



Reading Roots

4th Edition

Teacher's Manual

Level 1 | Volume A



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Reading Roots 4th Edition was developed under the direction of Robert E. Slavin and Nancy A. Madden, codirectors of the Success for All Foundation.

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

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What is Reading Roots 4th Edition?

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

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

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

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

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

Oral-Language and Vocabulary Development

The students will:

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

Phonemic Awareness

The students will:

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

Word Skills

The students will:

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

Fluency

The students will:

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

Introduction

Comprehension

The students will:

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

Writing—Sentence Level

The students will:

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

How the Areas of Reading Instruction Are Addressed

Oral-Language and Vocabulary Development

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

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

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

Introduction

Phonemic Awareness

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

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

Word Skills (Phonics and Sight Words)

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

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

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

Fluency

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

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

Introduction

Comprehension

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

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

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

Writing

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

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

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

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

Introduction

The Parts of Reading Roots 4th Edition Lessons

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

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

Introduction

FastTrack Phonics (20–30 minutes)

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

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

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

Shared Story (30–35 minutes)

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

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

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

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

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

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

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

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

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

Adventures in Writing (30–40 minutes)

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

Introduction

The Reading Roots Classroom

Classroom Organization

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

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

Cooperative Learning

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

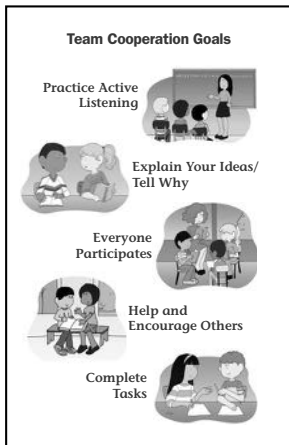
In Reading Roots, the teacher assigns two- or three-member partnerships to four- or five-member teams that will stay together from four to eight weeks. Balance teams by ethnicity and gender. Also, consider the students' reading fluency, behavior, and personality when choosing partners and team members.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

Team Celebration Points

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

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

Introduction



Team Cooperation Goals

Practice Active Listening

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

Help and Encourage Others

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

Everyone Participates

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

Explain Your Ideas/Tell Why

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

Complete Tasks

Teammates learn to help one another use time efficiently.

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

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

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

Introduction

Celebration Cheers

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

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

Introduction

Participation Strategies

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

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

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

Whole Group Response (WGR)

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

Dramatization

Students act out situations.

Retelling Stories

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

Random Reporter (formerly known as Numbered Heads)

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

SFA Management Signals

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

Zero Noise Signal

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

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Active Listening Signal

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

Think Time Signal

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

Think-Pair-Share

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

1-2-3 Move Signal

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

Say “one”: Students gather materials.

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

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

Introduction

Partner Pyramid

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

Thumbs Up Signal

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

Strategies for English Language Learners

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

ELL Icons

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



Pantomime

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



TPR (Total Physical Response)

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



Realia

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

Introduction



Picture Cards

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



Point

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

ELL Boxes

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

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

Monitoring Student Progress

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

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

Introduction

Support

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

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

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

Materials

Reading Roots 4th Edition—Interactive Teacher Manuals

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

Reading Roots 4th Edition Informal Assessment Booklet

Reading Roots Student Shared Stories (First-Grade Level)

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

Introduction

Reading Roots Teacher Shared Stories 4–48, Color

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

Reading Roots STaR Book Kit

Forty-eight children’s literature selections

Reading Roots 4th Edition Sequence Cards

Reading Roots Classroom Kit

Puppet house

Alphie the Alligator puppet

Bett the Bear puppet

Cami the Bee puppet

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

Team Celebration Points poster

Reading Roots Teacher Materials Set

Key cards, wall set

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

Letter-Blending Cards, Manuscript: Decks 1 and 2

Word cards

Student cue cards

Cooperative Learning Cue Cards

Reading Strategy Cue Cards

Reading Roots Student Materials Set

FastTrack Phonics Partner Practice Booklets (1–7)

Reading Roots Consumables (Levels 1–3)

Reading Celebration certificates

Reading Roots team certificate—Super Team

Reading Roots team certificate—Great Team

Reading Roots team certificate—Good Team

Fluency Flyer (level 2) sheets 1 and 2

Fluency Flyer (level 3) sheets 1 and 2

Read & Respond bookmarks, levels 1–3

English alphabet letter strips

Introduction

Reading Roots Consumables (Level 4)

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

Reading Roots Formal Assessment Kit

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

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

Reading Reels for Roots DVD Set

Reading Roots Language Development Cards Set

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

Reading Roots Phonics Picture Card Set

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

Reading Roots 4th Edition–Interactive Software Set

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

Reading Roots 4th Edition–Interactive Key Card Set

Introduction

Description of Materials

Reading Roots 4th Edition Teacher Manuals

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

Reading Roots Informal Assessment Booklet

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

Reading Roots Student Shared Stories (First-Grade Level)

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

Reading Roots Teacher Shared Stories

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

Reading Roots STaR Book Kit

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

Reading Roots Classroom Kit

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

Introduction

Reading Roots Teacher Materials Set

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

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

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

Reading Roots Student Materials Set

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

Reading Roots Consumables (Levels 1–3)

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

Reading Roots Consumables (Level 4)

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

Introduction

Reading Reels for Roots DVD Set

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

Reading Reels includes:

Animated Alphabet

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

The Sound and the Furry

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

Between the Lions

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

Word Plays

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

Reading Roots Language Development Cards Set

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

Reading Roots Phonics Picture Card Set

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

Reading Roots 4th Edition–Interactive Software Set

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

Reading Roots-Interactive Key Cards

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

Start-Up Lesson

You will need:

Introductions

Student nametags
(teacher acquired)

Team Celebration Points
poster with overlay

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

Cooperative Learning
Cue Cards

List of celebration cheers
(see front matter)

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

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

Curriculum Overview

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

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

Assorted STaR stories
(your choice)

Reading Reels for Roots DVD*

* Not needed for interactive whiteboard users

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

Introductions

Students, Partnerships, and Teams

Zero Noise Signal

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

Think-Pair-Share

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

Start-Up Lesson.

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

Team Celebration Points

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

Start-Up Lesson.

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

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

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

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

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

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

Start-Up Lesson.

Team Building

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

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

Curriculum Overview

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

Start-Up Lesson.

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

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

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

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

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

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

At a Glance

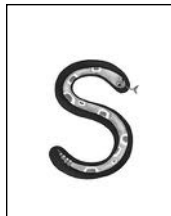
FastTrack Phonics



Day 1:
New sound: /m/



Day 2:
New sound: /a/



Day 3:
New sound: /s/

STaR

STaR story:
Are You My Mother?
by P. D. Eastman

Students will identify the main character in the story.

Students will write a sentence using the writing strategy Draw a Picture with a STaR vocabulary word.

Students will write a sentence using the writing strategy Draw a Line to critique the STaR story.

Adventures in Writing

Students will write sentences about the main character of the story.

Students will use the writing strategies Draw a Picture and Draw a Line for words that they do not know how to write.

You will need:**FastTrack Phonics**

Key cards (wall set)

Phonics picture cards from section 1*

Alphie puppet

Reading Reels for Roots DVD***STaR**

STaR story:

Are You My Mother?

Chart paper

(to create Writing Strategies Bank)

Partner writing books

(teacher acquired)

*Not needed for interactive whiteboard users



Key Card

The students will learn key words that are used to remember the sounds and shapes of the letters of the alphabet.

FastTrack Phonics

Presenting /m/

Alphabet Wall Frieze Introduction

- Introduce the students to Alphie. Say: **Here is someone I want you to meet. This is Alphie. Alphie is a friend who comes to class to help us learn new things. I know that you're going to like working with Alphie. One thing that Alphie loves to do is draw pictures. These are some of Alphie's pictures. Let's take a look at them.**
- Show the students each of the key cards (wall set) one at a time in alphabetical order. Make sure the students can clearly see the picture on each card. As you point to the picture, say the name of the object twice. Then ask, **What is it?** [*response*] Use the name of the object in a short sentence to clarify the meaning.
- Example: **This is an apple. Apple. What is it?** [*Apple.*] **Very good. I like to eat apples. Look at this picture. This is a bat and ball. Bat and ball. What is it?** [*Bat and ball.*] **Good. I use a bat and ball to play baseball.**
- Continue the activity with each key card.

Hear the New Sound

The students will identify and isolate a sound.

Key Picture—Every day Alphie will choose one of these pictures and tell us more about it. Let's look at the picture he has for us today.

- Alphie hands the teacher the key card "m." Tape the picture to the left-hand side of a piece of chart paper or on the chalkboard.
- **Alphie wrote a note for you too. The note will tell you more about the picture.** Take Alphie's note (a slip of paper or a note card with the alliterative phrase written on it), and read the phrase to the class: **"The man marches on mountains."**

Lesson 1 Day 1

- **Let's practice saying that special sentence from Alphie.** Say the first /m/ word once, and ask the students to repeat it. Then say the word again, stretching /m/ at the beginning. Do this for every /m/ word in the sentence.

Whole Group Response →

Teacher: The	Students: <i>The</i>
Teacher: man	Students: <i>man</i>
Teacher: mmman	Students: <i>mmman</i>
Teacher: marches	Students: <i>marches</i>
Teacher: mmmarches	Students: <i>mmmarches</i>
Teacher: on	Students: <i>on</i>
Teacher: mountains	Students: <i>mountains</i>
Teacher: mmmountains	Students: <i>mmmountains</i>

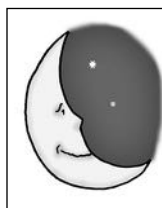
- **Alphie wants us to listen for a special sound today. It's the sound we hear at the beginning of m→man and m→mountain. What do you think the sound is? That's right. The sound for today is /m→m/.**

Pictures and Objects

- **We're going to look at some more pictures that begin with /m→m/.** Show the students the phonics picture cards for words beginning with /m/. Say the name of the object as you display each card, and ask the students to repeat it. Then say the name again, stretching /m/ at the beginning of the word. Example: **Say mermaid.** [*Mermaid.*] **Now say mmmmermaid.** [*Mmmmermaid.*]



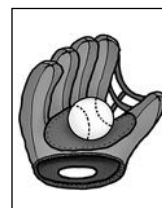
mermaid



moon



mop



mitt

Making the Sound

- Ask the students to say /m/. **Watch how my mouth moves when I say /m→m/. My lips are together, and it sounds like I'm humming, /m→m/. Let's all say that sound together, /m→m/. Put your hand on your throat. Can you feel the hum? We can stretch this one. Say it with me, /m→m/. Don't allow the students to say "meh" or "muh." Emphasize the pure, stretched sound, /mmm/.**

Think-Pair-Share →

The students will learn the letter shape for the sound that they have learned.

Students' Words

- **Now I want to see if you can tell me any words that begin with /m→m/. Think of a word you know that begins with /m→m/. Pause while the students think of /m/ words. Now pair with your partner. Tell your partner your /m→m/ words. Choose two or three partnerships to share their answers with the class. Be sure to point out any students whose names begin with the special sound for the day.**



Animated Alphabet

Introduce the New Shape

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

Teacher Presentation—Now I'm going to show you the letter that says /m→m/. Write the letter “m” on the right-hand side of the chart paper (or chalkboard), beside the key card. (The letter and picture should be about the same size.) As you write, say: **This is the letter that says /m→m/. When I look at this letter, I think about the m→man on the m→mountain. The m→man m→marching on the m→mountain looks like this letter.**

The students will learn to write the letter.

- Run your finger over “m” as you say /m/. **Look really hard at this letter. Can you see how it looks like the m→man m→marching on the m→mountain? This letter says /m→m/. When you see this letter, say /m→m/. What does this letter say? [/m→m/.]**

m

Write the New Letter

In the air

- **Here's how we can remember to write /m→m/.** Trace your finger over the key card picture, and recite the writing cue: From the man go down, climb one mountain and another. /m→m/. Repeat this three times. Then recite the cue phrase again, this time tracing your finger over the letter “m” that you wrote on the chart paper (or chalkboard).
- **Now let's try writing this letter in the air.** Turn your back to the students, and hold your finger high above your head. Model moving your finger in the shape of “m” as you recite the writing cue. The students should do this with you at least three times.

With a partner

- **Now let's try writing this letter with a partner.** Ask the students to take turns writing the letter on a partner's hand (back, arm, leg, etc.) with their fingers while they repeat the writing cue. Repeat this activity three times.

In the partner writing book

- **You're ready to write this letter in your partner writing book.** The students will practice writing the letter “m” in their partner writing books. They should recite the writing cue and say /m/ as they write the letter.
- **Look at your partner's paper. Check to see that your partner made the shape correctly. If your partner wrote the letter correctly, you can put your initials in your partner's book.**
- Move around the class to observe, provide positive feedback, and assist as needed. When finished, have the class read the letters together, or randomly select a partnership to read the letters.

Monitor





The Sound and the Furry

Say-It-Fast

Video: The Sound and the Furry—Introduce and play the Say-It-Fast segment. Today we are going to put sounds together to make a word and say it fast. This game will help us sound out words when we read. Let’s watch Alphie and his friends play Say-It-Fast.

Teacher Presentation—Another thing you will learn about Alphie is that he can speak in a special language. When Alphie says a word, he says it very slowly so you can hear every sound. With just a little practice, I bet you’ll be able to understand every word he says. Alphie is going to say a word now. Listen carefully, and I’ll show you how to figure out what he’s saying.

- Have Alphie say the word “me” by separating the two sounds. It should sound like this: /m→m/ /e→e/. Don’t stretch the sounds so they run together. Each letter sound should be separate, and you should have clear pauses between each sound. Ask Alphie: **Can you say that one more time?** (repeat)
- Say: **I can figure out what Alphie is saying by putting those sounds together.** Repeat the word as Alphie did a few times, shortening the length of time that you pause between sounds.

/m→m/.... /e→e/

/m→m/... /e→e/

/m→m/ . /e→e/

/m→m e→e/

me.

- **That’s it! The word Alphie said was “me.” Do you think that you can understand Alphie’s special language now? Let’s try it. Alphie will say a word in Alphie Talk. I want you to tell me the word that he’s saying.**
- Have Alphie make the sounds in each word. Give the students a few seconds to think, then point to the class as a cue. The students will respond with the word using whole-group response.

Whole Group Response →

2 Phonemes

/m-y/ *my*

/a-m/ *am*

/m-e/ *me*

3 Phonemes

/m-a-d/ *mad*

/m-a-ke/ *make*

/m-i-ss/ *miss*



The Sound and the Furry

Break-It-Down

Video: The Sound and the Furry—Introduce and play the Break-It-Down segment. Today we are going to take a word and break it down. This will help us when we spell words. Let’s watch Alphie and his friends use Break-It-Down.

Lesson 1 Day 1

The students learn to segment words into sounds.

When the students feel their mouths changing shape, they know there is another sound. Remind the students to use this strategy when needed to help segment words.

Whole Group Response →

Teacher Presentation—I can see that you understand Alphonse’s special language. Now we’re going to see if we can speak in Alphonse’s special language. Remember that when Alphonse says a word, you can hear each sound that he says. I’m going to show you how you can hear the different sounds in words that you say.

- Place your fingers on your cheeks. When I put my hands here, I can feel how my mouth changes when I make different sounds. Listen to this word, and watch my mouth. mmmmaaaannn. Slightly exaggerate the shape of your mouth as you do this. Did you see my mouth change as I made different sounds? Good. I can also feel the different sounds with my hands. Let’s all try it.
- Ask the students to place their fingers on their cheeks. Say “man.” [Man.] Now: /m→ma→an→n/. [responses] Did you feel your mouth change shape as you made the different sounds? Good. Let’s try another one. Say “sad.” Now say this: s→sa→ad. [responses] Did you feel your mouth change as you made the different sounds? Great! Let’s say some more words in Alphonse’s special language. Say each word in a normal tone of voice, and ask the students to repeat it. Then separate each sound in the word with the students. Say the entire word one more time. Gradually reduce your support until the students can stretch the words by themselves. The students can keep their hands on their cheeks during this exercise so they can feel the different sounds in the words.
- When the students feel their mouths changing shape, they know there is another sound. Remind the students to use this strategy when needed to help segment words.

2 Phonemes

my	/m-y/
me	/m-e/
moo	/m-oo/

3 Phonemes

map	/m-a-p/
mitt	/m-i-tt/
mat	/m-a-t/

- Say: You did a great job with Alphonse Talk today. Learning to speak like Alphonse will help you read and write!

Teacher’s Note—Take the letter card for “m” from the blending deck, and place it in a pocket chart. Each day as you learn new letter sounds, you will add the new letter to the pocket chart. This pocket chart will be used to review letter sounds.

- Place the “Mm” uppercase and lowercase letter card above the “m” key card in the alphabet wall frieze.

STaR Words

mother	egg
baby	down

Background Words

fly	hen
kitten	cow

STaR

STaR Story:

Are You My Mother?

Written and illustrated by P. D. Eastman

Summary: *A baby bird hatches while his mother is away from the nest, and he sets out to find her. Not knowing what his mother looks like, the baby bird asks every animal he encounters, “Are you my mother?” Determined to find her, the baby bird even questions a boat, a plane, and a steam shovel. The steam shovel finally deposits the baby bird back in his nest, where the bird immediately recognizes his mother, who brings him a tasty worm.*

Preview

- Display the front cover of the book, and read the title and author, while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Are You My Mother?* Look at the picture on the cover. Which animal is asking the question, “Are you my mother?”** Wait for the students’ responses. **The bird is the one talking, so it’s probably asking the dog, “Are you my mother?” That seems silly. I wonder why a bird would ask another animal if it is his mother.** Wait for the students’ responses. **I hope we will find this out when we read the story. Do you think this story is mainly about the bird or the dog?** Wait for the students’ responses. **Let’s remember to think about that as we read.**
- Page 7: **Why would the mother bird fly away?**
- Page 52: Point to Snort, the steam shovel. **This huge machine is a steam shovel! It can lift huge rocks and lots of dirt in construction work. Point to the bird on the edge of the shovel. I wonder where it’s taking the baby bird.**

Lesson 1 **Day 1**

- Read aloud the STaR words below, and ask the students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell the students that these are important words for the book, and ask them to listen for the words as you read.

