word spelled out in blue frosting.
   - Open your eyes, and look at the word again to see if you were right.
   - Look away from the word, and write it down.
   - Check to see if you spelled the word correctly.
   Repeat these steps until you can spell the word without any help.
2. When they have finished studying the words, have partners read the list to each other. Tell the students that if students successfully read all the words, their partners initial the Word List box on the Team Score Sheet/Learning Guide for Day 1 next to the partner’s name.

3. Circulate and listen to partner pairs as they read the word list. For the students who can successfully read all the words, circle 5 points in the Teacher column next to Word List for Day 1 on the Team Score Sheet/Learning Guide.

**Dictation**

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

   - Boil the water in a pot.
   - I looked at his face.
   - Ace was in the cage all day.

   **Take it up a notch:** The students write the three sentences plus the following challenge sentence:

   The cycle race runs twice around the city.

   **Take it down a notch:** Have the students write individual words.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*boil, looked, face, Ace, cage, day*) while the students check their partner’s spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if the sentence is a question.

3. Display the Team Score Sheet/Learning Guide transparency. Refer the students to the box for Dictation under Day 1. Tell the students that if their partner has written the sentence correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.

4. Remind the students to record the number of team cooperation points their team received today on the Team Score Sheet/Learning Guide. Explain that this number goes next to each student’s name on the team in the spaces marked TCP. Show the students these spaces under Day 1 on the transparency.

5. Explain that all the points team members earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 1. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.
Homework

1. Refer the students to the homework for Day 1. Point out that the homework has three parts. Explain that they will practice reading the words on Word List 1.

   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the list of words correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Off to France.”

   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. You can refer to the key cards in the back of the student edition to remind you of the letter sounds. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage. Have the listener initial a box each time you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the sentence activity on the homework page with your students.

   For this activity, your job is to read the sentences and choose words from Word List 1 that make sense in the sentences. Write them in the blanks.
Day 1 | Student Homework

1. Practice reading the words in Word List 1. Have someone initial in a circle each time you read all the words on the list correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>race</td>
</tr>
<tr>
<td>cycle</td>
</tr>
<tr>
<td>enjoy</td>
</tr>
<tr>
<td>toys</td>
</tr>
<tr>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>okay</td>
</tr>
<tr>
<td>car</td>
</tr>
</tbody>
</table>

2. Practice reading “Off to France.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Fill in the blank. Choose the word from Word List 1 that makes the most sense in the sentence. Write it in the blank.

1. What is the ______price______ I must pay for a meal?

2. I ______enjoy______ playing on a team.

3. Roy thinks Ace is a ______spoiled______ dog.
Unit 7 | Day 2

Listening Comprehension: first two sections of chapter 2
Partner Reading: chapter 2: “The City”

Teacher Background

In today’s chapter, “The City,” Genna, Roy, and Ace explore Paris and set off to climb to the top of the Eiffel Tower.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will review the hard and soft sounds of *c* and *g* and practice using letter combinations that stand for the same sound.

   **Today’s Big Question:**
   What places would you like to visit in Paris?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide. Remind the students that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day. It is a way for partners to help each other and be sure that everyone is moving ahead.

2. Refer to the Homework box under Day 2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 2 on the Team Score Sheet/Learning Guide next to their partner’s name.

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.
4. Refer to the box for Word List under Day 2 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners initial the Word List box for Day 2 next to the partner’s name. Have partners read the words on Word List 1 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 2 on their Team Score Sheet/Learning Guides. Have partners also check their partner’s sentences.

5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 2 on the Team Score Sheet/Learning Guides.

6. Remind the students that at the end of the class, they will tally today’s points and write them on the Team Score Sheet/Learning Guide as today’s total.

Active Instruction

Skill Review

Say-It-Fast (optional review)

1. Have the students say words after listening to you stretch the sounds and slightly isolate each one. Use as many of the words below as you need. The words may or may not have the lesson letter sounds in them—this is practice in a skill used in sounding out words.

| /c-u-p/ | cup        | /s-t-ow/ | stow     |
| /s-t-a-n-d/ | stand    | /h-ou-se/ | house   |
| /h-a-ng/ | hang      | /p-a-n-t-s/ | pants |

Break-It-Down (optional review)

2. Say a word, and ask the students to repeat it. Then, the students say the word sound by sound. Provide support as needed.

| hawk /h-aw-k/ | fling /f-l-i-ng/ |
| slip /s-l-i-p/ | plink /pl-i-nk/ |
| catch /c-a-tch/ | slope /sl-o-pe/ |

Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds,
include this extra step: after you say the word, have the students count the sounds they hear in it, then stretch the word to include that many sounds.

**Letter/Sound Review**

3. Remind the students that the letters *c* and *g* have a hard sound and a soft sound.

   Hold up the key card for the soft *g*.
   
   This key card helps me remember that the letter *g* also stands for a soft sound /g/. What is this picture? Say it with me. Gem. /g/ is the soft sound of *g*.

   Read the sentence on the back of the key card aloud. Have the students tap when they hear the soft /g/ sound.

4. Hold up the key card for the soft *c*.

   This is the key card for the soft *c* sound /s/. What is this picture? Say it with me. City. /s/ is the soft sound of the letter *c*.

   Read the sentence on the back of the key card aloud. Have the students tap when they hear the /s/ sound. Point out that each time they hear the /s/ sound in this sentence it is spelled with the letter *c*.

**Show You Know It**

5. Write the following words on the board, and read them aloud, emphasizing each sound in the word.

   gel      girl      giant

   Use **Think-Pair-Share** and ask:
   
   **Which words have the soft sound of *g***?
   
   Gel and giant have the soft sound of *g*.

   Write the following words on the board, and read them aloud, emphasizing each sound in the words.

   ice      face      cute

   Use **Think-Pair-Share** and ask:
   
   **Which words have the soft sound of *c***?
   
   Ice and face have the soft sound of *c*.

**Skill Instruction**

1. Remind the students that they also have been learning two different letter combos that make the /oy/ sound. Write the following words on the board, and read them aloud, emphasizing each sound in the words.

   boys      noise
   joy       join

   As I read these words, I hear the same /oy/ sound in each one.

2. Hold up the key card for /oy/.

**The Reading Edge: Level 1 | Teacher Edition**
This key card helps me remember that the letter combo *oy* makes the */oy/* sound. What is this picture? Say it with me. *Toy.* Whenever I see the letter combo *oy* in my reading, I think of this picture and say to myself *toy.* It helps me connect the letter combo to the sound it makes, the */oy/* sound.

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the */oy/* sound. Point out that each time they hear the */oy/* sound in this sentence it is spelled with the *oy* letter combo.

3. Hold up the key card for */oi/*.

This is the key card for the *oi* letter combo. The letters *oi* together also make the */oi/* sound. What is this picture? Say it with me. *Point.*

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the */oi/* sound. Point out that each time they hear the */oi/* sound in this sentence it is spelled with the *oi* letter combo.

4. Refer to the words on the board again, and underline the two letter combos that make the same sound.

   - boys noise
   - joy join

Knowing that these two letter combos make the same sound is a tremendous thing for a reader. It means that you have a tool for figuring out many, many new words.