STaR Words



Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
mother	3	mom	My <i>mother</i> makes my dinner every night.
egg	3	round house made of a shell for a baby animal	When the baby bird was big enough, it broke through its <i>egg</i> to hatch.
baby	5	very young person or animal	Pantomime cradling a baby.
down	13	toward the ground; not up	When I throw a ball up high, it will come back <i>down</i> .

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

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
fly	18	move through the air	Birds flap their wings to <i>fly</i> in the air.
kitten	22	baby cat	My little <i>kitten</i> grew up to be my cat.
hen	25	mother chicken	The <i>hen</i> pecks at the ground to find seeds to eat.
cow	31	big farm animal that gives milk	The black and white <i>cow</i> walked into the barn when the farmer needed to milk it.



Show the book cover again. **The title of this book is *Are You My Mother?* We can see the baby bird is asking a dog that question. The poor little bird doesn't know what its mother looks like.**

Let's look through the book to see what other animals the bird talks to. It also asks a kitten if it is his mother. Invite the students to tell briefly what they know about kittens. If the students have limited language ability, prompt them with questions such as: **What does a kitten grow up to be? What does a kitten like to do?**

Then the baby bird talks to a hen. A hen is a mother chicken. Hens lay eggs. The hen in this book is in a farmyard, and it pecks at the ground for seeds.

The baby bird also speaks to a cow on the farm. What do you know about cows? Invite the students to tell briefly what they know about cows. If the students have limited language ability, prompt them with questions such as: **What sounds do cows make? What drink do we get from cows?**

We know that adult birds fly. Pantomime flying. **Why can't the baby bird move through the air or fly?**

Interactive Reading

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

Page 3 **"Egg" is one of our STaR words. A mother bird sits on the egg to keep it warm and to protect it while the chick grows inside the egg.**

Pages 6, 7 **"Mother" is one of our STaR words. We see that the mother bird has been protecting the egg. She's keeping it safe.** Use Think-Pair-Share to have the students answer the question: **What else does a mother bird need to do for her baby?**

Pages 8, 9 **The baby bird hatched out of the egg. "Baby" is one of our STaR words. It looks like an adult bird, but it still needs to grow up. How will we know when the baby bird is ready to leave the nest?** Use Think-Pair-Share to have the students respond. **Yes, the baby bird needs to grow larger wings to fly safely from the nest.**

Think-Pair-Share →

Page 13 **Look down, like the baby bird does. You are looking at the floor. The baby bird looks down and sees the ground far below to look for his mother. "Down" is another STaR word. What do you think the baby bird will do now?** Use Think-Pair-Share to have the students respond. **Let's read on to find out.**

Page 15 **Would you step out of the nest?** Use Whole Group Response to have the students answer. Use Think-Pair-Share to ask why or why not.

Lesson 1 Day 1

Think-Pair-Share →

Whole Group Response →



- Page 20 **What do you think would have happened if the baby bird had seen the mother bird?** Use Think-Pair-Share to have the students respond. Repeat the students' answers. **Unfortunately, he did not see her. I wonder what he'll do. Let's read on to find out.**
- Page 26 Use Whole Group Response to have the students answer these questions: **So far, which character has been on every page of the book? He talked with a kitten and a hen, and he's still looking for his mother. Who is the story mostly about so far? Yes, I agree that the baby bird is the main character so far. Do you think the rest of the book will be about the baby bird too?**
- Page 35 **Tell your partner whom the baby bird has talked to so far.** Use Think-Pair-Share to have the students respond. **The baby bird spoke with the dog and the cow. Is the story more about the dog, the cow, or the baby bird?**
- Page 43 **What do you think will happen if the mother bird returns to the nest while the baby bird is running around on the ground looking for her?** Use Think-Pair-Share to have the students respond.
- Page 45 **Silly baby bird! He thinks this construction machine is his mother! It's called a steam shovel.** (Have the children repeat "steam shovel.") **Maybe the steam shovel is moving those rocks to build a road or a house. What did the baby bird call the steam shovel?** [*A snort.*] **Why?** [*Because that was the sound the steam shovel made.*]
- Page 57 **How does the baby bird feel?** Use Think-Pair-Share to have the students respond. **Yes, he is very afraid. He is terrified! What do you think will happen next? Let's turn the page to see.**
- Page 63 **How does the baby bird feel now?** Use Think-Pair-Share to ask: **How do you know?**

STaR Celebration

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

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

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

- Say the STaR words again. Ask the students to pick STaR words and discuss the words they choose in partnerships or teams. Tell the students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships and teams.
- Select one or two students to share their sentences with the class.
- Use Random Reporter to select one or two students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

STaR Writing**Writing Strategies Bank**

Draw a Picture

When introducing writing strategies for the first time during STaR Writing, use only the new strategy in your model sentence. Multiple strategies will be used during Adventures in Writing and in all parts of the lessons once all the writing strategies have been introduced.

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

Teacher’s Note: The students do not need to use the same word in the writing activity that they used in the celebration.

- Introduce the writing strategy Draw a Picture as you model writing a complete sentence with one of the words. **I made a sentence with the word “egg.” My sentence is, “The bird laid an egg.” I will show you how I can write that sentence. When we write, we can use special writing strategies to help us with words that we do not know how to write. Today I would like to share with you a writing strategy called Draw a Picture. When I do not know how to write a word, one thing I can do is to draw a picture that stands for the word.**
- **Each day we will learn some new things that we can do when we do not know how to write word. We will add them to this chart called the Writing Strategies Bank.** Label a piece of chart paper “Writing Strategies Bank,” and write the strategy Draw a Picture on the chart. Draw a simple picture, such as a stick person, next to the name of the strategy so the students will remember it. Alternatively, you may duplicate and attach the suggested graphic found in the appendix. Keep the Writing Strategies Bank in an area where the students may refer to it throughout the day. You will add new strategies to your chart throughout the lessons in level 1.
- **Now I am ready to write my sentence, “The bird laid an egg.” I will begin with a capital letter and write “The.”** Write the word “The.” **The bird... hmmm, I do not know how to write “bird,” so I will draw a picture that makes me think of the word “bird.”** Draw a simple bird. **The bird laid...** Write “laid.” **The bird laid an egg.** Write “an.” **Oh, I don’t know how to write “egg” either. What can I do? Yes, I can draw a picture.** Draw an egg.
- **Let’s read my sentence together.** Point to each word or picture as you read your sentence with the class. **I need to remember to put a period at the end.** Add a period.
- Ask the students to select a STaR word with which they will write a sentence. Invite them to share their sentences with their partners.
- Allow time for the students to write their sentences in their partner writing books. Circulate as they write, making special note of students who use the new writing strategy Draw a Picture.

Lesson 1 Day 1

Team Celebration Points →

- Select one or two students to share their written sentences with the class. Try to select students who have used the new strategy. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

Alphie's Question Quiz

Team Celebration Points →

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Alphie's Questions:

Why didn't the baby bird know what his mother looked like?

How did Snort, the steam shovel, help the baby bird?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>gone</i>	Good answer. Can you say that in a complete sentence? <i>The mother bird was gone.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The mother bird was gone."</i>
The student responds in a complete, but not very elaborate, sentence. <i>The mother bird was not there.</i>	Good answer. Can you add some details to your sentence? <i>The mother bird was not in the nest when the baby bird came out of the egg.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>The mother was not where?</i>

Lesson 1 **Day 1**

Oral-Language Scoring Rubric

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

Team Celebration

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

You will need:**FastTrack Phonics**

Key cards (wall set)

Phonics picture cards
from section 2*

Alphie puppet

*Reading Reels for Roots DVD****STaR**

STaR story:

Are You My Mother?

Story star poster*

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

*Not needed for interactive whiteboard users



Key Card

FastTrack Phonics

Presenting /a/

Alphabet Wall Frieze Review

- Show each key card (wall set), and ask the students to name each picture.

Hear Sounds

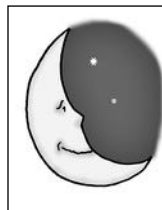
- Show each phonics picture card, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



match



mitt



moon



mop



The Sound and the Furry

Say-It-Fast

Video: The Sound and the Furry—Introduce and play the Say-It-Fast segment. **Today we are going to put sounds together to make a word and say it fast. This game will help us sound out words when we read. Let’s watch Alphie and his friends play Say-It-Fast.**

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

/a-te/	<i>ate</i>	/b-a-g/	<i>bag</i>
/a-dd/	<i>add</i>	/c-a-p/	<i>cap</i>
/a-ce/	<i>ace</i>	/c-a-t/	<i>cat</i>

Break-It-Down

Video: The Sound and the Furry—Introduce and play the Break-It-Down segment. **Today we are going to take a word and break it down. This will help us when we spell words. Let’s watch Alphie and his friends use Break-It-Down.**

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

bee	/b-ee/	mop	/m-o-p/
see	/s-ee/	date	/d-a-te/
on	/o-n/	pipe	/p-i-pe/



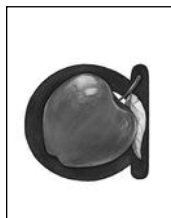
Animated Alphabet

Read Letter Sounds

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

- Show the key card or the Letter-Blending Card for “m,” and have the class make the sound for that letter. Review the alliterative phrase and writing cue if needed.
- Award team celebration points to partners who read sounds successfully.

Team Celebration Points →



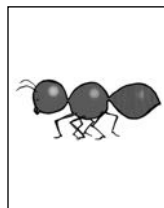
Key Card

Hear the New Sound

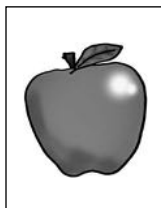
Key Picture—Have Alphie introduce the key card and the alliterative phrase: **Alphie asks for apples.** Say the phrase with the students, stretching the /a/ sound in each word.

Lesson 1 Day 2

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



ant



apple



ax

Making the Sound—Ask the students to say /a/.

- Today's sound is /a→a/. You have to open your mouth wide to say /a→a/, don't you? /a→a/ is a loud sound. It's not like /m→m/. /m→m/ is quiet. /a→a/ is loud.
- Let's all say that sound together. /a→a/. Put your hand on your mouth to feel how wide it is. Let's stretch it again, /a→a/.

Think-Pair-Share

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



Animated Alphabet

Introduce the New Shape

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment. Let's see our key card in action. This will help us remember how the shape and sound go together.

- After playing the segment, ask the students what sound the letter (or letters) makes.
- Write the letter "a," and show the students how the letter looks like the picture. Build a strong connection between the picture and the letter.

a

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Left around the apple and down the leaf. /a→a/.**

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

Familiar—Say the sound for the other letter that the students have learned, /m/. Have the students write the letter in their partner writing books and then check each other's work.

- Review the letter cue for /m/. Have the students write the letter two or three times using the cue.

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

The students will remember the shape for each sound.

The students will practice making the shape accurately.



Between the Lions

STaR

STaR Review

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

Display the cover of the book. **What is the title of the story?** *[Are You My Mother?]* **Who asks that question?** *[The baby bird asks the dog.]*

Why did the mother bird leave the nest? *[She left to get food for her baby.]*

What happened to the egg while she was gone? *[A baby bird hatched out of the egg.]*

Why didn't the baby bird know who his mother was or what she looked like? *[She flew away before the baby bird hatched out of the egg and saw her.]* **Have you ever needed to look for your mother? How did you feel?**

Why did the baby bird look down? *[He looked down because he is in a nest up in a tree.]* **Have you ever looked down to find something? Where were you when you looked down?**

Display pages 14 and 15. **It looks like the baby bird flapped his little wings, but they were too small. He could not fly.** **What happened to the baby bird because he could not fly?** *[He fell down to the ground.]* **Yes, he fell down, down, down. I'm glad he was not hurt!**

Display page 22. **The baby bird set out to find his mother. Who did he think might be his mother?** *[He thought a kitten might be his mother.]* **A kitten is another baby animal. A kitten is a baby cat.**

Display page 25. **Next, the baby bird asked the hen.** **A hen is another type of mother. It is a mother chicken.**

Display pages 30 and 31. **The baby bird asks a dog and a cow if they are his mother. A cow is different from a bird because _____.**

How did the baby bird get back into its nest? *[Snort lifted him up in his shovel.]*

How did the baby bird finally meet his mother? *[She flew to the nest with a worm for him, and she put her wing around him.]* **Have you ever felt happy to see someone the way the baby bird was happy to see his mother?**

Structure Review

Story Star →

- Introduce the story star. Tell the students what each point on the star means (title, characters, setting, problem, solution).
- Ask the students to help you identify the elements of the story star in the STaR story. **Let's use our story star to help us think about important parts of the story.**

Think-Pair-Share →

- Point to the title of the story. **The title tells us the name of the story. The title of the story is *Are You My Mother?* Say that again with me.**
- **Who are some of the characters in the story? The baby bird, the mother bird, the kitten, the hen, the dog, the cow, and Snort are characters in the story. But it is mostly about the baby bird. The baby bird is the main character in the story. Let's say that sentence together.**
- **What is the setting? That means, where did the story happen? This story happens in and near the birds' nest. The setting is in and near the birds' nest. Say that with me.**
- **What is the problem in the story?** Use Think-Pair-Share to have the students respond. **The baby bird does not know what his mother looks like. Repeat that with me.**
- What was the solution? How was the problem solved? Use Think-Pair-Share to have the students respond. The problem was solved when Snort returned the baby bird to his nest and his mother arrived. Say that again with me.

Retell

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

Option 1: Interactive Story Circle

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

Examples:

Page 1: The mother bird sat on the egg to keep it warm.

Pages 2 and 3: The egg moved. The mother bird knew the baby bird would hatch soon.

Lesson 1 **Day 2**

Think-Pair-Share

Option 2: Reread the story.

- Ask the following questions as you reread the story. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.
- Page 10: **How did the baby bird feel at the beginning of the story?** [*The baby bird felt worried.*]
- Pages 20, 21: **Why didn't the baby bird stop to talk to his mother?** [*He didn't know what she looked like, and he did not see her.*]
- Pages 30, 31: **What do you think the other animals thought about the baby bird looking for his mother?** [*They may have felt sorry for the baby bird or thought he was strange for asking animals that didn't look at all like him.*]
- Pages 42, 43: **How was the plane like a mother bird?** [*The plane and a bird both fly.*]
- Pages 58, 59: **How do you think Snort knew what to do to help the baby bird?** [*Answers will vary.*]



STaR Celebration

- Introduce the celebration.
- Ask the students to select a favorite part of the book (e.g., character, event, etc.).
- Tell the students to practice talking about their favorite part in complete sentences, telling why they like it, with their partners. Ask the students to tell their partners to which part of the story star their sentences relate.
- Select one or two students to share their sentences with the class.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter

Team Celebration Points

STaR Writing

Writing Strategies Bank



Draw a Picture

Draw a Line

When introducing writing strategies for the first time during STaR Writing, use only the new strategy in your model sentence. Multiple strategies will be used during Adventures in Writing and in all parts of the lessons once all the writing strategies have been introduced.

- Explain to the students that they will now write sentences about their favorite parts of the story.

Teacher’s Note: The students do not need to use the same word in the writing activity that they used for their celebration sentence.

- Write the sentence stem, “My favorite part of the story is _____,” on the board.
- Introduce the strategy Draw a Line as you model writing a complete sentence with one of the words.
- Add the strategy Draw a Line to the Writing Strategies Bank that you started on Day 1.
- **Now we will write a sentence about our favorite part of the story.**
- **Yesterday we learned a writing strategy we can use if we don’t know how to write a word. What is the writing strategy that we learned yesterday?** *[Draw a Picture.]*
- **Today we will learn another writing strategy. Another thing I can do, if I don’t know how to write a word, is to draw a line in place of the word. Let me show you what that looks like.**
- **I thought it was really funny when the bird thought a plane was his mother. My sentence will be, “My favorite part of the story is when the bird thinks that a plane is his mother.”**
- **First, I will copy the sentence stem. Copy the sentence stem. Then, I will write “when the bird.” Write “when the bird.” Oh, the next word is “thinks.” I do not know how to write “thinks,” so I will draw a line that stands for “thinks.”** Draw a line, then reread the sentence from the beginning. **My favorite part of the story is when the bird thinks that a plane...** (Write “that a” and a line to represent “plane.”) **is his mother.** Write “is his” and a line to represent “mother.” Reread the entire sentence, touching each word, picture, or line as you do so.
- Add the strategy Draw a Line to the Writing Strategies Bank. **As you write your sentences today, you can use two different strategies if you can’t write a word. You can draw a picture or draw a line to stand for the word.**
- Explain to the students that they will now write their own sentences about their favorite parts of the story.

Lesson 1 **Day 2**

- Allow time for the students to write their sentences in their writing notebooks. Circulate as they write, making special note of students who use the writing strategies Draw a Picture or Draw a Line.
- Use Random Reporter to select one or two students to share their written sentences with the class. Try to select students who have used the strategies you have introduced. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

Team Celebration Points →

Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Team Celebration Points →

Alphie's Questions:

What did the baby bird do to find his mother?

What happened when the mother bird returned to the nest?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>left</i>	Good answer. Can you say that in a complete sentence? <i>He left the nest.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "He left the nest."</i>
The student responds in a complete, but not very elaborate, sentence. <i>He left the nest.</i>	Good answer. Can you add some details to your sentence? <i>He left the nest to look for her.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why did the baby bird leave the nest?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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

You will need:**FastTrack Phonics**

Key cards (wall set)

Phonics picture cards from section 3*

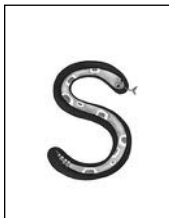
Alphie puppet

*Reading Reels for Roots DVD****Adventures in Writing**

STaR story:

*Are You My Mother?***Writing Strategies Bank**
(teacher created)**Partner writing books**
(teacher acquired)

*Not needed for interactive whiteboard users



Key Card

FastTrack Phonics

Presenting /s/

Alphabet Wall Frieze Review

- Show each key card (wall set), and ask the students to name each picture.

Hear Sounds

Whole Group Response →

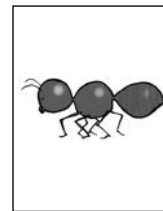
- Show each phonics picture card, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



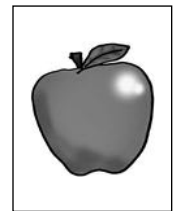
mermaid



moon



ant



apple

Say-It-Fast

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

/v-a-se/ vase

/p-ie/ pie

/a-dd/ add

/s-u-n/ sun

/s-e-t/ set

/s-o-ck/ sock

Break-It-Down

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

see	/s-ee/	sun	/s-u-n/
am	/a-m/	bus	/b-u-s/
cap	/c-a-p/	yes	/y-e-s/



Animated Alphabet

Read Letter Sounds

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

- Show the key cards or Letter-Blending Cards for “m” and “a.” Have the students make the sound for each letter. Review alliterative phrases and writing cues as needed.

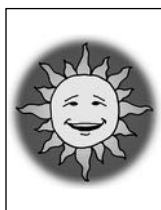
Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **The snake slides and slithers.** Say the phrase with the students, stretching the /s/ sound in each word.

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



seven



sun



suit



sock

Making the Sound— Ask the students to say /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/.**

Think-Pair-Share

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



Animated Alphabet

Introduce the New Shape

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let's see our key card in action. This will help us remember how the shape and sound go together.**

- After playing the segment, ask the students what sound the letter makes.
- Write the letter “s,” and show the students how the letter looks like the picture. Build a strong connection between the picture and the letter.

S

Write Letters

New —Trace your finger over the picture as you recite the writing cue three times: **Left around, right around, from head to tail.**

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

Familiar—Say the sounds for the other letters that the students have learned, /a/ and /m/.

- Have the students write the letter in their partner writing books and then check each other's work.

/a/ as in apple

/m/ as in man

- Review the letter cues for /a/ and /m/. Have the students write the letters several times using the letter cues.

Adventures in Writing

Writing Strategies Bank



Draw a Picture



Draw a Line

Prewriting

Whole Group Response →

- Have the students gather in front of the board. Display the cover of *Are You My Mother?*
- Lead the class in generating a list using the writing strategies Draw a Picture and Draw a Line. **In this story, the baby bird meets many animals that are not his mother.** Point to the dog. **Is this the baby bird's mother?** Use Whole Group Response to have the students respond. **Let's see how many animals and other things we can think of that are not the bird's mother. We can make a list of the things that we remember.**
- **We have been talking about different writing strategies that we can use when we need help writing a word. We have learned that we can draw a picture or draw a line to represent a word. We can use these writing strategies to help us make our list.**
- **I will call the list "Not Mother." I know how to write "not" and "mother."** Write the title "Not Mother" on chart paper or on the board.
- **Let me show you how I might add something to the list. I will write "dog." I do not know how to write "dog," so I will draw a picture.** Draw a picture of a dog under the title.
- **Now it's your turn to talk to your partner to think of other things that are not the baby bird's mother.** Use Think-Pair-Share to have the students respond. As the students share, write some of the words in the conventional way, and use the two writing strategies introduced to represent other words.

Suggestions:

kitten	(Draw a Picture)
hen	(Draw a Line)
cow	(Write the word.)
boat	(Draw a Picture)
plane	(Draw a Line)
steam shovel or Snort	(Draw a Line)

- Model making a sentence with one of the words from the list. **I can make a sentence with one of the words.** Point to one of the words for which you drew a line. **This word was "hen." I will think of a sentence with "hen." My sentence is, "The hen pecked at the seeds on the ground."**
- **I will begin my sentence with a capital letter.** Write "The." **I will draw a line again for "hen."** Draw a line. **Pecked. Hmmm. I don't know how to write "pecked" either. I will draw a line for that word too.** Reread the sentence so far, touching the words and lines as you read. **The hen pecked...at the seeds.** Write "at the," and draw some dots to represent the seeds. Reread the sentence again, touching the words and lines as you read. **The hen pecked at the seeds. Now I want to add, "on the ground."** Write "on the ground." Reread the sentence, then add a period at the end. **I must add a period to the end of my sentence.**

Partner Planning

- Explain that now the students will have an opportunity to write their own sentences about something that was not the bird’s mother.
- Ask the students to think of something that was not the bird’s mother about which they would like to write a sentence.
- Have them share their ideas with their partners. Encourage the students to help their partners think about details that they could add to their sentences.
- **Now think about your sentences.** Pause to let the students think. **Now tell your sentences to your partners.** Pause while the students talk. **Now whisper your sentences into your hand, and hold on to them.** Pause. **Now you can write your sentences.**

Writing

- Have the students return to their seats to write their sentences. Distribute writing paper, or have the students use their partner writing books.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of the writing strategies you have introduced.
- Using the indicators and rubrics from the teacher cycle record form, note progress in the development of the students’ writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies	Watch for students who do not change what they want to write due to a lack of writing skills. By this lesson, students should begin to incorporate the sounds they are learning in FastTrack Phonics into their writing. They should be moving away from reliance on the writing strategies Draw a Picture and Draw a Line.
Expresses Ideas	The most sophisticated writers will be able to use the ideas from the chart to create complete sentences when talking to their partners and when writing their sentences.
Writes with Quality and Quantity	In this lesson, students are expected to write either two sentences, each using one antonym, or a complex sentence that explains both antonyms.

- Allow the students to illustrate their sentences if they finish early.



Writing Celebration

- **Now we'll learn how to share our writing. Let me show you my sentence again.** Display your sentence. I wrote, "The hen pecked at the seeds on the ground."
- **When someone shares his or her writing with you, it's important to find something that you like about it. You can say something like, "You wrote a lot on your paper," or "Your pictures tell me more about your story." Can you think of something you like about my sentence?** Call on individual students to answer.
- **You may also want to ask your partner a question about his or her writing. It's good to ask questions because that helps you learn more about your partner's writing. Can you think of a question that you would like to ask me about my sentence?** Call on individual students.
- **Now it's time for you to share your writing with your partners!**
- Pair partnerships to create four- or five-member informal teams. Number each student in the team.
- Tell the students that the number 1s are going to read first and that they should read their sentences to the team. Ask the other students on the team to listen carefully while their teammates read. Remind the other team members to share something they like about the sentence or ask questions afterward.
- Once the 1s have read and heard feedback from their peers, it will be the number 2s' turn to read, then 3s, etc.
- Circulate as the students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage the students to comment positively or ask one another questions about their work.
- Make notes about the use of writing strategies, correct punctuation, and complete sentences for several students on the Writing Progress Monitoring Chart as you observe.
- After all the students have had time to share in their teams, use the Zero Noise Signal to bring attention back to the whole group. Ask a few students to share examples of places where they used writing strategies for words they did not know how to write. Encourage the students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Allow a few students to share what they wrote with the entire class. Remind the students to practice active listening while someone is sharing his or her work.
- Award team celebration points to students who share a writing strategy that they used or who read their writing to the class.

Team Celebration Points



Team Celebration

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

Extension Activity (*optional*)

- Introduce a circle game to act out the story *Are You My Mother?*
- Divide the students into groups of five or six.
- Have the students decide which of the following characters they want to be: baby bird, hen, dog, kitten, cow, or steam shovel.
- Explain that the student who is the baby bird will then approach each of the other students (characters) and ask the question "Are you my mother?" Have the students repeat the question.
- Each of the characters answers appropriately, using the sentence stem "I am not your mother, I am _____."
- Invite the students to think of other characters the baby bird may have seen while he was looking for his mother. Have them add this character to the game.
- If time allows, have the students change roles so they have the opportunity to ask and answer questions.

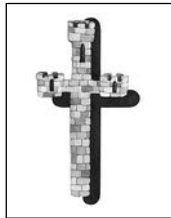
At a Glance

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FastTrack Phonics



Day 1:
New sound: /d/



Day 2:
New sound: /t/



Day 3:
New sound: /i/

STaR

STaR Story:

*There's an Alligator
Under My Bed*
written and illustrated
by Mercer Mayer

Students will identify the
main character's feelings
in the story.

Students will write a
sentence using the writing
strategy Find and Copy
a Word with a STaR
vocabulary word.

Students will write a
sentence with the writing
strategy Write Sounds
That You Know to critique
the STaR story.

Adventures in Writing

Using a sentence starter,
students will write a
complete sentences to
provide the solution to
a problem.

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

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 1
Cooperative Learning Cue Cards

FastTrack Phonics

Key cards (wall set)
Phonics picture cards from section 4*
Alphie puppet
Letter-Blending Cards*
Reading Reels for Roots DVD*

STaR

STaR story:
There's an Alligator Under My Bed
Writing Strategies Bank (teacher created)
Partner writing books (teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration

- Distribute Super Team, Great Team, and Good Team certificates to the students based on their team celebration scores from lesson 1. Cheer for each team as its certificate is awarded.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.



Key Card

FastTrack Phonics

Presenting /d/

Alphabet Wall Frieze Review

- Show each key card (wall set), and ask the students to name each picture.

Whole Group Response**Hear Sounds**

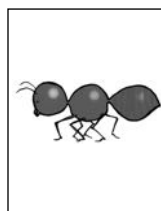
- Show each phonics picture card, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



six



mother



ant



sock

Lesson 2 **Day 1**

Say-It-Fast

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

/d-a-te/	<i>date</i>	/d-o-g/	<i>dog</i>
/d-o-ll/	<i>doll</i>	/d-u-ck/	<i>duck</i>
/m-a-de/	<i>made</i>	/s-l-i-de/	<i>slide</i>

Break-It-Down

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

add	/a-dd/	bead	/b-ea-d/
date	/d-a-te/	bed	/b-e-d/
cat	/c-a-t/	dice	/d-i-ce/



Animated Alphabet

Read Letter Sounds

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

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

With a partner—Now we’re going to do something new. We’re going to read letter sounds with a partner. **Let’s turn to page 1 in our Partner Practice Booklets. Look at the letters in the box. You will see that each letter has a small dot under it. One partner will place his or her finger on the dot. The other partner will read the letter above the dot.**



The Sound and the Furry

Video: The Sound and the Furry—Introduce and play the Partner Letter Reading segment. **Let’s watch Alphie and his friends work together to practice their letter sounds. This will show us how to work well together as partners.**

- Ask one student to come to the front of the room to model the partner reading of sounds. Write the letters “m,” “s,” and “a” on chart paper or a chalkboard. Place a dot under each letter, and add four small boxes under the letters (as it appears on the Partner Practice Booklet page).
- **I’m going to put my finger on this dot. My partner will read the letter above my finger.** (To student partner) **What does this letter say?** [/m→m/.] **Very good. Let’s try it again.** Place your finger on the next dot. Ask the student to make the sound for the letter. Repeat for the next letter.

m	s	a	
•	•	•	

Lesson 2 Day 1

m	s	a
•	•	•

bw			

- Now that my partner has read each letter correctly, I can put my initials in one of the boxes on his or her paper. This shows that he or she read everything correctly. Place a check in the top box.
- Now my partner and I will switch roles. My partner will put his or her finger on a dot, and I'll read the letter to which he or she is pointing. Repeat the modeling process. I read every sound correctly, so my partner can put his or her initials in a box in my book. Demonstrate adding your initials to the box.
- But my partner and I aren't finished yet. We can read the sounds to each other again. Every time our partner reads the letters correctly, we can put our initials in another box. Now you're ready to try reading with your partner.
- Monitor partners as they work together to read sounds. Make sure that one partner is putting his or her finger on the dots while the other partner reads the words. Check to see that partners switch roles and check each other's work when they are finished. Put your initials in both partners' books when both can read a box successfully.
- When partners have finished, have the whole class read the letters together.

Monitor →



Key Card

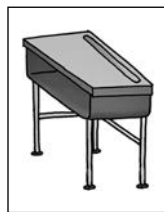
Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **Don't disturb the dinosaur.** Say the phrase with the students, emphasizing the /d/ sound in each word.

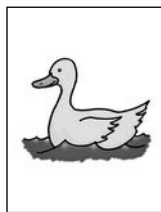
Teacher's Note: The /d/ sound is a “bounced” sound. A bounced sound is quick and soft and cannot be stretched or sustained. It has no vowel at the end of it. If the students stretch out a bounced sound by adding a vowel (duh or dih), they will have more difficulty blending the sound into words. For example, if a student stretched the /d/ sounds in “dad” as they were sounding it out, it would sound like “duha→aduh” instead of “da→ad.” Help the students to bounce /b/, /d/, /g/, /j/, /k/, /p/, /q/, /t/, /w/, /x/, and /y/ quickly and softly.

Whole Group Response →

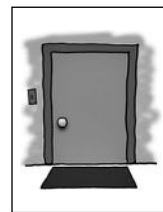
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the phonics picture cards. Say the name, and have the students say it after you. Bounce the initial sound in each word three times.



desk



duck



door



doll

Making the Sound—Ask the students to say /d/. **When I say /d...d...d/, 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. This sound is very quick. It is also very soft.** Say /d/ softly three times. Make sure to say each /d/ sound quickly, so the sound is clear and precise. Make sure the students do not add a vowel sound to say “duh” or “dih.”

Think-Pair-Share

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



Animated Alphabet

Introduce the New Shape

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

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

d

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Left around his back, then head to toe. /d...d...d/.**

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

Familiar—Say the sounds for the other letters that the students have learned. Have the students write those letters in their partner writing books.

/m/ as in man

/a/ as in apple

/s/ as in sit

- Have partners check each other. When they have finished, write any letters that the students need to review on the board, going over the key card and writing cue as you write each letter.
- Review the letter cues for /m/, /a/, and /s/. Have the students write each letter several times using the letter cue.

STaR Words

careful	hid
garage	bait

Background Words

alligator under bed

STaR

STaR Story:

There's an Alligator Under My Bed

Written and illustrated by Mercer Mayer

Summary: *A young boy knows there is an alligator under his bed, although no one has ever seen it. Determined to get rid of it, the boy lays a trail of food to lure the alligator out from under the bed, out of the house, and into the garage. The alligator takes the bait, and the boy follows and locks it out of the house. Before returning to bed, however, the boy writes his father a note to alert him to the garage's new occupant.*

Teacher's Note: The pages of this book are not numbered. Before reading, number the pages beginning with the first page of text, which starts "There used to be...."

Preview

- Display the front cover of the book, and read the title and author, while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- **Cover: Look at this picture on the cover of the book. What do you see?** Wait for the students' responses. **Yes, that is an alligator under the boy's bed. Say "alligator" again.**
- **Talk with your partner about what the boy might be thinking and how he feels about having this alligator under his bed. Use the word "alligator" as you talk.**
- **The boy looks scared, doesn't he? How will he get safely out of bed?** (Wait for the students' responses.) **No matter what he does, he'll have to be careful to stay away from the alligator.**
- **What do you think the title of this book might be?** (Wait for the students' responses. Uncover the title.) **The title is *There's an Alligator Under My Bed*. It's written and illustrated by Mercer Mayer. What do you think the boy will do about the alligator?** (Wait for the students' responses.) **Before we read the story, we will take a Picture Walk to read the pictures. We will get an idea of what happens and see how the boy feels throughout the story.**
- **Page 3: I don't see the alligator in this picture. Where do you think it went?** (Wait for the students' responses.) **Perhaps it hid all the way under the bed.**
- **Pages 8 and 9: What do you think the boy's parents said to him?**

Lesson 2 **Day 1**

- Read aloud the STaR words below, and ask the students to repeat them after you. If possible, post the words on cards, or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell the students that these are important words for the book, and ask them to listen for the words as you read.

STaR Words



Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
careful	3	stay away from trouble or a problem	To be <i>careful</i> when I cross a street, I look both ways.
hid	5	stayed out of sight	Pantomime.
bait	10	food to catch an animal	To catch fish, fishermen put worms on their hooks as <i>bait</i> .
garage	23	space for cars and tools	Our car is out in the <i>garage</i> .

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

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
alligator	1	large water lizard	The <i>alligator</i> stayed in the river where it ate fish and small animals.
under	1	below or lower	The dog sat <i>under</i> the table by my mother's feet.
bed	1	place to sleep	I love to snuggle in my <i>bed</i> and go to sleep.



The book cover shows an alligator is under the boy's bed. Say "alligator" again. Do you think the boy should be afraid of the alligator? (Wait for the students' responses.) Yes, alligators are very large, dangerous animals that live in rivers and swamps in hot climates.

Demonstrate "under" by putting the book under your chair. The book is under my chair. It is covered by the chair, and it is below me. I cannot see it. Say, "The book is under the chair."

Think about your bed. What do you like about the place where you sleep?