**Show You Know It**

5. Point out that the students have learned two letter combos that make the */oy/* sound. Refer the students to the following list of words in their student editions. Have partners identify and underline the letter combos that make the new sounds in each word and pronounce the words.

   1. annoy 4. coin
   2. foil 5. oil
   3. ahoy 6. loyal

**Build Background**

1. Refer the students to the story in their student editions, and have them turn to chapter 2. Read the title: “The City.” Use **Think-Pair-Share** to ask:

   If you want to guess what a chapter is about before you read it, what clues can you use?
   
   You can look at the chapter title and at the pictures.
2. Have partners preview chapter 2 and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity.

3. Have partners discuss what they already know about any city in France. Use **Numbered Heads** to share the students’ background knowledge on the topic.

**English Language Learners**

Display pictures or act out new vocabulary words or concepts that may be unfamiliar.

Have partners discuss pictures in the story to clarify words and to give opportunities for ELL students to use this new vocabulary.

Ask partners to think of synonyms or antonyms for new words.

Pair ELL students with students who are more familiar with the vocabulary.

Have the students draw pictures to go with new vocabulary words.

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**Listening Comprehension**

1. Read the introduction to chapter 2, “The City,” aloud.

**Introduction**

Genna and Roy are about to land in Paris, France. The city of Paris was built along the banks of the river Seine (sen). One side is called the Left Bank. The Left Bank has lots of shops, art galleries, and outdoor cafes. It is also where tourists go to see the famous Eiffel Tower. The other side of the river is called the Right Bank. One of the grandest streets in the world, the Champs Elysées, (shawnz a-leez-AY) is on the Right Bank.

As I read, I am going to continue to be on the lookout for words with the soft sounds of $g$ and $c$ and for the letter combos $oy$ and $oi$ that we’ve just reviewed. I will also pay attention for letter combinations that I’ve already learned.

2. Begin reading “The City” aloud. Pause when you get to the word **huge**. Use a Think Aloud to model clarifying the word.

Okay, so here is a word that is unfamiliar, but I see that it has an $e$ at the end. I bet it is a silent $e$. That means the $u$ in this word says its name. I’ll try sounding it out. (Blend the sounds using a long $u$ but a hard /$g$ sound.) /h-u-ge; hug/. I don’t think that is a word. I’ll try the other sound for $g$, the /$j$/ sound. /h-u-ge; huge/. That is a word. I’ll read the sentence to see if it makes sense: “Paris is a huge place.” Yes, that makes
Continue reading, and mispronounce the word *gem* with a hard *g*. Note that the word does not make sense. Tell the students that you will try pronouncing the *g* with a soft *g* sound. Point out that now the sentence makes sense: “Paris is a gem of a city.” Point out that Roy must mean that Paris is like a jewel, in other words, a beautiful and special city.

Continue reading the second section. Pause at the word *noise*. Use a Think Aloud to model clarifying the word.

Hmm. I don’t know this word, but I do see the *oi* letter combo we just reviewed. The letters *oi* together stand for the /oi/ sound. I think maybe the *e* on the end is silent. I’ll try sounding it out. /n-oi-se; noise/. “Ace began to make noise.” Yes, that makes sense. Knowing the *oi* letter combo really helped me figure out the word.

3. After you have finished modeling the skills, read the sections again to model fluency and so the students can focus on comprehension.

### Word List 2 Introduction

1. Display and introduce List 2. Remind the students that green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.

<table>
<thead>
<tr>
<th><strong>Word List 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>huge</td>
</tr>
<tr>
<td>place</td>
</tr>
<tr>
<td>gem</td>
</tr>
<tr>
<td>nice</td>
</tr>
<tr>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>outside</td>
</tr>
<tr>
<td>café</td>
</tr>
</tbody>
</table>

### Stretch and Read

2. Introduce the phonetically regular words—the green words—on List 2.

Here are words that you will meet in your reading today. Let’s get ready to read by practicing these words. We’ll do this by using different strategies. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I
Active Instruction continued

draw my hand under the word. Then say it fast to pronounce the word.

Sound out the green words on List 2 with your students. As you do this exercise, select the words randomly rather than in any particular order.

Use Think-Pair-Share to ask:

Are there words on the word list that have the oy or oi letter combos? Which ones are they?

Annoyed and noise.

Point out that in each of the words, two different letter combinations stand for the same /oy/ sound.

Say-Spell-Say

3. Introduce the sight words—the red words—on List 2.

Now let’s read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read even if you know the sounds.

As I point to the word, say it, then spell it, then say it again.

Randomly point to words, and have the students read the words as a group. Stretch or say spell say words that the students miss. Point out that outside is a long word that has two parts: the word out and the word side.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

2. Have the students read:

“The City” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Encourage them to mark words they cannot clarify with a sticky note.

4. When the students are finished reading and clarifying the passage, do a Think-Pair-Share exercise:
Talk to your partner about a word that you had trouble with (a sticky note word). How did you figure it out? Were there letter combos that you recognized?

Answers will vary.

Ask several students to share their discussion with the class. Celebrate the students’ successful reading of the passage.

Word Work

4. Have the students turn to the Word Work activity for Day 2. Tell the students how to complete the activity. They will read the sentence and write the word from Word List 2 that makes the most sense in the sentence.

Paris is a ______ city. [nice or huge]

5. Have the students complete the activity. When they are done, partners can check each other’s work. Point out that more than one word from the list makes sense in the sentence.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write one or two sentences to answer question 2.

Team Talk Questions

1. Which places would you like to visit in Paris?
   
   Answers will vary. The students may say they would like to visit an outside café, the Eiffel Tower, the Left Bank, Champs Elysées, etc.

2. What did Roy have to take up the steps? (write)
   
   Roy had to take Ace up the steps.

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use Numbered Heads to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

*Did we answer Today’s Big Question?*

*Yes, we talked about places we would like to visit in Paris.*

*What word was the hardest for you to read today? What was the easiest?*

*Answers will vary.*

*Did you read any words that have a soft *c* sound?*

*Yes, we read France, city, nice, Ace, and place.*

**Word List Practice**

1. Explain to the students that this is their opportunity to study the words on their word lists. Write each of the steps below on the chalkboard or a blank transparency as you explain it.

   **For each word on List 2:**
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and picture the word **printed on an envelope**.
   - Open your eyes, and look at the word again to see if you were right.
   - Look away from the word, and write it down.
   - Check to see if you spelled the word correctly.

   Repeat these steps until you can spell the word without any help.

**Dictation**

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

   *It was a nice place.*
   *The price for the toy was small.*
   *Give me that huge gem.*

   **Take it up a notch:** The students write the three sentences plus the following challenge sentence:

   *She was annoyed by the noise of the bell.*

   **Take it down a notch:** Have the students write individual words.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*nice, place, price, toy, small, give, huge, gem*) while the students check their partner’s spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 2. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on the Team Score Sheet/Learning Guides for sentences that are written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the space for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 2.

**Homework**

1. Refer the students to the homework for the Day 2 homework passage. Explain that they will practice reading the words on Word List 2.

   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the list of words correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “The City.”

   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the Quick Erase activity on the homework page for your students.

   For this activity, your job is to change one letter at a time to make a new word. Be sure you can pronounce the new words you make.
Day 2 | Student Homework

1. Practice reading the words in Word List 2. Have someone initial in a circle each time you read all the words on lists 1 and 2 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>race</td>
<td>huge</td>
</tr>
<tr>
<td>point</td>
<td>walked</td>
</tr>
<tr>
<td>cycle</td>
<td>place</td>
</tr>
<tr>
<td>spoiled</td>
<td>annoyed</td>
</tr>
<tr>
<td>enjoy</td>
<td>gem</td>
</tr>
<tr>
<td>talk</td>
<td>noise</td>
</tr>
<tr>
<td>toys</td>
<td>nice</td>
</tr>
<tr>
<td>price</td>
<td>small</td>
</tr>
<tr>
<td><strong>Red Words</strong></td>
<td><strong>Red Words</strong></td>
</tr>
<tr>
<td>okay</td>
<td>outside</td>
</tr>
<tr>
<td>car</td>
<td>waiter</td>
</tr>
</tbody>
</table>

2. Practice reading “The City.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Play Quick Erase. Change one letter at a time to make a new word.

face __________  __________  __________
Teacher Background

In today’s chapter, “Boat Ride,” Genna and Roy enjoy the view from the Eiffel Tower and then head toward the river Seine for a boat tour of Paris. They visit Notre Dame and see a strange animal, a gargoyle, carved from stone.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will practice using letter combinations that stand for the same sound and identify words with common word chunks.

   **Today’s Big Question:**
   What did Roy see at the top of the church?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

3. Have the students turn to their Map It Out sheets and review their goals for this unit. Use **Think-Pair-Share** to ask:
   - Do you think you are making progress toward your goal?
   - Looking at the Toll Booth for this unit, are you able to say the sounds for all the letter combinations? Which ones will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.

2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 3 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.

4. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners initial the Word List box for Day 3 next to the partner’s name. Have partners read the words on Word List 2 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 3 on their Team Score Sheet/Learning Guides. Have partners also check their partner’s Quick Erase words.

5. Have partners read the homework passage from the reading to each other.

   The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

   Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 3 on the Team Score Sheet/Learning Guides.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Say-It-Fast (optional review)

1. Have the students say words after listening to you stretch the sounds and slightly isolate each one. Use as many of the words below as you need. The words may or may not have the lesson letter sounds in them—this is practice in a skill used in sounding out words.

<table>
<thead>
<tr>
<th>/d-ee-d/</th>
<th>deed</th>
<th>/s-n-ow/</th>
<th>snow</th>
</tr>
</thead>
<tbody>
<tr>
<td>/s-a-ng/</td>
<td>sang</td>
<td>/t-r-ay/</td>
<td>tray</td>
</tr>
<tr>
<td>/h-u-n-t-s/</td>
<td>hunts</td>
<td>/b-l-a-me/</td>
<td>blame</td>
</tr>
</tbody>
</table>
Break-It-Down (optional review)

2. Say a word, and ask the students to repeat it. Then, have the students say the word sound by sound. Provide support as needed.

<table>
<thead>
<tr>
<th>crow</th>
<th>snort</th>
<th>pound</th>
</tr>
</thead>
<tbody>
<tr>
<td>/c-r-ow/</td>
<td>/s-n-or-t/</td>
<td>/p-ou-nd/</td>
</tr>
<tr>
<td>landed</td>
<td>blade</td>
<td>stayed</td>
</tr>
<tr>
<td>/l-a-nd-ed/</td>
<td>/b-l-a-de/</td>
<td>/s-t-ay-ed/</td>
</tr>
</tbody>
</table>

Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it, then stretch the word to include that many sounds.

Review Letter/Sounds

3. Review the *oi* and *oy* letter combinations.

Hold up the key card for *oi*.

This is the key card for the *oi* letter combo. These letters together stand for the */oi/* sound. Practice making this sound with me. */oi...oi...oi/*. What is this picture? Say it with me. *Point.*

Read the sentence on the back of the key card aloud. Have the students snap when they hear the */oi/* sound. Point out that each time they hear the */oi/* sound in this sentence, the word is spelled with the *oi* letter combo.

4. Repeat the procedure with the *oy* key card.

5. Refer the students to the chart below in their student editions and the sentences next to it.

**Two Lists**

<table>
<thead>
<tr>
<th>oi</th>
<th>oy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The boy got oil on his hand.
Point to the toy you want.
I enjoy putting seeds in the soil.

6. Have partners work together to identify the letter combinations in words from the sentences and write the words under the correct column.

Skill Instruction

1. Present the *-all* letter group or word chunk.

Remind the students that when they are reading and come to a word they do not know, one of the clarifying strategies is to look for chunks or parts of the word that are familiar. Tell the students that today they will be looking at two different word chunks.
Hold up the key card for the word chunk -all. Say the pictured word aloud. Ball. Write the word ball on the board. Underline the -all word chunk. Have the students repeat the word after you say it. Ball.

What sound do you hear at the end of the words ball and call?
The students should make the /all/ sound.

Look at the card. What letters go with the /all/ sound in ball?
The letters all.

Read the sentence on the back of the key card. Have the students tap when they hear the /all/ sound.

Write the word all on the board. Read the word aloud. Point out that this word chunk can be found in many words. Write the letter c in front of the word chunk.

Model blending the sounds to pronounce the word.

I see the word chunk -all in this word. This will help me pronounce the word /c-all; call/. Recognizing this word chunk made it easy to figure out the word. If I change this first letter to the letter f, I can make a new word /f-all; fall/.

Challenge partners to see how many words they can make using this word chunk. Use Numbered Heads to share responses, and write them on the board. Responses might include hall, mall, stall, tall, wall.

2. Present the -alk letter group or word chunk.

Hold up the key card for the word chunk -alk. Say the pictured word aloud. Talk. Write the word talk on the board. Underline the -alk word chunk. Have the students repeat the word after you say it. Talk.

What sound do you hear repeated in the words talk and walk?
The students should make the /alk/ sound.

Look at the card. What letters go with the /alk/ sound in talk and walk?
The letters alk.

Read the sentence on the back of the key card. Have the students tap when they hear the /alk/ sound.

Write the word talk on the board. Read the word aloud. Point out that the -alk word chunk can be found in many words. Write the letter w in front of the word chunk.

Model blending the sounds to pronounce the word.

I see the word chunk -alk in this word. This will help me pronounce the word /w-alk; walk/. Recognizing this word chunk made it easy to figure out the word. If I change this first letter to the letters ch, I can make a new word /ch-alk; chalk/.
Point out that recognizing word chunks like *-all* and *-alk* helps you figure out new words.

**Build Background**

1. Refer the students to the reading in their student editions, and have them turn to chapter 3. Read the title, “Boat Ride.”

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction a whole-class activity. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions such as the title or pictures. The students will probably predict that the reading is about Genna and Roy going on a boat ride and seeing some old buildings in Paris.

3. Use **Numbered Heads** to share the students’ background knowledge and questions concerning the topic.

**Listening Comprehension**

1. Read the introduction to chapter 3, “Boat Ride,” aloud.

   **Introduction**
   
   Genna has run up to the top of the Eiffel Tower in Paris. She is waiting for Roy to walk up the steps carrying Ace. Meanwhile she enjoys the view of Paris and the river Seine.

2. Tell the students that you are going to keep the word chunks *-all* and *-alk* in mind to help you figure out words as you read.