Interactive Reading

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

Page 2

Before you read page 3: **Look how carefully the boy is walking up the board. "Careful" is one of our STaR words. Why did the boy have to be careful?** Use Think-Pair-Share to have the students answer. **Yes, he had to be careful for two reasons: He had to be careful walking up the board, so he wouldn't fall off, and he had to take care to stay away from the alligator! When the boy walks on the board, he has to be [careful].**



Page 5

I just read one of the STaR words: "hid." Why didn't the boy see the alligator? Use Whole Group Response to have the students answer. **That's right. The boy thought the alligator hid from him by tucking its head and tail under the bed. Show me how you can hide your face behind your hands.** Pause as the students respond. **You hid your faces.**

Page 8

Are the boy's parents going to do anything about the alligator? Use Whole Group Response to have the students answer. **No, it seems they don't believe their son.** Point to the boy's expression on page 9. **Look at his face. Does he look afraid now?** Use Whole Group Response to have the students answer. **No, now he puts his fear aside. Now he is determined to take care of this problem by himself.**



Page 10

The boy gets food from the refrigerator. He calls it alligator bait. Point to the food in the boy's hands in the picture. **Why does the boy call the food "alligator bait"?** Use Think-Pair-Share to have the students answer. **Yes, the boy hopes he can trick the alligator to come out from under the bed to eat the food. To catch the alligator, the boy uses [bait].**

Lesson 2 Day 1

Think-Pair-Share

Page 15

Do you think the boy is afraid of the alligator now? Wait for the students' responses. **Why or why not?** Use Think-Pair-Share to have the students answer. **Now that he has a plan to get the alligator out of his room, he looks proud of himself; he seems sure of himself. He is no longer frightened. The boy is [*proud*].**

Page 18

Where did the boy hide? Use Whole Group Response to have the students answer. **Yes, he hid in the closet. Say that again with me: "He hid in the closet."** **How does the boy feel now, and how do you know?** Use Think-Pair-Share to have the students answer. **Yes, it looks like he is very interested in what the alligator is doing, and he is very careful to stay out of the wild animal's way.**

Page 22

Where is the alligator going? Use Whole Group Response to have the students answer. **Yes, the alligator is following the bait right into the garage where the car is parked and the tools are stored. "Garage" and "bait" are two of our STaR words.**



Page 24

Turn back to page 23. Reread and have the students repeat the phrase. Reread page 24 with excitement, and have the students repeat. **How does the boy feel now?** Use Whole Group Response to have the students answer. **Yes, he is very happy! He has beaten the alligator! The boy is the hero, the winner! Put your fists up in the air, like the boy. What is he saying?** Use Whole Group Response to have the students answer.



Page 25

Look at the boy now. He shows us how he feels by the way he walks. His head is up, his chest is puffed out, and he swings his arms. He is proud of himself. Repeat after me: "He is proud of himself." Pantomime being proud. Hold up your head, and puff out your chest. **You are proud and confident that you can do what needs to be done.** Call on a student to walk like the boy in the story. **What happened to his fear?** Use Think-Pair-Share to have the students answer. **Yes, his fear went away. You could say he locked his fear in the garage. He is not afraid anymore. Repeat that: "He is not afraid anymore."**



STaR Celebration

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

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

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

- Say the STaR words again. Ask the students to pick STaR words and discuss the words they choose in partnerships or teams. Tell the students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships and teams.
- Select one or two students to share their sentences with the class.
- Use Random Reporter to select one or two students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

STaR Writing

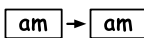
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word

When introducing writing strategies for the first time during STaR Writing, use only the new strategy in your model sentence. Multiple strategies will be used during Adventures in Writing and in all parts of the lessons once all the writing strategies have been introduced.

- Restate each of the STaR words.
- Tell the students to work with partners to think of sentences using the STaR words. The students may use the same word that they used for their celebration sentence or a different word.
- Introduce the writing strategy Find and Copy a Word as you model writing a complete sentence with one of the words. Add the strategy Find and Copy a Word to the Writing Strategies Bank.
- **I made a sentence with the STaR word “hid.” My sentence is, “Yesterday I hid under the bed.” I will show you how I can write that sentence. We have been talking about special writing strategies to help us with words that we do not know how to write. Today I would like to share with you a writing strategy called Find and Copy a Word. When I do not know how to write a word, one thing I can do is find it in a book or in the classroom and copy it. I found the word “under” on the cover of our STaR book.**

Lesson 2 **Day 1**

- **I am ready to write, “Yesterday I hid under the bed.”** Model writing the sentence with the strategy Find and Copy a Word, using as many words as you can possibly find in your classroom environment. The word “under” is on the cover of the book. To help the students focus on the new strategy, write any words that you cannot copy from your environment in the conventional way.
- **Let’s read my sentence together.** Point to each word as you read your sentence with the class. **I need to remember to put a period at the end.** Add a period.
- **We can add our new strategy, Find and Copy a Word, to our list of writing strategies.** Add the strategy to the list, and then quickly review all the strategies.
- Ask the students to select a STaR word with which they will write a sentence. Invite them to share their sentences with their partners.
- Allow time for the students to write their sentences in their partner writing books. Circulate as they write, making special note of students who use the new strategy, Find and Copy a Word.
- Select one or two students to share their written sentences with the class. Try to select students who have used the new strategy. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

Team Celebration Points →

Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Team Celebration Points →

Alphie’s Questions:

Why did the boy decide he had to do something about the alligator under his bed?

What is the boy’s plan to get the alligator out of his room?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>no help</i>	Good answer. Can you say that in a complete sentence? <i>The parents would not help.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The parents would not help."</i>
The student responds in a complete, but not very elaborate, sentence. <i>The parents would not help.</i>	Good answer. Can you add some details to your sentence? <i>The parents would not help because they did not believe him.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why wouldn't the parents help?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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

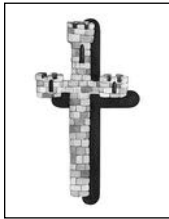
You will need:**FastTrack Phonics**

Key cards (wall set)
 Phonics picture cards from section 5*
 Alphie puppet
Reading Reels for Roots DVD*
 Partner Practice Booklet 1

STaR

STaR story:
There's an Alligator Under My Bed
 Story star poster*
 Writing Strategies Bank (teacher created)
 Partner writing books (teacher acquired)

*Not needed for interactive whiteboard users



Key Card

FastTrack Phonics

Presenting /t/

Alphabet Wall Frieze Review

- Show each key card (wall set), and ask the students to name each picture.

Whole Group Response**Hear Sounds**

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



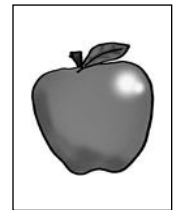
door



soap



mittens



apple

Say-It-Fast

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

/t-o-p/	<i>top</i>	/t-u-b/	<i>tub</i>
/s-ee/	<i>see</i>	/t-e-n/	<i>ten</i>
/f-ee-t/	<i>feet</i>	/h-a-t/	<i>hat</i>

Lesson 2 Day 2

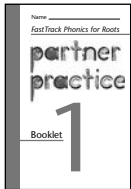
Break-It-Down

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

coat	/c-oa-t/	date	/d-a-te/
fate	/f-a-te/	jet	/j-e-t/
kite	/k-i-te/	hat	/h-a-t/



Animated Alphabet



Partner Practice Booklet 1

Team Celebration Points

Read Letter Sounds

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

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

With a partner—Have the students turn to page 2 in their Partner Practice Booklets and read the sounds together. Have the students initial a box when their partner has read all sounds correctly. Initial books as you see success. When finished, have the whole class read the letters together.

- Award team celebration points to partners who read sounds successfully.

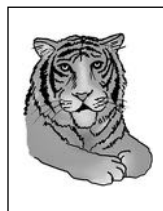


Key Card

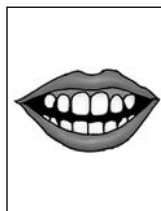
Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **Tap the tall tower.** Say the phrase with the students, emphasizing the /t/ sound in each word.

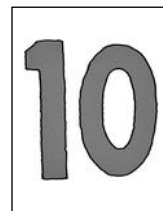
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the phonics picture cards. Say the name, and have the students say it after you. Bounce the initial sound in each word three times.



tiger



teeth



ten



tie

Making the Sound—Ask the students to say /t/. **When I say /t...t...t/, it's a lot like saying /d...d...d/. My tongue moves in the same way. But when I say /t...t...t/, I can hear lots of air. This sound is very quick. It is also very soft.** Say the /t/ sound three times with the students. Make sure that the students do not add a vowel sound and say "tuh."

Think-Pair-Share

Students' Words—Use Think-Pair-Share to have the students share words that begin with /t/.



Animated Alphabet

Introduce the New Shape

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

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



Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Go down the tower, lift and cross. /t...t...t/.**

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

Familiar—Say the sounds for the other letters that the students have learned. Have the students write those letters in their partner writing books.

/m/ as in moon

/a/ as in apple

/s/ as in snake

/d/ as in dinosaur

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

/m/ as in moon

/s/ as in sock

/d/ as in daisy

STaR

STaR Review

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

Hold up the front cover. **What's the title of this book?** *[There's an Alligator Under My Bed.]*

Display pages 4 and 5. **How did the boy feel about an alligator hiding under his bed?** *[The boy was afraid.]* **Yes, when he thought there might be a huge water lizard under his bed, he got scared.**

The boy was ready to go to sleep in his bed, but first he had to feel safe. Did the boy feel safe in his bed? *[No.]*



He looked over the side of his bed to see the alligator. Why couldn't he see the alligator? Wait for the students' responses. **Yes, the alligator hid by pulling his head and tail under the bed. The alligator was down, below the boy in the bed.** Pantomime "under" as you speak.

What did the boy do when the alligator hid under his bed? When the alligator hid under the bed, the boy *[Called his mom and dad.].*

Why didn't the boy's parents do something about the alligator? *[They couldn't see the alligator.]* **The boy decided to do something about the alligator. He planned to** *[use food as bait to trap the alligator in the garage].*

The boy did not want the alligator to hurt him while he watched the alligator eat the bait. The boy had to be very *[careful].*

How did the boy know the plan was working? *[The alligator followed the food all the way to the garage.]* **If you were the alligator, would you eat the bait? Would you go into the garage?**

What did the boy do before he went to sleep? *[He got out of bed and made notes to warn his father about the alligator in the garage.]* **Have you ever made a sign or written a note to someone?**

Structure Review

Story Star

- Display and review the story star with the students. Tell the students what each point on the star means (title, characters, setting, problem, solution).

Whole Group Response

- Ask the students to help you identify the elements of the story star in the STaR story. **Let's use our story star to help us think about important parts of the story.**

Think-Pair-Share

- WGR: **The title tells us the name of the story. What is the title of the story?** **The title is *There's an Alligator Under My Bed*.**
- TP-S: **Where and when did the story happen? What is the setting?** *[The setting of this story is at night and in the boy's house.]*

Lesson 2 **Day 2**

- T-P-S: **Who are the characters in the story?** *[The boy is the main character. He is the most important person in the story. The boy's parents are also characters, but they are not so important in this story. The alligator is also a character.]*
- T-P-S: **What is the problem in the story?** *[The boy did not feel safe in his bed because he thought there was a dangerous alligator hiding under it.]*
- T-P-S: **What was the solution? How was the problem solved?** *[The boy used food as bait to trick the alligator to come out of his room. The boy trapped the alligator safely in the garage.]*

Retell

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

Option 1: Interactive Story Circle

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

Examples:

Page 1: The boy is afraid that there is an alligator under the bed.

Pages 2 and 3: He carefully got into bed so the alligator wouldn't get him.

Option 2: Reread the story.

- Ask the following questions as you reread the story. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.
- Display page 10. **Why does the boy look more relaxed in this picture?** *[The boy has a plan to trap the alligator.]*
- Display page 17. **What might the boy say here?** *[The boy might say, "I hope he doesn't see me."]*
- Display pages 24 and 25. **To help you know how the boy feels, think about what he might say.** *[On page 24 he might yell, "Yes!" He is happy! On page 25, the boy might tell himself, "I trapped an alligator, now I know I can do anything." He is proud.]*
- **Do you think the alligator is real or imaginary? Why? Why not?**



STaR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in partnerships or teams. Ask the students to pick a favorite part of the book (e.g., character, event, etc.).
- Tell the students to practice talking about their favorite part in complete sentences, telling why they like it. Ask them to share their sentences in their partnerships and teams. Ask them to tell to which part of the story star their sentences relate.
- Select one or two students to share their sentences with the class.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

STaR Writing

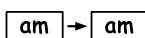
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



s t r Write Sounds That You Know

When introducing writing strategies for the first time during STaR Writing, use only the new strategy in your model sentence. Multiple strategies will be used during Adventures in Writing and in all parts of the lessons once all the writing strategies have been introduced.

- Explain to the students that they will now write sentences about their favorite parts of the story.
- Write the sentence stem, “My favorite part of the story is___,” on the board.
- Introduce the writing strategy Write Sounds That You Know as you model writing a complete sentence with one of the words. Write Sounds That You Know is the child-friendly way of expressing partial sound spelling.
- **Now we will write a sentence about our favorite part of the story. We will begin our sentences with these words, “My favorite part of the story is...” You will copy these words and then finish the sentence with your own ideas. I will write my sentence first.**
- **We have been learning about different writing strategies that we can use for words that we do not know how to write. Today we will learn another writing strategy. Another thing I can do if I don’t know how to write a word is to write the sounds that I can hear. Let me show you what that looks like.**

Lesson 2 **Day 2**

- **I thought it was really funny when the alligator followed the trail of food. My sentence will be, “My favorite part of the story is when the alligator followed the trail of food.”**
- **First I will copy the sentence stem.** Copy the sentence stem. **Now I will write “when the.”** Add “when the” to your sentence stem. **Oh, the next word is “alligator.” I do not know how to write the whole word “alligator,” but I do hear some sounds that I know.** Sound out the word slowly, writing sounds for some of the letters, such as “alugatr.” Continue to model writing the remainder of the sentence, using partial sound spelling for some of the words.

Suggestions:

follows	Write “fls.”
the	Write the word.
trail	Write “trl.”
of	Write the word.
food	Write “fd.”

Graphics for icons that help students remember each strategy are provided in the appendix. You may draw the icon, or duplicate and attach the graphics provided.

Random Reporter →

Team Celebration Points →

- **We can add our new strategy, Write Sounds That You Know, to our Writing Strategies Bank.** Add the strategy to the list, then quickly review all the strategies introduced so far.
- Explain to the students that they will now write their own sentences about their favorite parts of the story.
- Allow time for the students to write their sentences in their partner writing books. Circulate as they write, making special note of students who use the new writing strategy, Write Sounds That You Know. Praise students who also use other strategies that have been introduced.
- Use Random Reporter to select one or two students to share their written sentences with the class. Try to select students who have used the strategies you have introduced. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.

Lesson 2 **Day 2**

Team Celebration Points →

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

Alphie's Questions:

How did the boy get the alligator to leave his room?

What did the boy do to warn his father about the alligator?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>trail of food</i>	Good answer. Can you say that in a complete sentence? <i>He made a trail of food on the floor.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "He made a trail of food on the floor."</i>
The student responds in a complete, but not very elaborate, sentence. <i>He made a trail of food on the floor.</i>	Good answer. Can you add some details to your sentence? <i>He made a trail of food on the floor so the alligator would follow it out of the room.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why did he make a trail of food on the floor?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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

Now that students have mastered several letters and sounds, they are ready to start blending those sounds into words. Blending sounds together to read words is a complicated task, one that will take considerable modeling and practice. One of the most important things that you can do at this stage is to show students how to use the skills they already have and apply them to the new task of reading words.

Use the Letter-Blending Cards to give students a visual example of how sounds blend together to make words. Take cards from the letter-blending deck that spell a short word, such as “man,” and place them in the pocket chart. Explain to students that you are going to use something called Stretch and Read to read the word. Demonstrate how to “stretch” a word by moving the letter cards “m,” “a,” and “n” so that they are spaced far apart in the chart. Point to each card, and cue students to make the sound for each letter. It should sound like this:

/m→m.....a→a.....n→n/.

Show students how sounds blend together by moving the letter cards closer together in the pocket chart. Point to each card as students make the sounds. Move your finger slightly faster under the cards so that students will respond more quickly. Remind students that this is just like Alphie’s special language. They made each sound slowly, now they are saying them faster. The word will sound like this:

/m→ma→an→n/.

Continue to push the cards closer together, and have students make the sounds as you point. When the cards are together, quickly slide your finger under the cards so that students blend the sounds to say the word.

man

Ask students the word that they just read, and praise them for using their reading skills.

Blending is a little more challenging when a word includes “bounced” sounds. When blending a word with bounced sounds, it is important to keep the bounced sounds short, and be sure not to add an extra vowel sound. To Stretch and Read “cat,” place the Letter-Blending Cards far apart in the pocket chart. Point to each letter and cue students to make the sound. Move the cards closer a step at a time. When they are together, quickly slide your finger under the word and say the word. Here is an example:

/c.....a→a.....t/

/c...a→a...t/

/c..a→a..t/

/ca→at/

cat

By constantly pointing out to students what skills they use to Stretch and Read words, you are giving them the tools that they need to read on their own. Students start to understand reading as a process where they break a word down, then sound it out. Understanding this concept is the key to “breaking the code” of reading. All too often, students become discouraged or intimidated by reading because they see words as unbreakable blocks of meaning that have to be memorized. As soon as students realize that they are able to break the words down and read them using skills that they learned in class, they will become excited about reading.

Be sure to provide extensive modeling of the Stretch and Read strategy for your students, especially in the early stages of reading development. Also, make sure that students have enough time to practice this new skill with their partners in their Partner Practice Booklets. Remember that even if students are not reading words right away, the practice is invaluable. Resist the urge to read the words for the students, and allow them time to explore this new task by applying their skills and working out the strategies on their own. This is the practice that will make your students skilled, independent readers.

You will need:**FastTrack Phonics**

Key cards (wall set)
 Phonics picture cards from section 6*
 Alphie puppet
 Letter-Blending Cards*
 Reading Reels for Roots DVD*
 Partner Practice Booklet 1
 Green index cards, paper, or tagboard*

*Not needed for interactive whiteboard users

Adventures in Writing

STaR story:
There's an Alligator Under My Bed
 Writing Strategies Bank (teacher created)
 Partner writing books (teacher acquired)



Key Card

FastTrack Phonics

Presenting /i/

Alphabet Wall Frieze Review

Teacher's Note: By now, the students should be familiar with the key card pictures. Post the wall set of key cards in the classroom. The cards should be in a continuous line and in alphabetical order. This will make up the alphabet wall frieze. Use the wall frieze to point to each picture as the students respond with the name. Be sure to stress the initial sound in each word.

Whole Group Response →**Hear Sounds**

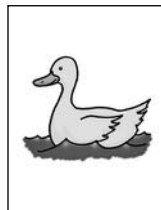
- Show each phonics picture card, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



ax



suit



duck



tire

Say-It-Fast

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

/c-r-i-b/	<i>crib</i>	/f-i-sh/	<i>fish</i>
/g-r-i-p/	<i>grip</i>	/i-ll/	<i>ill</i>
/i-n/	<i>in</i>	/l-i-d /	<i>lid</i>

Break-It-Down

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

inch	/i-n-ch/	lid	/l-i-d/
mitt	/m-i-tt/	pig	/p-i-g/
silk	/s-i-l-k/	whip	/wh-i-p/



Animated Alphabet

Read Letter Sounds

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /t/. **Let's take another look at the key card for our last sound in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

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

With a partner—Have the students turn to page 3 in their Partner Practice Booklets and read the sounds together. Remind the students to write their initials in their partner's books. Initial books as you see success. When finished, have the whole class read the letters together.



Partner Practice Booklet 1

Stretch and Read

With the teacher—Now you're ready to begin reading words. You'll see how Alphie's special language will help you do this.

- Put the Letter-Blending cards "s," "a," and "d" spaced apart in a pocket chart or on a chalkboard ledge. Point to each letter, and ask the students to say the sounds.
- Push the cards closer together. (They should not be touching yet.) Point to the cards at a faster pace, and ask the students to say the sounds. Now put the cards next to one another.
- Model how to blend sounds into words:

/s→s.....a→a.....d/

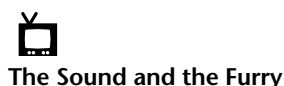
/s→s..a→a..d/

/s→sa→ad/

/sad/

Lesson 2 Day 3

- This word is “sad.” We can read a word by making the sound for each letter. Then we put the sounds together. This is like Alphie Talk, isn’t it?
- Watch as I write these letters onto a green card. Say each sound as you write the letters on the card. Hold up the card, and say: **Let’s read this word in Alphie Talk and say the word.** Point as you say: /s→s...a→a...d/. /s→sa→ad/. **Sad.** **Good work!** Use the word in a sentence to make sure that the students hear it as a word they know.
- Repeat the activity with the words “Sam,” “at,” and “mat.”



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



Key Card

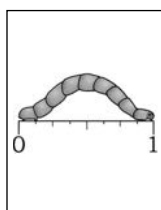
Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **Imagine itchy insects.** Say the phrase with the students, stretching the /i/ sound in each word.

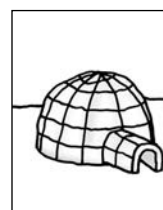
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the phonics picture cards. Say the name, and have the students say it after you. Stretch the initial sound in each word.



insect



inch



igloo

Making the Sound—Ask the students to say /i/. When I say /i→i/, my mouth is only open a little bit. The corners of my mouth pull back to say /i→i/. We can stretch this sound out. Say it with me: /i→i/.

Think-Pair-Share →

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



Introduce the New Shape

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

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



Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Go down the insect, lift and dot.**

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

Familiar—Say the sounds for the other letters that the students have learned. Have the students write those letters in their partner writing books.

/m/ as in mop

/a/ as in ant

/s/ as in sun

/d/ as in dog

/t/ as in ten

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

/a/ as in alligator

/d/ as in dish

/t/ as in teeth

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

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



The Sound and the Furry



Between the Lions

Adventures in Writing

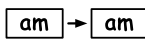
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know

Prewriting

Think-Pair-Share →

- Have the students gather in front of the board. Display the cover of *There's an Alligator Under My Bed*. Review with the students what the boy did when he found the alligator under his bed.
- Invite the students to brainstorm ideas about what they would do if they found an alligator under their beds. **Let's pretend that one morning you woke up and found an alligator under your bed. What would you do?** Use Think-Pair-Share to have the students brainstorm ideas. While the students discuss their ideas, write the following sentence starter on the board: "I would _____."
- Create a list of the students' suggestions on the board, using strategies from the Writing Strategies Bank to write many of the words.
- Model writing a sentence with your idea. **I will show you how I can write a sentence with my idea. If I found an alligator under my bed, I would run away from the alligator! So my sentence will say, "I would run away from the alligator." This sentence starter says "I would," so now I need to add the rest.** Model writing the remainder of the sentence using strategies from the Writing Strategies Bank.

Suggestions:

run	Write Sounds That You Know ("m")
away	Draw a Line
from	Write Sounds That You Know ("frm")
the	Find and Copy a Word (Find a word in your classroom environment.)
alligator	Find and Copy a Word (Use the cover of the book.)

Partner Planning

- Explain that now the students will have an opportunity to write their own sentences about what they would do if they found an alligator under their beds.
- Ask the students to think about something they would do about which they would like to write a sentence. They may use an idea from the class-generated list or a new idea.
- Have them share their ideas with their partners. Encourage the students to help their partners think about details that they could add to their sentences.

Writing

- Have the students return to their seats to write their sentences in their partner writing books. Ask them to copy the sentence starter, "I would," to begin their sentences.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of the writing strategies you have introduced.
- Using the indicators and rubrics from the teacher cycle record form, note progress in the development of the students' writing skills for several students.

Lesson 2 **Day 3**

Expectations for this lesson include:

Uses a Variety of Writing Strategies	The students should refer to the Writing Strategies Bank for help when they do not know how to write words.
Expresses Ideas	The most sophisticated writers will be able to use the ideas from the class list to create complete sentences correctly and use the sentence starter, “I would _____.”
Writes with Quality and Quantity	In this lesson, students are expected to write a complete sentence starting with, “I would _____.”

Allow the students to illustrate their sentences if they finish early.



Writing Celebration

- **Now let’s review how to share writing. Let me show you my sentence again.** Display your sentence. I wrote, “I would run away from the alligator.”
- **When someone shares his or her writing with you, it’s important to find something that you like about it. You can say something like, “You wrote a lot on your paper,” or “Your pictures tell me more about your story.” Can you think of something you like about my paper?** Call on individual students to answer.
- **You may also want to ask your partner a question about his or her writing. It’s good to ask questions because that helps you learn more about your partner’s writing. Can you think of a question that you would like to ask me about my sentence?** Call on individual students.
- **Now it’s time for you to share your writing with your partners and teams.**
- Tell the students that the number 1s are going to read first and that they should read their sentences to the team. Ask the other students on the team to listen carefully while their teammates read. Remind the other team members to share something they like about the sentence or ask questions afterward.
- After the 1s have read and heard feedback from their peers, it will be the number 2s’ turn to read, then 3s, etc.
- Circulate as the students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage the students to comment positively or ask one another questions about their work.
- After all the students have had time to share in their teams, use the Zero Noise Signal to bring attention back to the whole group. Ask a few students to share examples of places where they used writing strategies for words they did not know how to write. Encourage the students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.

Team Celebration Points →

- Allow a few students to share what they wrote with the entire class. Remind the students to practice active listening while someone is sharing his or her work.
- Award team celebration points to students who share a writing strategy that they used or who read their writing to the class.

Team Celebration

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

Extension Activity (*optional*)

Read *There's a Monster in My Closet* by Mercer Mayer. Compare and contrast this story to *There's an Alligator Under My Bed*.

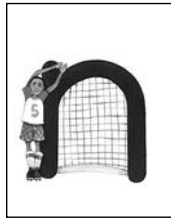
- Use Think-Pair-Share to have the students share their questions with the class. Ask the students to answer their classmates' questions if possible and if time allows.

The two stories are the same because...

They are different because...

At a Glance

FastTrack Phonics



Day 1:

New sound: /n/



Day 2:

New sound: /p/



Day 3:

New sound: /g/

STaR

Star Story:

*Bringing the Rain
to Kapiti Plain*

written by Verna Aardema,
illustrated by Beatriz Vidal

Students will identify
the setting of the story.

Students will write a
sentence using the writing
strategy Remember
a Word with a STaR
vocabulary word.

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

Adventures in Writing

Students will write
complete sentences
using antonyms.

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

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 2

Cooperative Learning cue cards

FastTrack Phonics

Key cards (wall set)

Phonics picture cards from section 7*

Alphie puppet

Letter-Blending Cards*

Green index cards, paper, or tagboard*

Reading Reels for Roots DVD*

Partner Practice Booklet 1

STaR

STaR story: *Bringing the Rain to Kapiti Plain*

Writing Strategies Bank (teacher created)

Partner writing books (teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration

- Distribute Super Team, Great Team, and Good Team certificates to the students based on their team celebration scores from lesson 2. Cheer for each team as its certificate is awarded.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.



Key Card

FastTrack Phonics

Presenting /n/

Alphabet Wall Frieze Review

- Show each key card (wall set), and ask the students to name each picture.

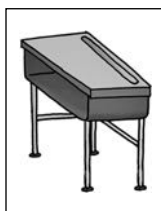
Whole Group Response →

Hear Sounds

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



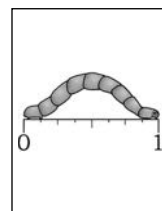
seven



desk



tent



inch

Lesson 3 **Day 1**

Say-It-Fast

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

/n-o-se/	<i>nose</i>	/n-u-t-s/	<i>nuts</i>
/n-i-ne/	<i>nine</i>	/t-e-n-t/	<i>tent</i>
/r-u-n/	<i>run</i>	/s-n-a-ke/	<i>snake</i>

Break-It-Down

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

nice	/n-i-ce/	nine	/n-i-ne/
nose	/n-o-se/	pine	/p-i-ne/
vine	/v-i-ne/	bean	/b-ea-n/



Animated Alphabet



Partner Practice Booklet 1

Team Celebration Points

Interactive Whiteboard Users

Method varies

Read Letter Sounds

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

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

With a partner—Have the students turn to page 4 in their Partner Practice Booklets and read the sounds together. Remind the students to write their initials in their partners' books. Initial books as you see success. When partners have finished, have the whole class read the letters together.

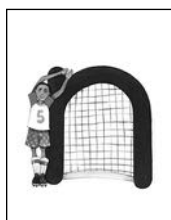
- Award team celebration points to partners who read sounds successfully.

Stretch and Read

With the teacher—Use the Letter-Blending Cards to stretch and read the words “sad,” “mad,” and “Sam” with the class. Write each word on a green card, and read it again with the class. Choose Green Words from the previous lesson to stretch and read with the class.

Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **Ned is near the net.** Say the phrase with the students, emphasizing the /n/ sound in each word.



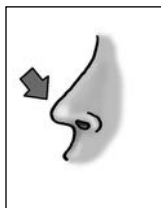
Key Card

Lesson 3 Day 1

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



nurse



nose



nails



nine

Making the Sound—Ask the students to say /n/. **When I say /n→n/, the tip of my tongue goes behind my top teeth, and I send air through my nose. Let's all stretch that sound. /n→n/.**

Think-Pair-Share →

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



Animated Alphabet

Introduce the New Shape

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let's see our key card in action. This will help us remember how the shape and sound go together.**

After playing the segment, ask the students what sound the letter makes.

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

n

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **From head to toe and over the net. /n→n/.**

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

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

/i/ as in igloo

/d/ as in dance

/t/ as in tiger

/s/ as in sit

/a/ as in astronaut

Lesson 3 **Day 1**

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



The Sound and the Furry

/s/ as in silly

/t/ as in toad

/i/ as in icky

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

STaR Words

drought	weather
arrow	pierced

Background Words

rain	heavy
cloud	stork

STaR

STaR Story:

Bringing the Rain to Kapiti Plain

Written by Verna Aardema

Illustrated by Beatriz Vidal

Summary: *Bringing the Rain to Kapiti Plain is based on a Kenyan folktale and is told in a cumulative rhyming style. It takes place in the great African Kapiti Plain, where the lush grasslands are home to wildlife and herdsman. One year, a terrible drought dries up the grasses, causing the wildlife to leave and the people and their herds of cattle to starve. A young herdsman named Ki-pat, the story’s hero, makes the rains fall by shooting an arrow into the clouds.*

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages. Page 2 begins, “This is the great Kapiti Plain,....”

Preview

- Display the front cover of the book, and read the title and author, while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Bringing the Rain to Kapiti Plain*. It is written by Verna Aardema and illustrated by Beatriz Vidal. Look at the picture on the cover. This flat, grassy area is Kapiti Plain in Africa. Say, “Kapiti Plain.” Wait for the students’ responses. Where do you think the story takes place? Wait for the students’ responses. Yes, the story takes place on Kapiti Plain in Africa. Please repeat the sentence, “The story takes place on Kapiti Plain in Africa.”**

Lesson 3 **Day 1**

Whole Group Response →

- Page 9: **Why is the grass brown, not green?** Use Whole Group Response for the students to answer. **Yes, it has not rained in a very long time, so now the grass is dried up and not good food for the animals. When it has not rained for a very long time, we call it a “drought.”** **Where did the wild animals go?** Use Whole Group Response for the students to answer. [*The animals left to find water and green grass to eat.*]
- Page 11: **The cows are sticking their tongues out, and they are skinny, not fat. Do you think they are getting enough food and water?** Use Whole Group Response for the students to answer.
- Read aloud the STaR words below, and ask the students to repeat them after you. If possible, post the words on cards, or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell the students that these are important words for the book, and ask them to listen for the words as you read.

STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
drought	5	time without rain	Picture Walk, page 9
weather	15	outside air that is warm or cold, wet or dry	Today, the <i>weather</i> outside is _____.
arrow	16	a stick with a point at one end	Mia used a bow and <i>arrow</i> to shoot the bullseye. (Invite the students to act out shooting an arrow with a bow.)
pierced	21	make a hole	Michael <i>pierced</i> a hole in the playdough with a pencil.

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

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
rain	5	water that falls from the sky	We use umbrellas when we walk in the <i>rain</i> .
heavy	6	filled up or not light	The bag was <i>heavy</i> with a gallon of milk.
cloud	8	big, fluffy, white or gray puffs in the sky	The big <i>clouds</i> in the sky carry water that will fall as rain.
stork	12	a large bird that wades in water on its long legs	Pantomime a <i>stork</i> standing on one leg.



This book is about a man named Ki-pat. He lives on Kapiti Plain where there is usually plenty of sunshine and rain. Pantomime rain falling. **Rain is water that falls from the sky.** Point up. Invite the students to tell briefly what it is like to be out in the rain. If the students have difficulty responding, prompt them with questions such as: **Do you like to get wet when you go outside? How can you stay dry when you are in the rain?**

Rain comes from clouds up in the sky. The big white, fluffy clouds in the sky sometimes drop rain on us, and sometimes they keep going across the sky. On rainy days, the clouds are dark. Gray clouds fill the sky, and we can't see the sun. Sometimes the clouds are so dark, we think it will rain soon, but we can be tricked. Sometimes even these dark clouds just keep going without dropping any rain.

Another word that we will hear in the story is “heavy.” Lift several large books. My arms are full of these heavy books. If I hold them for too long, my arms will start to hurt. Books are heavy.

We will see a “stork” in the story. Storks are birds that catch fish in shallow water. Pantomime each of the following sentences as you describe the stork fishing. *A stork will step into the water very carefully. Then it will stand very still, waiting and watching for a fish to swim by. Sometimes a stork will stand on one leg, so a fish thinks the leg is just a stick. When the fish is near, the stork quickly catches the fish in its beak.*

Interactive Reading

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

Teacher’s Note: Be sure to read each page or two-page spread to the students without interruption so they can hear the rhymes and rhythm.

Whole Group Response →

- Page 5 **The grass is starting to turn brown. This is a drought—when there is no rain for a long time. “Drought” is a STaR word. Repeat it with me.** Wait for the students’ responses. **Where are the wild animals going?** Use Whole Group Response for the students’ answers. **The animals are going to find green grass. This is what happens when there is no rain.**
- Page 6 **That must be a cloud full of rain because it is so dark and heavy looking. It blocks out the sunshine. It makes a shadow on the ground. Do you think it will rain soon?** Use Whole Group Response for the students’ answers.
- Page 11 **Let’s listen for the rhyming words.** Reread the first four lines, stressing “dry” and “sky.” **What rhymes with “dry”?** Wait for the students’ responses. **Yes, “sky” rhymes with “dry.” I’ll read that again, and you fill in the word that rhymes with “dry.”** Finish reading the rest of the page.
- Page 13 **Where does this story take place?** Use Whole Group Response for the students’ answers. **Yes, the setting of the story is Kapiti Plain. This time when I read, you will say the rhyming words that I leave out.** Pause for the students to say “sky,” “head,” and “Kapiti Plain.”
- Page 15 **“Weather” is a STaR word. I hope the weather changes from being a drought to raining. That heavy black cloud will not let go of the rain. How could the eagle feather change the weather?**



- Pages 16, 17 **Point to the tip of the arrow. “Arrow” is a STaR word. How did Ki-pat make an arrow?** Use Whole Group Response for the students’ answers. **He tied an arrowhead and a feather to a stick.**



- Pages 18, 19 **Point to Ki-pat holding the bow and arrow to show the students how they work together to shoot the arrow.**
- Page 21 **“Pierced” is a STaR word. How did the arrow make the rain come down from the cloud?** Use Think-Pair-Share to have the students answer.

Think-Pair-Share →

- Page 26 **How does Kapiti Plain look now, compared with when there was a drought?** Use Think-Pair-Share to have the students respond. **The grass is green, the wild animals have returned, and Ki-pat’s cattle are fat and healthy again.**



STaR Celebration

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

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

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

- Say the STaR words again. Ask the students to pick STaR words and discuss the words they choose in partnerships or teams. Tell the students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships and teams.
- Use Random Reporter to select one or two students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter

Team Celebration Points

STaR Writing

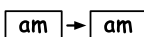
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word

In this lesson, due to the nature of the strategy Remember a Word, other strategies are also included in the model sentence.