3. Read the first section of the chapter, pausing at the word *join*. Use a Think Aloud to show how you clarified the word.

   Hmm. I don’t know this word but I do see the *oi* letter combo in it. I remember the picture from the key card: point. The *oi* letter combo stands for the */oi/* sound like in the word *point*. I’ll try sounding out this word. */j-oi-n; join/*. That is a word. Now I’ll read the whole sentence to see if it makes sense. “Genna waited for Roy to join her.” Yes, that makes sense. Remembering the *oi* letter combo helped me figure out the word.

   Continue reading the section, and pause to clarify the word *panted*.

   Hmm. I see a small word I know in this bigger word. The letters *p-a-n* spell *pan*. Now I’ll sound out the rest of the word. */pan-t-ed; panted/*. That is a word. I’ll try it in the sentence. “I think Ace eats too much,” he panted.” Oh, I get it. Roy is panting because he walked up all the stairs carrying Ace. Ace is heavy because he eats too much. Clarifying that word helped me figure out what is going on.
Continue reading the second section, and pause to clarify the words *stall* and *walked* by identifying the *-all* and *-alk* work chunks.

4. After you have finished modeling clarifying, read the sections again to model fluency and so the students can focus on comprehension.

**Word List Introduction**

**Stretch and Read**

1. Display List 3. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.

2. Introduce the phonetically regular words—the green words—on List 3.

   Here are words that you will meet in your reading. Let’s get ready to read by practicing these words. We’ll do this by using different strategies. First, let’s sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.

<table>
<thead>
<tr>
<th>Word List 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>join</td>
</tr>
<tr>
<td>spied</td>
</tr>
<tr>
<td>slice</td>
</tr>
<tr>
<td>ages</td>
</tr>
</tbody>
</table>

| **Red Words** |
| middle | food |
| start |

As you do this exercise, select the words randomly rather than in any particular order. Use Think-Pair-Share to ask:

- **Are there words on the word list with the *-all* word chunk?** Which ones?
  - Stall and called.

- **Do any of the words have the soft sound of the letter g?**
  - *The words ages and strange have a soft sound of g.*

**Say-Spell-Say**

3. Introduce the sight words—the red words—on the lists.

   Now let's read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read even if you know the sounds.
After I point to and say the word, we will say it together, spell it together, and then say it again.

Randomly point to words, and have the students read any words from earlier lists that still give them difficulty.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don't know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

2. Have the students read:

   “The Boat Ride” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to retell what happened after reading each section aloud.

4. When the students are finished reading and clarifying the passage, do a Think-Pair-Share exercise:

   Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out? Did you use clues in the sentence?

   Answers will vary.

   Ask several students to share their discussion with the class.

Word Work

5. Review the activity, Quick Erase. Remind the students that the goal of this activity is to make as many different words as possible by changing only one letter at a time. Write the word talk on the board. Slowly touch each letter. Have the students make the sounds with you and then blend them to say the word.

   Now I’m going to change one letter in this word. Do you think you can read it if I change one letter?

   Change the t to w. Sound out the word by touching each letter and making its sound. Then, read the whole word: walk. Continue to change one letter at a time and read the words with the students. Use the following word sequence:

   talk...walk...wall...fall...fill...bill

   Point out that you started with one word and made five more words by changing just one letter or letter blend at a time.
6. Have the students play Quick Erase with their partners beginning with the word *tall*. Use **Numbered Heads** to have partners share with their teams the words they were able to make.

### Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 2.

#### Team Talk Questions

1. Why do you think many people wanted to visit the big church?
   
   *Answers will vary. The students may say that people wanted to visit it because it was old, large, beautiful, or because it was famous.*

2. What did Roy see at the top of the church? (write)
   
   *Roy saw a strange stone animal at the top of the church.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

### Time for Reflection

#### Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.

2. Use **Think-Pair-Share** to ask:

   **Did we answer Today’s Big Question?**
   
   *Yes. There was a strange stone animal on top of the church.*

   Explain that the stone creature is called a gargoyle. Tell the students that gargoyles—statues in the shapes of fantastic creatures—were often put on churches during the Middle Ages.

   **Why might people put gargoyles on a church? What could be their purpose?**
   
   *Answers will vary.*

   Tell the students that one reason gargoyles were included in the design of churches from the Middle Ages was to scare away evil spirits. Also many gargoyles were actually rain gutters. Water pouring
off the roof of the church ran down and was channeled through a stone gargoyle’s mouth and shot out like a water spout away from the side of the building.

3. Write the word *gargoyle* on the board. Underline the *oy* letter combo in this word. Use **Think-Pair-Share** to ask:

   **Thinking back to the lesson, how could knowing this letter combo help you pronounce this word?**

   *The oy letter combo stands for the /oy/ sound like in toy and in gargoyle.*

**Word List Practice**

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

   **For each word on List 3:**
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and picture the word *written on a button.*
   - Open your eyes, and look at the word again to see if you were right.
   - Look away from the word, and write it down.
   - Check to see if you spelled the word correctly.

   Repeat these steps until you can spell the word without any help.

**Dictation**

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

   - They walked the small dog.
   - The place is down the street.
   - The man was nice to Ace.

   **Take it up a notch:** Have the students write the three sentences plus the following challenge sentence:

   - Ace got a slice of cheese.

   **Take it down a notch:** Write one of the sentences on the board with a spelling error. Have partners decide which word is spelled incorrectly and correct the error.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*walked, small, place, down, street, nice, Ace*) while the students check their partners’ spelling. Remind the students that in addition to checking spelling, they should check that the first letter of the sentence is capitalized,
that Ace’s name is capitalized, and that they end the sentence with a period or a question mark if it is a question.

3. Refer the students to the box for Dictation under Day 3 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on the Team Score Sheet/Learning Guides for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today’s total. Refer to this space on the Team Score Sheet/Learning Guide under Day 3. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

**Homework**

1. Refer the students to the homework for Day 3. Explain that they will practice reading the words on Word List 3.

   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the list of words correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Boat Ride.”

   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the homework activity.

   Your homework tonight is a fill-in-the-blank activity. For this activity, your job is to read each sentence and choose a word from Word List 3 that makes sense in the sentence. Write it in the blank.
Practice reading the words in Word List 3. Have someone initial in a circle each time you read all the words on lists 1, 2, and 3 correctly.

1. Roy __________ a strange stone animal.
2. Jim wanted to ______ join ______ the band.
3. The boy had a ______ slice ______ of pie.
Unit 7 | Day 4

Teacher Background

In today’s chapter, “The Race,” Genna competes in a grueling cycle race that begins at the famous Paris monument, the Arc de Triomphe, at one end of the Champs Elysées. Napoleon ordered the Arc de Triomphe to be built to commemorate the victories of the French army. Genna takes an early lead as the cyclists race through the streets of Paris.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will identify words with common word chunks and identify words with the soft sounds of /g/ and /c/.

   **Today’s Big Question:**
   Why is it important to prepare for a race?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use **Think-Pair-Share** to ask:
   
   Do you think you are making progress toward your goal?
   
   Looking at the Toll Booth for unit 7, which words have the /oi/ and /oy/ sounds? Can you read them? Which words will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.

2. Refer to the Homework box under Day 4. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 4 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 4 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 4 next to the partner’s name. Have partners read the words on Word List 3 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 4 on their Team Score Sheet/Learning Guides. Have partners also check their partner’s fill-in-the-blank answers.