- Restate each of the STaR words.
- Tell the students to work with partners to think of sentences using the STaR words.
- Introduce the writing strategy Remember a Word as you model writing a complete sentence with one of the words.
- **I made a sentence with the word “drought.” My sentence is, “The grass turned yellow during the drought.”**
- **I will show you how I can write that sentence. Today when I write, I will show you a new writing strategy called Remember a Word. When you see a word in a lot of places, sometimes you can remember how to write it.**

Lesson 3 **Day 1**

- **I am ready to write, “The grass turned yellow during the drought.” I will begin with a capital letter and write “The.” Write the word “The.” I can write “The” because I remember it. I don’t remember how to write “grass,” so I will draw a picture that makes me think of grass. Draw some blades of grass. I do remember how to write “turned,” so I will write it. Write “turned.” I don’t remember how to write “yellow,” but I know how to write some of the sounds that I hear. Write “ylo.” I don’t know how to write “during,” so I will draw a line. Draw a line. I remember how to write “the” because I see it all the time. Write “the.” I can copy the word “drought” because it’s one of our STaR words. Copy the word.**
 - **Let’s read my sentence together.** Point to each word or picture as you read your sentence with the class. **I need to remember to put a period at the end.** Add a period.
 - **We can add our new strategy, Remember a Word, to our Writing Strategies Bank.** Add the strategy to the list. Draw a small picture next to the strategy on the chart, or attach the graphic provided in the appendix, to help the students remember what it says. Quickly review all the strategies introduced so far.
 - Ask the students to select a STaR word with which they will write a sentence. The students may use the same word that they selected for their celebration sentences or a different word. Invite them to share their sentences with their partners.
 - Allow time for the students to write their sentences in their partner writing books. Circulate as they write. Ask the students if they used Remember a Word to write any of the words in their sentences.
 - Select one or two students to share their written sentences with the class. Try to select students who have used the new strategy. Display the writing on a special writing celebration bulletin board.
- Team Celebration Points** →
- Award team celebration points to students who successfully share a complete sentence.

Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts provided to encourage the student to compose the richest sentence possible.

Lesson 3 **Day 1**

Team Celebration Points →

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

Alphie's Questions:

Where does the story take place?

What is the problem on Kapiti Plain?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>Africa</i>	Good answer. Can you say that in a complete sentence? <i>The story takes place in Africa.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The story takes place in Africa."</i>
The student responds in a complete, but not very elaborate, sentence. <i>The story takes place in Africa.</i>	Good answer. Can you add some details to your sentence? <i>The story takes place in Africa on the Kapiti Plain.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Where in Africa does the story take place? Think about the title of the story.</i>

Oral-Language Scoring Rubric

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

Team Celebration

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

You will need:**FastTrack Phonics**

Key cards (wall set)
 Phonics picture cards from section 8*
 Alphie puppet
 Letter-Blending Cards*
Reading Reels for Roots DVD*
 Partner Practice Booklet 1
 Green index cards, paper,
 or tagboard*

STaR

STaR story: *Bringing the Rain to Kapiti Plain*
 Story star poster*
 Sequence cards (see Retell)
 Writing Strategies Bank (teacher created)
 Partner writing books (teacher acquired)

*Not needed for interactive whiteboard users



Key Card

FastTrack Phonics

Presenting /p/

Alphabet Wall Frieze Review

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

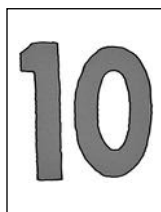
Whole Group Response

Hear Sounds

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



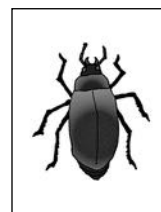
nuts



ten



door



insect

Say-It-Fast

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

/m-o-p/ mop

/t-o-p/ top

/wh-i-p/ whip

/p-e-s-t/ pest

/u-p/ up

/p-o-n-d/ pond

Break-It-Down

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

pie	/p-ie/	pile	/p-i-le/
ape	/a-pe/	pipe	/p-i-pe/
pine	/p-i-ne/	top	/t-o-p/

Read Letter Sounds

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

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

With a partner—Have the students turn to page 5 in their Partner Practice Booklets and read the sounds together. Remind the students to write their initials in their partners' books. Initial books as you see success. When partners have finished, have the whole class read the letters together.

- Award team celebration points to partners who read sounds successfully.

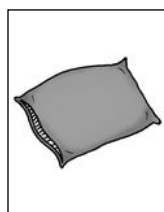
Stretch and Read

With the teacher—Use the Letter-Blending Cards to stretch and read the words “man,” “in,” and “sad.” Write each word on a green card, and read it again with the class. Choose three Green Words from previous lessons to stretch and read with the class.

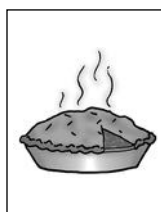
Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **Peek at the proud parrot.** Say the phrase with the students, emphasizing the /p/ sound in each word.

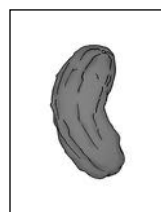
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the phonics picture cards. Say the name, and have the students say it after you. Say the initial sound in each word three times.



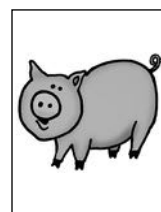
pillow



pie



pickle



pig



Animated Alphabet



Partner Practice Booklet 1

Team Celebration Points

Interactive Whiteboard Users

Method varies

Making the Sound—Ask the students to say /p/. **When I say /p...p...p/, my lips touch together very quickly. I can feel air coming out when I say /p...p...p/ if I put my hand in front of my mouth. Let's try that.** Say the /p/ sound three times 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.” **Feel your throat. There is no vibration when you say /p...p...p/.**

Think-Pair-Share →

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



Animated Alphabet

Introduce the New Shape

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

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

p

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **From head to tail then right around the parrot, /p...p...p/.**

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

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

/n/ as in nose

/s/ as in seven

/m/ as in mouse

/i/ as in inch

/t/ as in toe

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

/d/ as in door

/m/ as in mitten

/n/ as in nine



The Sound and the Furry

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

STaR

Think-Pair-Share →

STaR Review

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

Display the cover of the book. **What is the title of this story?** *[The title is Bringing the Rain to Kapiti Plain.]*

Why was the drought a problem on Kapiti Plain? *[A drought is when it does not rain for a long time. In the story, the wild animals left, and Ki-pat's cattle became hungry and thirsty.]* **Have you ever felt really thirsty?**

Display page 9. Point to the cloud. **Have you ever seen a dark cloud like this? When we see dark clouds like this, we expect rain to fall. When was a time you walked in the rain? The story says, “The big, black cloud, all heavy with rain....”** What is something that is heavy?

How did Ki-pat make an arrow? *[He used a feather from an eagle.]* **Have you ever seen an arrow? What did it look like?**

Why did Ki-pat look like a stork? *[Ki-pat stood on one leg like a stork does.]* **Can you stand on one leg like a stork?**

How did Ki-pat use the arrow to change the weather? *[Ki-pat shot the arrow into the rain cloud to make the rain fall.]* **Have you ever wanted the weather to change?**

Have you ever pierced something? Repeat those student responses that correctly use “pierced.” As appropriate, help the students to restate the correct usage.

So the rains fell, and Ki-pat went back to watching his cattle herd. What happened on Kapiti Plain because the rains fell? *[The green grass grew for the cattle to eat and get fat again. Ki-pat made money from selling his fat cattle. He was able to marry and take care of a family. The wild animals returned to Kapiti Plain.]*

Story Star →

Structure Review

- Display and review the story star with the students. Tell the students what each point on the star means (title, characters, setting, problem, solution).
- Ask the students to help you identify the elements of the story star in the STaR story. **Let's use our story star to help us think about important parts of the story.**
- WGR: **The title tells us the name of the story. What is the title of the story?**
- T-P-S: **Where did the story happen? What is the setting?** *[This story has one setting: the Kapiti Plain in Africa.]*

Whole Group Response →

Think-Pair-Share →

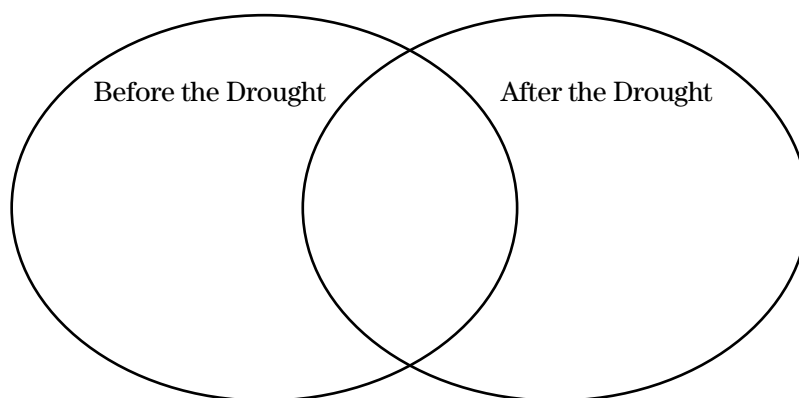
Lesson 3 **Day 2**

- T-P-S: **Who are the characters in the story? The story is mostly about Ki-pat. We can say he is the main character in the story.** *[Other characters are the animals, Ki-pat's wife, and little Ki-pat.]*
- T-P-S: **What is the problem in the story?** *[There is a drought on Kapiti Plain. The wild animals left, and Ki-pat's cattle became very hungry and thirsty.]*
- T-P-S: **What was the solution? How was the problem solved?** *[Ki-pat pierced the rain cloud with an arrow and made the rain fall.]*

Retell

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

Option 1: Graphic Organizer: Compare and Contrast



- Tell the students how graphic organizers can help them remember a story or text. Display a Venn diagram with one circle labeled “Before the Drought” and the other labeled “After the Drought.”
- Explain that information describing things that happened only before the drought go into the first circle, things that happened only after the drought go in the second circle, and information that is true both before and after the drought goes in the part where the circles overlap.
- Use Think-Pair-Share to have the students share information from the story that occurred before the drought. Write their responses in the first circle. *[The plants were green, there was plenty of food to eat, etc.]* Repeat this process to generate information about what happened as a result of the drought. *[The grass was dry and dead, the animals had no food, etc.]*
- Ask the students what was the same both before and after the drought. Use Think-Pair-Share to have the students share their answers. Fill in the overlapping part of the circles as the students respond. *[The animals needed to eat and drink.]*
- Summarize the similarities and differences between the two situations.

Think-Pair-Share →

Think-Pair-Share

Option 2: Reread the story.

- Ask the following questions as you reread the story. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.
- Display page 5. **Where are the wild animals going?** *[The wild animals are going to other areas where it has rained. There will be green grass to eat and water to drink.]*
- Display pages 12 and 13. **Why don't the cattle leave to find water, like the wild animals do?** *[The cattle belong to Ki-pat. He watches them to keep them safe and to keep them from wandering away.]*
- Display pages 20 and 21. **Do you think it's true that rain can be caused by an arrow piercing a rain cloud?** *[No, an arrow cannot cause the rain to fall.]*
- Display pages 24 and 25, then display pages 12 and 13. **How are these pictures different?** *[The picture on pages 12 and 13 shows brown, dried-up grass and hungry cattle, and the picture on pages 24 and 25 shows lots of green grass and cattle that are fat from eating the green grass. Ki-pat now has a family, houses, and goats. They are healthy and happy.]*



STaR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in their partnerships or teams. Ask the students to pick a favorite part of the book (e.g., character, event, etc.). Tell the students to practice talking about their favorite parts in complete sentences, telling why they like it. Ask them to share their sentences in their partnerships and teams.
- Ask them to tell to which part of the story star their sentences relate.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter

Team Celebration Points

STaR Writing

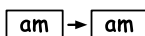
Writing Strategies Bank



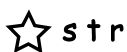
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word

Lesson 3 **Day 2**

- Explain to the students that they will now write sentences about their favorite parts of the story.
- Write the sentence stem, “My favorite part of the story is __,” on the board.
- Review the writing strategies you have already introduced as you model writing a complete sentence with one of the words.
- **Now we will write a sentence about our favorite part of the story. We will begin our sentences with these words, “My favorite part of the story is __.” You will copy these words and then finish the sentence with your own ideas. I will write my sentence first.**
- Model writing a sentence about your favorite part of the story using strategies from the Writing Strategies Bank for the words in your sentence.

Suggested sentence and strategies:

My favorite part of the story is when the eagle drops a feather on the ground.

when	Write Sounds That You Know (“wen”)
the	Remember a Word
eagle	Draw a Line
drops	Write Sounds That You Know (“dps”)
a	Remember a Word
feather	Draw a Picture
on	Find and Copy a Word
the	Remember a Word
ground	Write Sounds That You Know (“grnd”)

- Explain to the students that they will now write their own sentences about their favorite parts of the story.
- Allow time for the students to write their sentences in their writing notebooks. Circulate as they write, discussing strategies that the students have used.
- Use Random Reporter to select one or two students to share their written sentences with the class. Try to select students who have used the strategies you have introduced. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**

Lesson 3 **Day 2**

Team Celebration Points

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

Alphie's Questions:

How does the problem of the drought get solved?

How did Ki-pat make the arrow?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>shoots arrow</i>	Good answer. Can you say that in a complete sentence? <i>Ki-Pat shoots an arrow.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Ki-pat shoots an arrow."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Ki-pat shoots an arrow.</i>	Good answer. Can you add some details to your sentence? <i>Ki-pat shoots an arrow into a cloud, and it starts to rain.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Where does he shoot the arrow? What happens next?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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

You will need:**FastTrack Phonics**

Key cards (wall set)

Phonics picture cards from section 7*

Alphie puppet

Letter-Blending Cards*

Reading Reels for Roots DVD*

Partner Practice Booklet 1

Green index cards, paper,
or tagboard***Adventures in Writing**STaR story: *Bringing the Rain to Kapiti Plain*

Writing Strategies Bank (teacher created)

Partner writing books (teacher acquired)

*Not needed for interactive whiteboard users



Key Card

FastTrack Phonics

Presenting /g/

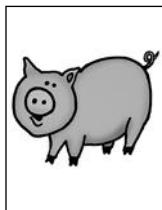
Alphabet Wall Frieze Review

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

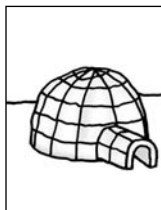
Key card for "g"

Hear Sounds

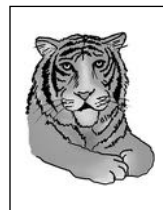
- Show each phonics picture card, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



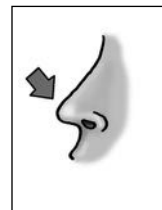
pig



igloo



tiger



nose

Say-It-Fast

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

/p-i-g/*pig***/b-a-g/***bag***/b-u-g/***bug***/d-o-g/***dog***/g-oa-t/***goat***/g-a-te/***gate*

Break-It-Down

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

gum	/g-u-m/	jug	/j-u-g/
log	/l-o-g/	rug	/r-u-g/
us	/u-s/	pig	/p-i-g/

Read Letter Sounds

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

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

With a partner—Have the students turn to page 6 in their Partner Practice Booklets and read the sounds together. Remind the students to write their initials in their partners’ books. Initial books as you see success. When partners have finished, have the whole class read the letters together.

- Award team celebration points to partners who read sounds successfully.

Stretch and Read

With the teacher—Use the Letter-Blending Cards to stretch and read the words “nap,” “man,” and “sip.” Write each word on a green card, and read it again with the class. Choose three Green Words from previous lessons to stretch and read with the class.

Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **The growing girl giggles.** Say the phrase with the students, emphasizing the /g/ sound in each word.

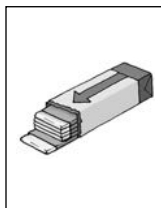
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the phonics picture cards. Say the name, and have the students say it after you. Say the initial sound in each word three times.



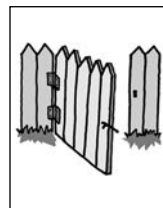
Key Card



goat



gum



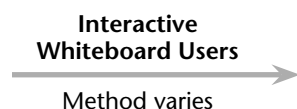
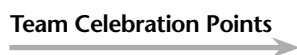
gate



girls



Partner Practice Booklet 1



Method varies

Lesson 3 Day 3

Making the Sound—Ask the students to say /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...g...g/. Let's all try that together.** Say the /g/ sound three times with the students. Make sure that the students do not add a vowel sound and say “guh” or “geh.”

Think-Pair-Share

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



Animated Alphabet

Introduce the New Shape

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let's see our key card in action. This will help us remember how the shape and sound go together.**

After playing the segment, ask the students what sound the letter makes.

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

g

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Left around the girl, down her braid, and curl, /g...g...g/.**

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

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

/t/ as in top

/p/ as in pencil

/d/ as in dish

/s/ as in silver

/a/ as in animal

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



The Sound and the Furry

/p/ as in perfect

/i/ as in igloo

/a/ as in ashes

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

STaR

Vocabulary Review: Silly or Sensible?

Think-Pair-Share

- Read each sentence listed below, asking the students to think about whether it is silly or sensible. Explain that “sensible” means that the sentence makes sense.
- Think-Pair-Share: **Was that sentence silly or sensible? Decide with your partner whether the sentence was silly or sensible and why.**
- After providing time for partner discussion, ask the class, **Was it silly or sensible? Show me with your hands.** Ask the students to raise their hands normally if the sentence is sensible and in a silly way (e.g., wiggling fingers, flopping their wrist, etc.) if the sentence is silly.
- Call on a student to share his or her answer. If the sentence is silly, be sure to ask the student to tell why.
- Review word meanings with examples and definitions as necessary.
 1. Trey’s **mother** came to pick him up from school. [*sensible*]
 2. When I eat dinner, I keep my arms **under** the table. [*silly*]
 3. We watched the leaves fall from the dark **cloud**. [*silly*]
 4. I hit the nail with a hammer, and it **pierced** the wood. [*sensible*]
 5. The pig will **fly** from the tree into the barnyard. [*silly*]
 6. The coin was so **heavy** that it ripped a hole in my pocket. [*silly*]
 7. Dad went to the **garage** to make dinner for us. [*silly*]
 8. Thanks to the **drought**, the grass and trees were green and healthy. [*silly*]
 9. Mom warned Danny to be very **careful** while he cut the apple with the knife. [*sensible*]
 10. The airplane took off from the airport and flew **down** into the sky. [*silly*]

Adventures in Writing

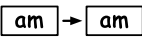
Writing Strategies Bank



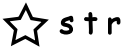
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word

Prewriting

- Have the students gather in front of the board. Display the cover of *Bringing the Rain to Kapiti Plain*. Invite the students to describe the plain before the drought and during the drought, using illustrations from the book as appropriate. Record descriptive words and phrases on a chart.