5. Have partners read the homework passage from the reading to each other.

   The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

   Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 4 on the Team Score Sheet/Learning Guides.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Say-It-Fast (optional review)

1. Say each sound in the words listed below. The students will blend the sounds into words.

   /s-l-ow/ slow  /c-e-n-t/ cent
   /p-ee-k/ peek  /b-e-nd/ bend
   /c-oa-t/ coat  /th-r-oa-t/ throat

Break-It-Down (optional review)

2. Say a word, and ask the students to repeat it. Then, the students will say the word sound by sound. Provide support as needed.
The students review words with the **oi**, **oy** letter combos and the **-ing** and **-ed** endings.

Use **Think-Pair-Share** to ask:

**What sound do all of these words share?**
*The /oy/ or /oi/ sound.*

**What letter combinations stand for this sound?**
*The letter combos **oi** and **oy**.*

5. Review the **-ing** and **-ed** endings.

Remind the students that often when they are reading they come to words with an **-ed** ending. The **-ed** ending tells them that this action happened in the past. Have the students listen to you read the following words and give a thumbs up if they hear the **-ed** ending.

<table>
<thead>
<tr>
<th>Word</th>
<th>Thumbs Up</th>
<th>Thumbs Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>skipped</td>
<td>[thumbs up]</td>
<td></td>
</tr>
<tr>
<td>followed</td>
<td></td>
<td>[thumbs down]</td>
</tr>
<tr>
<td>sanded</td>
<td>[thumbs up]</td>
<td></td>
</tr>
<tr>
<td>listened</td>
<td>[thumbs up]</td>
<td></td>
</tr>
<tr>
<td>raced</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remind the students that another ending is the **-ing** ending. Write the following words on the board. Have partners add the **-ing** ending and pronounce the new word. Then have them use the word in a sentence.

walk  talk  spend

6. Review the hard and soft sounds for the letters **c** and **g**.
Remind the students that the letters $c$ and $g$ have both a hard sound and a soft sound. Show the key card for the hard sound of $c$.

What is this picture? Say it with me. Car. The letter $c$ often stands for the /c/ sound like in car.

Read the sentence on the back of the key card. Have the students give a thumbs up when they hear the /c/ sound.

Repeat this procedure for the soft $c$ and hard and soft $g$.

### Show You Know It

7. Point out that when trying to clarify a word, a reader can try out both the hard and soft sound of the letter to decide which might be correct. Write the following words on the board. Have partners work together to pronounce them with a hard or soft sound. Use Numbered Heads to share responses. Have the students pronounce the word and tell whether the $g$ or $c$ in the words is a hard or soft sound.

- game
- fringe
- mice
- cent

### Build Background

1. Refer the students to the reading, and have them turn to chapter 4. Read the title: “The Race.” Have the students work with their partners to predict what the chapter is about.

2. Use Numbered Heads to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions. Remind them that Today’s Big Question is how would you prepare for a race?

### Listening Comprehension

1. Read the introduction to chapter 4, “The Race,” aloud.

**Introduction**

On the day of the cycling race, Genna is a little nervous. She, Roy, and Ace go to the starting place for the race at the famous arch or stone gateway called the Arc de Triomphe (ark de tree-OMF). The route for the race goes along the grand street, the Champs Elysées (shawnz-aleez-AY), and then continues through Paris and out into the French countryside.

2. Tell the students that you are going to read aloud and use strategies to clarify words you don’t know. You will look for familiar word chunks like -all and -alk, letter combos like oi and oy, and familiar endings like -ed and -ing.

3. Read the first section of “The Race” aloud. Pause at the word *dreaming*. Use a Think Aloud to model clarifying the word.

   Hmm. This is a long word. Looking at it I see that it has the -ing ending. I’ll cover that up and look at the rest of the word.
I see the *ea* letter combo in the middle of the word. Now what sound does the *ea* letter combo stand for? I can’t remember. I’ll check the key card sheet. (Model referring to the sheet.) Oh, that’s right. That combo stands for the /ea/ sound like in *eat*. Now I’ll try sounding out the word. /d-r-ea-m-ing; dreaming/. Recognizing the letter combo and the *-ing* ending helped me figure out that long word.

Continue reading section one, and pause again when you get to the word *walked*. Model using the familiar *-alk* word chunk and the *-ed* ending to help you figure out the word. Continue reading section two. Pause at the word *thinking*. Model identifying the *-ing* ending, covering it up, and sounding out the rest of the word. Point out that identifying letter combos, word chunks, and endings helped you figure out some long words.

4. Reread the two sections to model fluency and so the students can focus on comprehension.

**Teamwork**

**Partner Reading**

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

2. Have the students read:

   “The Race” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.

4. When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

   *What words did you have trouble with (sticky note words)? How did you figure them out? Did you look for words with the new sounds? Did you look for words with the *-ed* ending? Did you use clues in the sentence? Talk to your partner about what clues you used to figure out the words.*

   *Answers will vary.*

Ask several students to share their discussion with the class.
5. When the students are finished reading the passage, Use **Think-Pair-Share** to ask:

   - How did it feel to read the text smoothly?
   - Did it feel different?
   - Did you understand the text in a different way?

   *Answers will vary.*

   Ask several students to share their discussion with the class.

**Word Work**

6. Have the students turn to the Word Work activity for Day 4. Tell the students to read the sentence and then write the word from the word list in the blank so that the sentence makes sense.

   Roy ________ to Genna, “Meet you at the finish line.” *called*

**Team Discussion**

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 2.

   **Team Talk Questions**
   
   1. How would you prepare for a race?
   
   *Answers will vary.* The students may say they would get plenty of sleep, do warm-up exercises, try to stay calm and focused, etc.

   2. What cyclist was in the lead? (write)
   
   *Genna was in the lead.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

   **Take it down a notch:** Have the students answer the Team Talk questions verbally.

**Time for Reflection**

**Class Discussion**

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

   **Did we answer Today's Big Question?**  
   *It is important to prepare for a race so you are ready to do your best. You need to be in top shape. You need to practice and train.*

3. Ask any other questions that you think will help the students think about their own thinking, such as:

   - **Did stopping to retell the story help you understand it better?**  
     *Answers will vary.*

   - **How can you help yourself remember the soft sounds for letters *g* and *c***? Does remembering the pictures on the key cards help you?

**Word List Practice**

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

   **For each red word on Lists 1, 2, and 3:**
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and imagine the word **written in bright pink ink**.
   - Open your eyes, and look at the word again to see if you were right.
   - Look away from the word, and write it down.
   - Check to see if you spelled the word correctly.

   Repeat these steps until you can spell the word without any help.

**Dictation**

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

   - The nice man came to see the race.
   - They walked to the river.
   - Did the boys make noise?

   **Take it up a notch:** Have the students write the three sentences plus the following challenge sentence:

   - Take the food outside.

   **Take it down a notch:** Write one of the sentences on the board with a spelling error, and have the partners discuss what they should change to make the sentence correct.
2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*nice, came, race, walked, river, boys, noise*) while the students check their partner's spelling. Remind the students that in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or question mark.

3. Refer the students to the box for Dictation under Day 3. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guides for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 3. Explain that each day team members will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

**Homework**

1. Refer the students to the homework for Day 4. Explain that they will practice reading the words on all three word lists.

   Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on lists 1, 2, and 3 correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “The Race.”

   The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then, reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the sentence activity on the homework page for your students.

   For this activity, your job is to choose a picture from the story and write a sentence about it using one or more words from the word lists. Write the sentence in the blank.
Day 4 | Student Homework

1. Practice reading the words in Word Lists 1, 2, and 3. Have someone initial in a circle each time you read all the words on lists 1, 2, and 3 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
<th>Word List 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
</tr>
<tr>
<td>race</td>
<td>huge</td>
<td>join</td>
</tr>
<tr>
<td>cycle</td>
<td>place</td>
<td>spied</td>
</tr>
<tr>
<td>enjoy</td>
<td>gem</td>
<td>slice</td>
</tr>
<tr>
<td>toys</td>
<td>nice</td>
<td>ages</td>
</tr>
<tr>
<td>okay</td>
<td>outside</td>
<td>middle</td>
</tr>
<tr>
<td>car</td>
<td>café</td>
<td>start</td>
</tr>
</tbody>
</table>

2. Practice reading “The Race.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Choose a picture from the reading. Write a sentence about the picture using one or more of the words from your word lists.

________________________________________________________________________
Teacher Background

In today’s chapter, “To Win,” Genna has mechanical troubles and stops to fix her bike during the race. She loses her lead spot and must use every ounce of energy to try to regain it. Thanks to a muddy spill by the lead group of cyclists and some luck, Genna passes the others and wins the race.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

   **Reading Goal:**
   Today we will review the sounds of some letter combos.

   **Today’s Big Question**
   To win a race, which is more important: skill or luck?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use Think-Pair-Share to ask:

   **Do you think you are making progress toward your goal?**

   **Looking at the Toll Booth for unit 7, are there any letter combinations that you do not know? Which letter combinations will you need to work on?**

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.

2. Refer to the Homework box under Day 5. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 5 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will check off these boxes.

4. Refer to the box for Word List under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word lists they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 5 next to the partner’s name. Have partners read the word lists to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 5 on their Team Score Sheet/Learning Guides. Have partners also check their partner’s sentences.

5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 5 on the Team Score Sheet/Learning Guides.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their unit scores. Remind the students that explaining their ideas to each other will improve their total scores and earn them a spot as a good, great, or super team.

7. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

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### Active Instruction

#### Skill Review

**Say-It-Fast (optional review)**

1. Say each sound in the words listed below. The students will blend the sounds into words.

   /p-/oi-n-t/ point  /s-t-/ow/ stow
   /m-/e-l-t/ melt  /s-p-/ee-d/ speed

**Break-It-Down (optional review)**

2. Say a word, and ask the students to repeat it. Then, the students will say the word sound by sound. Provide support as needed.
The students review words with the letter combos ay, ai, oa, and ow.

<table>
<thead>
<tr>
<th>Mist</th>
<th>Moist</th>
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</thead>
<tbody>
<tr>
<td>/m-i-s-t/</td>
<td>/m-oi-s-t/</td>
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<table>
<thead>
<tr>
<th>Brake</th>
<th>Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b-r-a-ke/</td>
<td>/w-e-l/</td>
</tr>
</tbody>
</table>

## Letter/Sound Review

3. **Review letter combos ay and ai.**

   Show the key card for the /ay/ sound.
   
   What is this picture? Say it with me. *Spray.* The letters *ay* stand for the /ay/ sound. Say it with me. /ay/.

   Read the sentence on the back of the card. Have the students tap when they hear the /ay/ sound repeated. Point out that words with /ay/ sound in this sentence are spelled with the *ay* letter combo.

   Show the key card for the /ai/ sound.
   
   What is this picture? Say it with me. *Train.* The letters *ai* stand for the /ai/ sound. Say it with me. /ai/. This is the same sound but spelled a different way.

   Read the sentence on the back of the card. Have the students snap when they hear the /ai/ sound repeated. Point out that words with the /ai/ sound in this sentence are spelled with the *ai* letter combo.

## Show You Know It

4. **Write the following words on the board.** Have partners use what they know about the ay and ai letter combos to pronounce the new word. Then have them use each word in a sentence.

   - paid
   - stray
   - afraid
   - essay

   Use **Numbered Heads** to have some partners share their words and sentences with the class. Write them on the board.

   Review the letter combos oa and ow.

   Show the key card for the /oa/ sound.
   
   What is this picture? Say it with me. *Soap.* The letters *oa* stand for the /oa/ sound. Say it with me. /oa/.

   Read the sentence on the back of the card. Have the students tap when they hear the /oa/ sound repeated. Point out that words with the /oa/ sound in this sentence are spelled with the *oa* letter combo.

   Show the key card for the /ow/ sound.
   
   What is this picture? Say it with me. *Mow.* The letters *ow* stand for the /ow/ sound. Say it with me. /ow/. This is the same sound but spelled a different way.

   Read the sentence on the back of the card. Have the students snap when they hear the /ow/ sound repeated. Point out that words with the /ow/ sound in this sentence are spelled with the *ow* letter combo.
Show You Know It
5. Write the following words on the board. Have partners use what they know about the *oa* and *ow* letter combos to pronounce the new word. Then have them use each word in a sentence.
   - toad
   - grow
   - float
   - rows

Use Numbered Heads to have some partners share their words and sentences with the class. Write them on the board.

6. Point out that the students have learned several sets of letter combos that stand for the same sounds. Write the following chart on the board. Point to the letter combo in each word, and read it aloud.

<p>| | | | | | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td><em>oa</em></td>
<td><em>ow</em></td>
<td><em>o_e</em></td>
<td><em>ay</em></td>
<td><em>ai</em></td>
<td><em>a_e</em></td>
</tr>
<tr>
<td>soap</td>
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<td>wave</td>
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<td>boil</td>
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</table>

Build Background
1. Refer the students to the reading, and have them turn to chapter 5. Read the title: “To Win.” Have the students work with their partners to predict what the chapter is about.

2. Use Numbered Heads to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions. Refer the students to Today’s Big Question. Ask the students to keep this question in mind as they listen and then read the chapter.

Listening Comprehension
1. Read the introduction to chapter 5, “To Win,” aloud.

   **Introduction**
   
   The cycling race continues. Genna is in the lead, but must go many more miles through the countryside of France before she crosses the finish line. Because she has been training, she has the endurance to finish the race. But she will need to use her energy reserves to keep up her speed and stay ahead of the other cyclists.

2. Tell the students that you are going to read aloud and when you come to words you don’t know, you will blend sounds to pronounce the words. Tell them that you will keep a lookout for the different letter combos that stand for the same sounds.

3. Read the first section of “To Win” aloud. Pause at the word *away*.
   Model identifying the letter combination for the /ay/ sound and the soft sound for the letter *c*.
   
   Hmm. I don’t know this word. But I do see a letter combo I know, the *ay* letter combo at the end of the word. These
Active Instruction
continued

letters together stand for the /ay/ sound like in spray. I’ll try sounding out the word. /a-w-ay; away/. That is a word that makes sense: “They raced away….” Now I’ll try the rest of the sentence: “They raced away from the…” Hmm. I’ll have to sound out this word. (Pronounce the word center with a hard c sound.) /c-e-n-t-e-r; center/. No, I don’t think that is right. I’ll try the soft sound of c. /s-e-n-t-e-r; center/: “They raced away from the center of the city.” Yes, that makes sense. I had to try both sounds for the letter c to figure it out.