Before the Drought	During the Drought

- Use the information generated for the chart to introduce the concept of opposites. Encourage the students to think of pairs of words that are opposites. **Many of the words that we have put on our chart are opposites. For example, “wet” and “dry” are opposites. Before the drought, the ground was wet, and during the drought, the land was dry. “Fat” and “thin” are also opposites.**
- What are some other words that are opposites?** Encourage the students to think of sets of opposites. Record their responses on the board. The words do not necessarily need to relate to the story. *[Examples: up – down, light – dark, easy – hard, funny – sad, tall – short.]*

Lesson 3 **Day 3**

- Model writing two sentences using one word from a pair of opposites in each sentence. **Today we will write sentences with words that are opposites. I will write my sentences about “easy” and “hard.” One of my sentences will be about something that is easy, and the other sentence will be about something that is hard. My sentences will be, “Kicking a ball is easy for me,” and “Throwing a ball is hard for me.”** Model writing the sentences on the board, using some or all of the writing strategies suggested below.

Suggested strategies to model:

kicking	Write Sounds That You Know (“kikn”)
a	Find and Copy a Word
ball	Draw a Picture
is	Remember a Word
easy	Draw a Line
for	Write Sounds That You Know (“fr”)
me	Remember a Word
throwing	Draw a Line
hard	Write Sounds That You Know (“hrd”)

Partner Planning

- Explain that now the students will have an opportunity to write their own sentences using words that are opposites.
- Ask the students to work with their partners to select a pair of words and think about ideas for sentences that use those words. Encourage the students to help their partners think about details that they could add to their sentences.
- **Now think about your sentences.** Pause to let the students think. **Now tell your sentences to your partners.** Pause while the students talk. **Now whisper your sentences into your hand, and hold on to them.** Pause. **Now you can write your sentences.**

Writing

- Have the students return to their seats to write their sentences. Distribute writing paper, or have the students use their partner writing books.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of the writing strategies you have introduced.

Lesson 3 **Day 3**

- Note progress in the development of the students’ writing skills for several students using the indicators and rubrics from the teacher cycle record form.

Expectations for this lesson include:

Uses a Variety of Writing Strategies	Watch for students who do not change what they want to write due to a lack of writing skills. By this lesson, students should begin to incorporate the sounds they are learning in FastTrack Phonics into their writing.
Expresses Ideas	The most sophisticated writers will be able to use the ideas from the chart to create complete sentences when talking to their partners and when writing their sentences.
Writes with Quality and Quantity	In this lesson, students are expected to write either two sentences, each using one antonym, or a complex sentence that explains both antonyms.

- Allow the students to illustrate their sentences if they finish early.



Writing Celebration

- Randomly select a number, and explain that the team member with that number will read his or her sentence to the team first. Ask the other students on the team to listen carefully while their teammate reads. Remind the other team members to share something they like about the sentence or ask questions afterward.
- The students should take turns reading and hearing feedback until all team members have had an opportunity to share.
- Circulate as the students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage the students to comment positively or ask one another questions about their work.
- After all the students have had time to share in their teams, use the Zero Noise Signal to bring attention back to the whole group. Ask a few students to share examples of places where they used writing strategies for words they did not know how to write. Encourage the students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Allow a few students to share what they wrote with the entire class. Remind the students to practice active listening while someone is sharing his or her work.
- Award team celebration points to students who share a writing strategy that they used or who read their writing to the class.

Team Celebration Points →

Team Celebration

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

Extension Activity (*optional*)

Option 1:

- Introduce the song “Down by the Bay” to practice creating rhymes. Use *My Turn, Your Turn*.

Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say,
“Did you ever see a bear
Combing his hair
Down by the bay?”

- Ask the students to think of some new rhyming endings when you provide another type of animal. **Did you ever see a bee** [*on somebody's knee*]? **Did you ever see a goat** [*drink an ice-cream float*]?
- Use Think-Pair-Share to have the students share their endings with the class.
- Invite the class to sing the song with the students' rhyming endings.

Option 2:

Expanded Silly or Sensible?

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

At a Glance

FastTrack Phonics



Day 1:
New sound: /o/

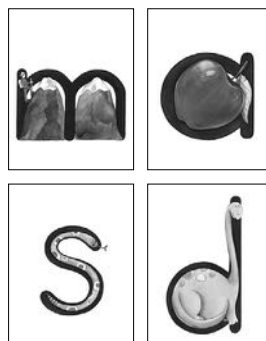
Day 2:
FTP Assessment 1
SOLO Assessment 1

Day 3:
Review lesson

Shared Story



Shared Story:
Show and Tell
by Laura Burton Rice



Review Sounds:
/m/, /a/, /s/, /d/

Strategies/Skills:

Previewing

Understanding the
concept of a sentence

Using periods at the ends
of sentences

STaR

STaR Story:

How to Be a Good Dog
written and illustrated
by Gail Page

Students will identify
how the main character's
feelings change in
the story.

Students will use the
Writing Strategies Bank
to write a sentence with a
STaR vocabulary word.

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

Adventures in Writing

Students will write
complete sentences
using adjectives to
describe people.

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

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 3
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 10*

Alphie puppet

*Reading Reels for Roots DVD**

Partner Practice Booklet 1

Letter-Blending Cards*

Green index cards, paper, or tagboard*

Shared Story

Shared Story 4:
Show and Tell

Language development cards for lesson 4*

Key card for "d"*

Word cards*

*Reading Reels for Roots DVD**

STaR

STaR story:
How to Be a Good Dog

Writing Strategies Bank (teacher created)

Partner writing books (teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration

- Distribute Super Team, Great Team, and Good Team certificates to the students based on their team celebration scores from lesson 3. Cheer for each team as its certificate is awarded.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.



Key Card

FastTrack Phonics

Presenting /o/

Alphabet Wall Frieze Review

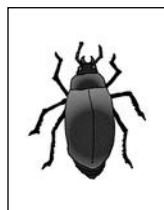
- Point to each key card in the wall frieze, and ask the students to name each picture.

Lesson 4 Day 1

Whole Group Response

Hear Sounds

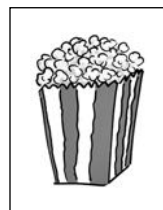
- Show each phonics picture card, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



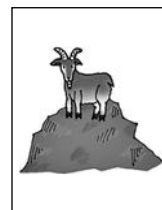
insect



nails



popcorn



goat

Say-It-Fast

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

/t-o-p/	<i>top</i>	/b-l-o-ck/	<i>block</i>
/c-l-o-ck/	<i>clock</i>	/l-e-a-f/	<i>leaf</i>
/l-i-d/	<i>lid</i>	/s-l-e-d/	<i>sled</i>

Break-It-Down

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

stop	/s-t-o-p/	log	/l-o-g/
lock	/l-o-ck/	set	/s-e-t/
wait	/w-a-i-t/	rice	/r-i-ce/



Animated Alphabet

Read Letter Sounds

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

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

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

Teacher's Note: This concludes Partner Practice Booklet 1. Fill out the certificate in the back of the booklet for each student. The students may take the books home.



Partner Practice Booklet 1

Stretch and Read

With the teacher—Use the Letter-Blending Cards to stretch and read the words “dad,” “pad,” and “dig.” Write each word on a green card, and read it again with the class. Choose three Green Words from previous lessons to stretch and read with the class.

Teacher’s Note: These words all start with a bounced sound. If the students have trouble blending these sounds, cover the last sound, and have the students put the first two sounds together first.

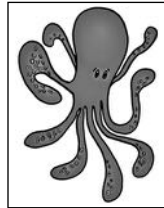


Key Card

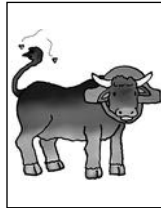
Hear the New Sound

Key picture—Have Alphie introduce the key card and the alliterative phrase: **octopus observes olives**. Say the phrase with the students, stretching the /o/ sound in each word.

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



octopus



ox

Making the sound— Ask the students to say /o/. **When I say /o→o/, my mouth is open, and my chin drops down a little. /o/. Let’s all stretch the sound /o→o/ together. /o→o/. /o→o/ is a loud sound.**

Think-Pair-Share →

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



Animated Alphabet

Introduce the New Shape

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment. Let’s see our key card in action. **This will help us remember how the shape and sound go together.**

After playing the segment, ask the students what sound the letter makes.

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

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times:
Left around the octopus, /o→o/.

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

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

/p/ as in peanut

/t/ as in tail

/g/ as in gold

/n/ as in nice

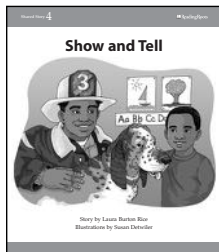
/a/ as in ask

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

/g/ as in gift

/t/ as in table

/a/ as in apple



Shared Story

Previewing

- Here is the story we will read today. But before we read, it's very important to think about what might happen in the story. If we look for clues and think about what might happen in a story *before* we read it, it will help us understand the story *as* we read it. We also need to think about what we might already know about the topic or theme of the story. That will help us understand the story too.
- Model the Previewing strategy. **This is what I do before I read. I think.** Put your index finger to your temple. **This story is called *Show and Tell*. What does this title mean? I think Show and Tell is when we bring things to school to share with the rest of the class. I am going to look at the picture to see if that helps me to understand the title. I see Matt, his dad, and Sad Sam. I wonder if Matt is going to take something to school. Perhaps he will take Sad Sam. I know that students often bring things from home to talk about for Show and Tell. So you can see, before I read, I think about the story. The title and the pictures help me get an idea of what the story will be about.**

Picture Cards

dog	basset hound
dad	fireman

Video Words

dog	Sad Sam
sad	happy
like	bark
mad	dad
fireman	



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

Option A: Teacher Overview

- **Now let's look through the book to see if we can find out more of what this story is going to be about.**
- **Display pages 2 and 3. I can see Matt and some other children. They must be in school. This looks like Matt's dad and Sad Sam. Point.**
- **Matt's dad is wearing a uniform. It is a fireman's uniform. Matt's dad must be a fireman.**
- **Display page 4. Oh no! Sad Sam doesn't look happy! He looks mad! The children look scared! Maybe Sad Sam doesn't like being around all these strange people! We'll have to read the story to find out what happens to Sad Sam and the children.**

Option B: Video Word Play

- **Now we're going to watch a video that will help us find out more about the story.** Show the video Word Play for Shared Story 4 to introduce the story theme and vocabulary. Have the students say the vocabulary words with the video during the "Do You Remember?" section.
- **Let's review some words we will see in the story.** Display each picture card (or select and display picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Word Presentation

Introducing the letter sound

- **Let's practice the special letter we'll see a lot of in today's story.** Play the Animated Alphabet segment for lesson 4 of *Reading Reels for Roots*, or display the key card for "d." Have the students review the alliterative phrase and practice the sound.



Animated Alphabet

Lesson 4 **Day 1**



The Sound and the Furry

Green Words

sad	dog	am
dad	Sam	mad

Red Words

is	like	likes
a	I	yes
no		

Readles

happy	cat

Introducing Green Words and Red Words

- **Now let's practice reading some words.** Show the Sound It Out video segment(s) for lesson 4.
- **Let's read some Green Words. Green Words are words that you can stretch and read.**
- Present the Green Word "sad." (Print it on the board, or hold up the Green Word Card.) **Let's read this word together.** Point to each letter as you say: /s...a...d/ /s..a..d/ /s.a.d/ **Sad. Very good.**
- Stretch and read the remaining Green Words with the students as needed.

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

- **Some words we read will be Red Words. Red Words are words that you have to learn by saying them and remembering them.**
- Present the Red Word Card for "birthday." **This is a word that we will see in the story.** Slide your finger under the entire word, and say "likes." Repeat it once more.
- Use the word in a sentence to help clarify the meaning. (Example: **She LIKES chocolate ice cream. Likes.**)
- **We can remember Red Words if we say-spell-say them. Watch and listen as I spell the word "likes."**
- Say the word "likes." Spell it, clapping as you say each letter: l [clap] – i [clap] – k [clap] – e [clap] – s [clap]. Say it again: "likes."
- Continue with the other Red Words. Post the Red Words in a space designated for Shared Story words. Remove the Red Word Cards as soon as the students have learned them.

Introducing readles

- **I'd like to show you some special pictures that will help you read words in sentences. These are called readles. Readles are pictures that can be read like words.**
- Present the readle for "happy." **When you see this picture, you can say "happy." What is this?** [*Happy.*]
- Continue this explanation with the remaining readle: cat.

Partner Word Reading

- Have the students sit with their partners. Distribute the Shared Stories, and have partners turn to the list of story words on the inside front cover. **Now you and your partner are going to read some story words together. I'll show you how to do it.**

Lesson 4 **Day 1**

- Select a confident student to assist you. Model partner reading as described below.

Sit next to a student, point to a word in your copy of the Shared Story, and make sure the student is pointing to the same word in his or her copy. I need to sit up next to my partner when we read together. **We will each point to the word that we are reading and check to make sure that we are both looking at the same word. I am Partner A, so I will read first.**

Stretch and read the first word: /s..a..d/ /s..a..d/ /s.a.d/ Sad.

Have the student who is Partner B put a mark beside the word to show that you read it correctly.

Model how partners can help each other: **I want to have a mark next to every word on my list, so I'll keep reading. The next word is /d...d/. I'm having trouble with this word. What can I do? I can ask my partner to help! My partner and I need to remember the special rule: we should use Stretch and Read to help each other figure out how to read a word.**

Have the partner start to stretch and read the word: /d...a...d/ /d...a...d/. Then read the word yourself: **My partner helped me by stretching and reading this word: /d...a...d/. Now I can read it myself: "dad."**

Explain how you will take turns to read all the words on the list: **It will be my partner's turn to read after I have read all the words on my list. Then I'll listen and mark the words he reads correctly.**

- Have student pairs take turns reading the words.

Partner Sentence Reading

- **Now you and your partner will read some sentences together. A sentence is a complete thought or idea.** Demonstrate how to work with a partner to read the sentences on the inside front cover of the Shared Story. Make sure that the students are all pointing to the word "Sad" in the first sentence and that they continue to point to the rest of the words in the first sentence as you show how to read them.

Model how to read the first Red Word, and have the students repeat. **The first word is a Red Word that we've already practiced. What is it? [replies] Yes. The word is "I."**

Show how to stretch and read the next two words, and have the students repeat: **Now we can go on to the next word. Let's try to sound it out together:** /a...m/ /a..m/ /a.m/ Am.

The word is "am." Let's sound out the next word: /d...a...d/ /d..a..d/ /d.a.d/ Dad. The word is "dad."

Show how to recognize the end of a sentence by looking at the end punctuation: **Do you see that little dot after the word "dad"? That dot is called a period, and it lets us know that we have come to the end of the sentence. You always stop when you see the period.**

Lesson 4 **Day 1**

Read the sentence, and have the students repeat: **Let's read the whole sentence again so it sounds smooth. If we read it correctly, our partner can put a mark next to it. We'll begin by pointing to the first word. Ready? Let's read!**

Monitor

- Monitor the students as they take turns reading the next two sentences and marking the ones that their partners read correctly.

Guided Group Reading

Teacher Shared Story

- **Now it's time to read our story.** Have the students turn to the first page of the Shared Story while you turn to the first page of your Shared Story. **I'll read the teacher parts at the top of the page, and you'll read the student parts at the bottom of the page.**
- Model how the teacher and students read together on page 1. Read the teacher text at the top of the page. Then model how to read the student text. Read each sentence in the student text twice to develop fluency. The first time you read, demonstrate how to stretch and read phonetically regular words. The second time, model how to read fluently without pausing for Stretch and Read.
- Beginning on page 2, lead the students in Guided Group Reading. Read the teacher text at the top of each page. Then read the student text with the students following the same process as demonstrated above. **I am going to read the part at the top of the page. Then I will say, "Point, ready, read," and we will read the first sentence together. We will read it twice. The first time we need to figure out the words. Then we will read the sentence quickly so we understand it. We will do that with each sentence.**
- Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Ask the suggested questions in the teacher edition as needed to ensure comprehension.

Discussion Questions



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

Think-Pair-Share

- Ask the discussion questions listed on the inside back cover of the teacher's Shared Story. Have the students use the Think-Pair-Share strategy to discuss one another's responses. Call on different partnerships to share their answers with the class.
 1. **What does Matt bring to Show and Tell?** [*Matt brings his dad and his dog, Sad Sam.*]
 2. **What does Sad Sam do?** [*He barks and scares the children.*]
 3. **Why is Sad Sam happy at the end of the story?** [*Sad Sam is happy because Dad gives him a dog biscuit.*]

STaR

STaR Story

How to Be a Good Dog

Written and illustrated by Gail Page

STaR Words

treat	strict
command	errands

Summary: *Bobo tries hard to be a good dog, and he loves hearing Mrs. Birdhead praise him for his good actions. Unfortunately, it's hard to be good all the time. When Mrs. Birdhead sends Bobo to the doghouse for being bad, Bobo and Cat miss each other. Cat comes up with a plan to train Bobo so he can return to the house. Bobo learns to obey Cat's commands, but in his excitement to show Mrs. Birdhead how well he performs, he almost ruins things. He gets a second chance to demonstrate all the things he's learned, saving him from more time in the doghouse.*

Background Words

good	bad
practice	groceries

Teacher's Note: The pages of this book are not numbered. Before reading, number the pages beginning with the first page of text, which starts, "Bobo tried hard to be a good dog."