4. Continue reading the second section aloud. Pause at the word staged to model figuring out a word by trying the alternate sound for the letter g and pronouncing the -ed ending. Also pause at the words road and plain to model identifying the oa and ai letter combos and sounding out the words.

5. Reread the two first sections to model fluency and so the students can focus on comprehension.

Teamwork

Partner Reading

1. Explain to the students that reading involves more than simply being able to recognize different words. It is also important to be able to read automatically and smoothly. When they reach a point where they can read something automatically and with expression (or fluently), it will be easier to think about the meaning of what they read.

2. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don’t know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

3. Have the students read:

   “To Win” aloud with partners.

4. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.

5. When the students are finished reading and clarifying the passage, use Think-Pair-Share to ask:

   What words did you have trouble with (sticky note words)? How did you figure them out? Talk to your partner about what clues you used to figure out the words.

   Answers will vary.
Ask several students to share their discussion with the class.

### Word Work

6. Have the students choose a picture from the reading and write a sentence about it using one or more words from the word lists.

### Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 2.

#### Team Talk Questions

1. Why did Genna have to stop by the side of the road?  
   *Genna had to stop to fix a problem with her bike's chain.*

2. Did Genna win the race by luck or skill? (write)  
   *Answers may vary. Genna won the race by skill, or Genna won the race by luck.*

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

### Time for Reflection

### Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 2. Have the students explain their answers. Elicit answers to question 1, and ask if anyone answered differently.

2. Use **Think-Pair-Share** to ask:

   - **Did we answer Today’s Big Question?**  
     *The students may want to discuss the importance of skill and luck in winning a race.*

   - **Did knowing letter combos help you figure out new words today that you didn’t know before?**  
     *Answers will vary.*

   - **Does practice reading a passage at home each night help you read a new passage? How does it help?**  
     *The students may say that their practice reading helps them recognize letters and sounds when they see them in a new reading.*
Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

   For each word that you are still not sure how to spell:
   - Look at it, pronounce it, and say the names of its letters.
   - Close your eyes, and picture the word written on a book cover.
   - Open your eyes, and look at the word again to see if you were right.
   - Look away from the word, and write it down.
   - Check to see if you spelled the word correctly.

   Repeat these steps until you can spell the word without any help.

Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

   Genna put oil on the chain.
   The gap was small.
   She won the cycle race.

2. When the students have finished writing, have them exchange their student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (oil, chain, gap, small, cycle, race) while the students check their partner’s spelling. Remind the students that in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or question mark.

   Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

   The toy made a strange noise.

3. Refer the students to the box for Dictation under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner’s name. Circulate and circle 5 points on Team Score Sheet/Learning Guides for sentences written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today’s total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 5. Explain that each day team members will add up their points.
At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

**Homework**

1. Refer the students to the homework for Day 5. Explain that they will practice spelling the words on all three word lists.

   Read the words at home tonight and practice spelling them all correctly. Have someone listen to you spell. Each time you spell the words on the list of words correctly, have the listener initial a circle.

2. Remind the students that they will have a cycle test tomorrow. Tonight they will practice reading chapter 5 in their student editions correctly and smoothly.

   Remember that part of your test tomorrow will be to read a similar passage with some of the same words and answer questions about it. If you are not yet reading this passage correctly and smoothly, keep practicing tonight.

3. Go over the sentence activity on the homework page with your students.

   Your sentence activity tonight is to choose one picture from your reading and write a sentence about it. Use at least two words from your word lists.
Day 5 | Student Homework

1. Practice spelling the words in Word Lists 1, 2, and 3. Have someone initial in a circle each time you spell all the words on lists 1, 2, and 3 correctly.

<table>
<thead>
<tr>
<th>Word List 1</th>
<th>Word List 2</th>
<th>Word List 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
<td><strong>Green Words</strong></td>
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<td>race</td>
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<td>spoiled</td>
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<td><strong>Red Words</strong></td>
<td><strong>Red Words</strong></td>
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<td>middle</td>
</tr>
<tr>
<td>car</td>
<td>waiter</td>
<td>food</td>
</tr>
<tr>
<td>café</td>
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</tbody>
</table>

2. Practice reading “To Win.” Have someone initial in a box each time you read the passage correctly and smoothly.

3. Choose a picture from the reading. Write a sentence about the picture using two words from your word lists.

________________________________________________________________________
Timing Goal: 10 minutes

Set the Stage

1. Post and present today's goals.

   **Goals:**
   1. We will take the cycle test.
   2. We will celebrate our accomplishments.

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide.

2. Refer to the Homework box under Day 6. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 6 on the Team Score Sheet/Learning Guide next to their partner's name.

3. Refer to the box for Word List under Day 6 on the Team Score Sheet/Learning Guide. Tell the students that they will choose four words from the word lists and have their partners spell them. When the students successfully spell the words, the partners will initial the Word List box for Day 6 next to the partner's name. Circulate and listen to partner pairs as they spell words on the word list. For the students who have their homework and can successfully spell the four chosen words, circle 5 points in the Teacher column next to Homework and Word List for Day 6 on their Team Score Sheet/Learning Guides. Have partners also check their partner's sentence.

4. Have partners read the homework passage from the reading to each other. Indicate on the transparency the Passage box that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 6 on the Team Score Sheet/Learning Guides.

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.
5. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

**Active Instruction**

**Prepare the Students for the Test**

1. Remind the students that the test is independent work. The students should not ask their partners for help as they read. Be sure that the word lists are not visible.
2. Distribute the test, which includes space for spelling and writing dictated sentences, a test passage to read, a comprehension question, and a word activity section.

**Cycle Test**

1. Conduct the spelling part of the test by reading the ten words from lists 1, 2, and 3.
2. When the spelling portion of the test is complete, continue to the dictation, and read each sentence aloud to the students. When the students have completed the dictation sentences, they may begin working on their own. Review the directions with the students, and have them complete the rest of the test.
3. When the students have finished, collect the tests. Tell the students that they will receive their scored tests during the next class.

**Time for Reflection**

**Class Discussion**

1. Use **Think-Pair-Share** to ask questions that will help the students think about their own thinking such as:

   *Do you think practicing the passages from *Cycle Race in France* helped you read the test passage today? How?*

   *Is figuring out the letter sounds getting easier for you?*

   Point out again that learning to read is like learning to drive a car. The more you do it, the better you get at it. The more you practice reading, the better reader you become.

2. Remind the students to record the team cooperation points they have received today. Remind them that all the points team members earned today can be added up and written in the space for total. Refer to this space on the team score sheet under Day 6. Explain that during the next class they will add up their points and determine their team’s score. Will their team be a good team, great team, or super team?
Spelling Test (3 points each)
Read each of the following words aloud, pausing for the students to spell each one on their tests. Emphasize each sound in the word, and then blend them.

1. race
2. talk
3. toys
4. place
5. noise
6. small
7. slice
8. join
9. called
10. gem

Dictation (15 points each)
We walked to the huge church.
Genna was annoyed with Ace.

Test Passage
Explain to the students that they are to read the passage below, answer the question that follows, and then move directly into the next section of the test.

Genna
Genna won the cycle race.
They gave her a gold cup.
Genna wanted to say thank you.
“Roy, you speak French.
Tell them thank you for the cup.”
Roy talked to the race people in French.
The people cheered for Genna.

Then Roy picked up the bike gear.
Genna got Ace and her cup.
They went back to the hotel.
Roy asked, “Do you want to rest?”
“No, Roy. Let’s go out for a bite of French food.”

They sat outside at the café.
Roy called to the waiter.
“Please bring a boiled hot dog for Ace.”
Genna smiled. “You spoil him, Roy.”
Roy had a huge slice of cheese pie.
Genna enjoyed a meat dish.

“This is a fine meal, Roy.
I am glad we came to France.”
Cycle Test
continued

Short Answer (20 points)

Answer the question below using one or two sentences.

What did Ace have to eat at the café?

Ace had a boiled hot dog to eat.

Word List (20 points)

Put the best word in each blank.

1. Genna went to France for a cycle race.

2. Did you hear that noise?

3. Bring me a huge slice of pie.

4. You will enjoy the meal.

5. She walked up the small path.

Word Bank

<table>
<thead>
<tr>
<th>slice</th>
<th>walked</th>
<th>noise</th>
</tr>
</thead>
<tbody>
<tr>
<td>race</td>
<td>enjoy</td>
<td></td>
</tr>
</tbody>
</table>
Teacher Background

Remind the students that in the Toll Booth lessons at the end of each unit, the students assess their own progress and set goals for themselves. Each student has a Map It Out sheet. This map allows the students to see where they are and what they need to know to move on to the next unit. Objectives are clearly listed at the Toll Booth Checks—what letter sounds the students should know and what words they should be able to decode. As partners practice, you go from team to team and conduct brief Toll Booth Checks with each student. To pass through the Toll Booth, the students identify and check off the letter sounds, and then they read a few words and a sentence selected by you.

Time for Reflection is an opportunity to recognize the students’ success and to help them set goals. The students add up their daily points on their team score sheets and celebrate good, great, and super teams. The students also use the Toll Booth Check and their scores on the Team Score Sheet/Learning Guide to set goals. For example, a student who was unable to identify the letters/sounds /oi/ and /oy/ writes the letters in the space on the Toll Booth: “I need to work on ________.” A student who notes that he or she could improve both his or her score and the team’s score by practicing the word lists will set that as a goal on his or her map.

Set the Stage

1. Post and present today’s goal.

   **Goal:**
   Today we will look at how we are doing, celebrate, and set new goals.

Active Instruction

1. Remind the students that they have been earning points every day for the work they do.

   Use Think-Pair-Share to ask:
   
   What have you been doing to earn points?
Accept reasonable responses. For example, we earned points by doing the homework, practicing the word list, reading a passage, writing sentences, practicing active listening, and explaining our ideas and telling why.

Do you think doing these things has helped you move forward in your reading? Do you think you are a better reader than you were last week?

Answers may vary.

Have the students get out their Team Score Sheet/Learning Guide. Show the students how to add the total points they earned each day to get a unit score. There will be a unit score for each student. Allow a minute for the students to add up their daily totals. Show the students where to record their unit scores. Explain that at the end of the lesson, each team will add up the unit scores to find out how their team did.

2. Explain to the students that today they will be going over the cycle test. Distribute the scored cycle tests from *Cycle Race in France*. Have the students work with their partners to review the answers. Allow the students the opportunity to ask questions of the class to clarify any outstanding questions.

3. Remind the students that today each one of them will have a Toll Booth Check, a chance to show they know the letter sounds they have been practicing before they move on to the next unit.

4. Have the students get out their Map It Out sheets, and display the transparency of the map. Remind them that this map shows their step-by-step progress in reading. They will be moving quickly from one unit to the next, stopping along the way to do Toll Booth Checks and show they know it. Use Think-Pair-Share to ask:

   What happens when you come to the end of the map and have passed the last Toll Booth?

   Accept reasonable responses.

Remind the students that at the end of the map they will move out of Level 1.

5. Refer them to the Toll Booth for unit 7 on their maps. Point out the question at the top: “How did I do?” Point out that the students now have a unit score and a cycle test score to help them answer the question, “How did I do?” Tell them to write these two scores they earned for unit 7 on their maps.
Toll Booth Check

1. Point out to the students that on their maps, the unit 7 Toll Booth includes a list of the letter combinations they have been practicing. There is also a list of words they will need to read to pass through this Toll Booth. Have partners review the list of letters and letter combinations to be sure they know the sounds each stands for. Then have them read the list of words to each other in preparation for passing their Toll Booth Check.

2. While the partners practice, move from one partnership to the next to do a Toll Booth Check. Ask each student to tell you what sound the letter or letter combo stands for as you point to letters on the list. Point to the letters randomly so you will be sure that the student knows the sound. Ask each student to read words on the list as you randomly point to them. Have the students check off the letter sounds and words they read correctly. Then have the student read one of the following sentences. If he or she reads the sentence correctly, the student checks off the space next to reading on the map.

   - The small boy walked home.
   - On the wall was a huge gem.
   - The bag had soil and rice.

3. When the students pass the Toll Booth Check, have them color in the box Toll Booth 7 to show they have moved on. Challenge these students to try the letters/sounds and words for unit 8 Toll Booth Check. If a majority of the students are able to pass the Toll Booth Check for unit 8, consider moving the class on to unit 9.

4. For the students who are unable to identify all the letter sounds, have the student write the unchecked letters in the space: “I need to work on ________.” Tell these students that they can practice these letter sounds and take the Toll Booth Check again in the coming week.

Time for Reflection

1. When all the students have had the Toll Booth Check, celebrate their successes, and help them set goals for the next unit. On the Map It Out transparency, point out the space “I need to work on ________.” Remember that when we travel we set goals. We decide where we want to go and when we want to get there. You are setting goals for yourself too. You are deciding what you need to work on to get you where you want to go. Some of you may need to work on certain letter sounds, some of you may need to work on bringing in your homework or work on dictation. Your Team Score Sheet/Learning Guide and your map will help you set your goals.

Have the students look at their maps.
Was there a letter sound or a word on the Toll Booth Check that you had trouble with? Circle what gave you trouble. This will remind you what you need to work on for next week.

Refer the students to their Team Score Sheet/Learning Guide. Use **Think-Pair-Share** to ask:

- **Where did you miss getting points on your Team Score Sheet/Learning Guide this week?**
- **What can you do about it?**
- **What goal will you set for yourself for next week?**
- **How can your partner/team support you as you work toward that goal?**

2. Guide the students in setting the team cooperation goal for the next unit. Display the following list of team cooperation goals, and read them aloud.

**Team Cooperation Goals**

- Use active listening.
- Complete tasks.
- Everyone participates.
- Explain ideas/tell why.
- Help and encourage others.

Use **Think-Pair-Share** to ask:

- **Which team cooperation goal do you think the teams should focus on in the next unit?**

3. Tell the students that it is time to add up their team scores. Have teams work together to add each team member’s unit score to get the team score. Assist teams in determining whether they are a good, great, or super team.

4. Hold a brief ceremony where you award Good, Great, and Super Team certificates and acknowledge teams for their hard work and team cooperation.