Preview

Think-Pair-Share

- Display the front cover of the book, and read the title and author while encouraging the students to make predictions. Ask questions to elicit background knowledge. **The name of the book is *How To Be a Good Dog*, and the author is Gail Page. I wonder if this book teaches dogs how to be good. When my dog follows my commands to come to me and to sit, he gets a treat. Do you know how to teach a dog to follow a command?** Use Think-Pair-Share to have the students respond.
- Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.

Whole Group Response

- Pages 7 and 8: **How do you think this woman feels? She looks angry, doesn't she? It looks like the woman is telling the dog to go to the doghouse. We can say she is being strict by punishing him.**
- Pages 17 and 18: **When you go to get groceries and to other stores, it is called doing errands. Where do you think the woman went on her errands? Use Think-Pair-Share to have the students respond.**

Lesson 4 **Day 1**

- Read aloud the STaR words below, and ask the students to repeat them after you. If possible, post the words on cards, or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell the students that these are important words for the book, and ask them to listen for the words as you read.

STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
treat	3	something special	Dad took us to the movie as a special <i>treat</i> .
strict	7	very firm	My mother is very <i>strict</i> about not letting us go out in the street.
errands	11	short trip	On Saturdays, I go on <i>errands</i> with Mom to the store, to the bank, and to pick up my brother.
command	16	an order to do something	Tessa taught her dog to sit when she gives the <i>command</i> .

Lesson 4 **Day 1**

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

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
good	1	helpful	The <i>good</i> child helped his dad clean up the room.
bad	7	hurtful	The <i>bad</i> child yelled mean words at her brother.
practice	14	do something over and over to get better	Carlie will <i>practice</i> writing her name until it looks perfect.
groceries	18	food bought from a store	We bought <i>groceries</i> at the store for our dinner.

This book is about a dog that is sometimes good and sometimes bad. What are some things that a good dog does? Invite the students to describe good dog behavior. To encourage the students to respond, prompt them with questions such as: **Is sitting a good thing to do? Is walking on a leash good? Why?**

What are some things a bad dog does? Invite the students to describe bad dog behavior. If the students have limited language ability, prompt them with questions such as: **Is barking a lot a bad thing to do? Why? Is running through the house a bad thing to do? Why?**

Display page 18. **What groceries did the woman buy?** Wait for the students' responses. **What groceries does your family buy at the store?**

In the story, the dog practices new tricks like "sit," "lie down," and "roll over." Dogs don't do these things naturally, so they have to practice them over and over to do them well. It can be hard work to practice a skill. What skills do you have to practice to do well? Use Think-Pair-Share to have the students respond.

Interactive Reading

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

Think-Pair-Share

- Page 4 **“Treat” is one of our STaR words.** Use Think-Pair-Share to ask the students: **Why does Mrs. Birdhead give Bobo a treat?**
[Mrs. Birdhead gives Bobo a treat because he is a good dog when he brings flowers to her.]
- Use Think-Pair-Share to ask the students: **What is a good treat for a dog?** Provide a sentence stem for the students to use to answer in a complete sentence such as: **“A good treat for a dog is _____.”**
- Page 8 **Bobo doesn’t follow the rules, so Mrs. Birdhead is strict and sends him outside to his doghouse. I remember that “strict” is one of our STaR words. Bobo sure looks sad because he misses Mrs. Birdhead and Cat.** Use Think-Pair-Share to ask the students: **What do you think Bobo can do so he isn’t sad anymore?**
- Page 10 **The book said “With a few easy commands, you can teach your dog to be good.” That makes me wonder what “a few easy commands” might be. “Commands” is a STaR Word. Let’s keep reading to see what a command is.**
- Page 12 **Mrs. Birdhead has to run errands. “Errands” is one of our STaR words. What clues do you see in the illustration that help you know what errands are?** Use Think-Pair-Share to have the students respond. If necessary, point to the list in Mrs. Birdhead’s hand, and explain that this is a shopping list, and shopping is often referred to as an errand. Remind the students to answer in complete sentences.
-  Page 14 Ask the students to show you how they would follow the command “sit” if they were Bobo.
- Page 16 **Why was the command “stay” so easy for Bobo to follow? Wait for the students’ responses. Yes, the picture shows that he loved to stay in bed. In real life the command “stay” means to not move, to stay in place.**
- Cat taught Bobo some commands. What is a command? Use Think-Pair-Share to have the students respond. *[Commands for dogs are things you tell the dog to do, such as “sit,” “lie down,” and “stay.”]* Dogs that follow commands are good dogs because they are easier for people to be around. They sit instead of jumping up on people, and they stay instead of running into the streets.**
- Page 18 Use Think-Pair-Share to ask the students: **What do you think will happen next?**
- Page 23 **Why do you think Bobo wants to show Mrs. Birdhead what he learned before she gets mad?**

Whole Group Response →

Page 27

How do you think Bobo feels now? Use Whole Group Response to have the students respond. **How do Bobo's feelings change during this story?** Use Think-Pair-Share to have the students respond. *[In the beginning of the story, he is happy. In the middle, he is sad, and then he is worried when he is in the doghouse. At the end, Bobo is proud of himself.]*



STaR Celebration

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

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

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

- Say the STaR words again. Ask the students to pick STaR words and discuss the words they choose in their partnerships or teams. Tell the students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships or teams.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

STaR Writing

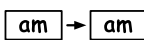
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word

- Restate each of the STaR words.
- Tell the students to work with their partners to think of sentences using the STaR words. The students may use the same words they used for their celebration sentences or different words.

Lesson 4 **Day 1**

- Model this by sharing a sentence of your own. **I made a sentence with the word “treat.” My sentence is, “The dog gets a treat for being good.” I will show you how I can write that sentence.** Model writing your sentence, using the strategies from the Writing Strategies Bank suggested below or those most needed by your students.

Suggested strategies:

The	Find and Copy a Word
dog	Write Sounds That You Know (“dg”)
gets	Write Sounds That You Know (“gts”)
a	Remember a Word
treat	Write Sounds That You Know (“tt”)
for	Write Sounds That You Know (“fo”)
being	Draw a Line
good	Write Sounds That You Know (“gd”)

- **Let’s read my sentence together.** Point to each word or picture as you read your sentence with the class.
 - Invite the students to share with their partners the sentences they will write.
 - Allow time for the students to write their sentences in their partner writing books. Circulate as they write, discussing with the students the strategies that they have used.
 - Select one or two students to share their written sentences with the class. Try to select students who have used the new strategy. Display the writing on a special writing celebration bulletin board.
- Team Celebration Points** →
- Award team celebration points to students who successfully share a complete sentence.

Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
 - Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
 - **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
 - Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
 - Invite the class to give the student a cheer.
- Team Celebration Points** →
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
 - Use the second question with another student if time allows.

Lesson 4 **Day 1**

Alphie's Questions:

Why was Bobo upset when Mrs. Birdhead sent him to the doghouse?

How did Bobo learn to be good?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>Missed Mrs. Birdhead</i>	Good answer. Can you say that in a complete sentence? <i>Bobo missed Mrs. Birdhead.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Bobo missed Mrs. Birdhead."</i>
The student responds in a complete, but not very elaborate, sentence. <i>He missed Mrs. Birdhead.</i>	Good answer. Can you add some details to your sentence? <i>He missed Mrs. Birdhead and Cat.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Who else did Bobo miss?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Homework

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

You will need:**FastTrack Phonics**

Reading Roots Informal
Assessment Booklet

Shared Story

Shared Story 4:
Show and Tell

*Reading Reels for
Roots DVD**

Reading Celebration
certificates

STaR

STaR story:
How to Be a Good Dog

Story star poster*

Book box items* (teacher
acquired—see Retell)

Writing Strategies Bank
(teacher created)

Partner writing books
(teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration Points



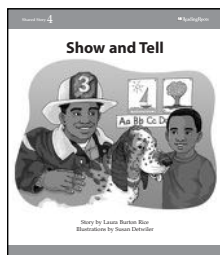
Read &
Respond

**Check Day 1 Homework**

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

FastTrack Phonics**Assessment 1**

- Administer FastTrack Phonics Assessment 1 and the Structured Oral Language Observation (SOLO) 1 as guided by the Reading Roots Informal Assessment Booklet.

**Shared Story****Story Review**

- Yesterday we read a new story. I want to see how much you remember about this story.** Review the title of the story and the characters with the students. Ask the following review questions. (TP-S)
 - Whom does Matt bring to Show and Tell?** [*Matt brings his dad and his dog, Sad Sam.*]
 - What does Sad Sam do?** [*Sad Sam barks.*]

Partner Word and Sentence Reading

- **Let's look at the story words that we read yesterday.** Write three or four Green Words from the story on the board, or display three or four Green Word cards. Have the students read each one. Offer assistance (using Stretch and Read) only if the students need it. Point to each of the posted Red Words, and have the students read them. Offer assistance, if necessary, by reading the word and asking them to repeat it.
- **Now let's practice reading words with our partners.** Have each student sit with a partner. Distribute the Shared Stories, and ask the students to turn to the list of story words on the inside front cover.
- **If you are Partner A, you will go first. You'll read the story words to your partner. If you are Partner B, you will listen and help your partner with difficult words. If your partner asks for help, you can help by stretching and reading the word. Remember: give help only if your partner asks. The A's may begin reading now.**

Monitor

- Monitor the students as they read story words to each other. Make sure that the students switch roles so B's get to read and A's are listening and monitoring.
- When the students have finished reading the words, they may go on to the sentences.

Partner Reading

- **Yesterday we read this story as a group. Today we will read it with a partner.** Have partners sit up straight and open their books to the first page. They should point to the first word.
- **That is the proper reading position. When I see everyone sitting up and pointing to the first word, I know that you are ready to begin reading.**
- **Model partner reading.** Select a confident student to sit with you. **Now I will show you how to read with a partner. One partner reads, and the other one listens. I'm Partner A, so I'll read first.**
- Read the student text of the first page by stretching and reading; then reread it normally. Be sure to demonstrate pointing to each word as you read. **I used Stretch and Read to read the words; then I read the sentence again so I could be sure that I understood what I read.**
- **When I finish reading, my partner will retell what happened on the page.**
- **On the next page, it is my partner's turn to read. I need to listen, pay attention, and follow along by putting my finger on each word as my partner reads it.** Have your student partner read the next page while you model active listening skills. **After my partner reads the page, it will be my turn to retell what happened on that page.**
- **Now you're ready to read with your partners.** Monitor the students as they practice partner reading, and continue to model specific reading strategies as necessary.

Monitor

Lesson 4 **Day 2**

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

Partner Story Questions

- Have the students turn to the inside back cover of the Shared Story.
- Discuss and model for the students how to read and answer the comprehension statements and questions with their partners. **Now we're going to take turns with a partner to Read & Respond to some sentences about the story. If we decide that the sentence is right, we'll point to "yes" and circle it. If we decide that it is not right, we'll point to "no" and circle it.**

Choose a student to be your partner and sit beside you. Make sure that you are both looking at the first comprehension statement on the inside back cover of the story.

We will take turns. I'm Partner A, so I'll go first. Read the first statement, modeling how to stretch and read "Dad" and reminding the students of the sight words "likes" and "a."

I can sound out the first word: /d...a...d/ /d..a..d/ /d.a.d/ Dad. I know this next word. It's a Red Word: "likes." This next word is also a Red Word: "a." The last word is a readle: "cat." This sentence is: Dad likes a cat.

Show how to respond to this comprehension statement. **I'm going to think about this. Then I'll ask my partner.** To student partner: **Does Dad like a cat?**

Model how to respond in a complete sentence: **No. Dad does not like a cat.**

Point to the word "no" under the statement, and also have the partner point. **Now that my partner and I have talked about the question and answer together, we can circle the answer in our books.** Model circling the correct answer.

Teacher's Note: If your students are not going to use the Shared Stories as consumables, have them write the answers to the questions in their notebooks or on another piece of paper.

- Have your student partner read the next statement, and model active listening.
- Have the students complete the discussion questions with their partners. Circulate to monitor that the students are demonstrating comprehension and to provide support. As the lessons progress, the number of comprehension statements will decrease and the number of comprehension questions will increase. Continue to model how to respond, and allow the students to answer orally or write their responses depending on what they are able to do.



Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 4.

Team Celebration Points →



Between the Lions

STaR

Think-Pair-Share →

STaR Review

Display the cover of the book. **What is the title of this story?** [*The title is How to Be a Good Dog.*] **How does Bobo earn a treat?** [*Bobo picked flowers for Mrs. Birdhead. She says he is a good dog and gives him a treat.*]

Display page 2. **Bobo picked flowers. What else happened in this picture?** [*Bobo stood on flowers while he picked them.*] **Poor Bobo. While he was trying to do something good, such as picking flowers for his owner, something bad happened—he smashed other flowers by standing on them. He didn’t mean to do something bad, did he? When was a time when you tried to do something good, but it turned out bad?**

How did Bobo feel when Mrs. Birdhead was strict and sent him to his doghouse? [*He felt sad and sorry that he had bad behavior.*] **Have you ever been punished like this by someone who is strict because you broke a rule?**

What errands did Mrs. Birdhead do? [*Mrs. Birdhead went to get groceries.*] **Have you ever gone with someone to do errands?**

What commands did Cat teach Bobo? Have you ever tried to teach an animal to follow a command?

Display page 14. **Cat made Bobo practice “sit.” Is this the way a dog usually sits?** Show the way a dog sits in real life. **Owners need to practice the “sit” command with their dogs until the dogs can do it well. What is something you practiced until you could do it well?**

Display pages 21 and 22. **Wow! Mrs. Birdhead’s groceries got scattered all over the kitchen when Bobo crashed into her! What groceries do you see?**

Story Star

Structure Review

- Display and review the story star with the students. Tell the students what each point on the star means (title, characters, setting, problem, solution).
- Ask the students to help you identify the elements of the story star in the STaR story. **Let's use our story star to help us think about important parts of the story.**

Whole Group Response

- WGR: **The title tells us the name of the story. What is the title of the story?**

Think-Pair-Share

- T-P-S: **Where did the story happen? What is the setting?** [*This story has one main setting: in and around Bobo's house.*]
- T-P-S: **Who are some of the characters in the story?** [*Bobo the dog, Mrs. Birdhead, and Cat are the characters in the story.*]
- T-P-S: **What is the problem in the story?** [*It's difficult for Bobo to be good all the time.*]
- T-P-S: **What was the solution? How was the problem solved?** [*Cat taught Bobo some tricks that Mrs. Birdhead liked.*]

Retell

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

Book Box

toy dog
artificial flowers
plastic fruit/vegetable
dog house
book

Option 1: Book Box

- Fill a box or container with the suggested items. Tell the students that you will pull items out of the Book Box that will help them to remember the story or text.
- Pull out the first item, and make sure each student can see it. Describe the item to the students, and ask questions about the item that elicit information about the story.

Examples:

Pull out a toy dog. **This is a (toy) dog that reminds me of Bobo. It has four legs and is furry. Let's pretend he is Bobo. How could he get into trouble? How could he be a good dog?**

Pull out a piece of play fruit or a vegetable. Toss it in the air. **What part of the story does this remind you of?**

- Ask the students to talk in their partnerships about what the item reminds them of from the story.
- Continue pulling items from the box until you have asked questions about all the items.

Teacher's Note: If you can't find small items to fit in the box, you may use pictures of the items instead.

Lesson 4 **Day 2**

Think-Pair-Share

Option 2: Reread the story.

- Ask the following questions as you reread the story. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.
- **What things did Bobo do to be bad?** *[Bobo barked a lot, he ate up all the cookies and cake, he threw food out of the refrigerator.]*
- **Why did Cat want to get Bobo back into the house?** *[She missed him.]*
- **How did Bobo feel during the “good dog” lessons? How do you know?** *[He seemed happy to be learning. He practiced with Cat, and he did what Cat told him to do without complaining.]*
- **Why did Cat try to stop Bobo from running down the stairs?** *[Cat wanted Bobo to slow down so he wouldn’t get into trouble.]*
- **What do you think Mrs. Birdhead is about to say to Bobo after he knocked her over in the kitchen?**
- **Does just knowing fun tricks make a dog good?** *[Knowing tricks is helpful, but a dog has to control himself from doing bad things like barking too much and climbing on the furniture.]*
- **What did the author mean by “Bobo STAYED, and STAYED, and STAYED”?** *[Bobo continued to be good, so he stayed in the house, not out in the doghouse.]*



STaR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in their partnerships or teams. Ask the students to pick a favorite part of the book (e.g., character, event, etc.). Tell the students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask them to share their sentences in their partnerships and teams.
- Ask them to tell to which part of the story star their sentences relate.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter

Team Celebration Points

STaR Writing

Writing Strategies Bank



Draw a Picture



Draw a Line

am

 →

am

Find and Copy a Word



s t r

Write Sounds That You Know



Remember a Word

- Explain to the students that they will now write sentences about their favorite parts of the story.
- Write the sentence starter “My favorite part of the story is _____,” on the board.
- Review the writing strategies that you have already introduced as you model writing a complete sentence with one of the words.

Example, “**My favorite part of the story is when Cat teaches Bobo how to be a good dog.**”

Suggested strategies:

when	Write Sounds That You Know (“n”)
cat	Draw a Picture
teaches	Write Sounds That You Know (“t”)
Bobo	Write Sounds That You Know (“Bb”)
how	Draw a Line
to	Find and Copy a Word
be	Remember a Word
a	Remember a Word
good	Write Sounds That You Know (“gd”)
dog	Write Sounds That You Know (“dg”)

- Reread the entire sentence, touching each word, picture, or line as you do.
- Explain to the students that they will now write their own sentences about their favorite parts of the story.
- Allow time for the students to write their sentences in their partner writing books. Circulate as they write, discussing the strategies that the students have used.
- Use Random Reporter to select students to share their written sentences with the class. Try to select students who have used the strategies that you have introduced. Display the writing on a special writing celebration bulletin board.

Random Reporter →

Lesson 4 **Day 2**

Team Celebration Points →

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

Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give the student a cheer.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Team Celebration Points →

Alphie's Questions:

Why did Cat decide to teach Bobo some commands?

How did Bobo feel about learning the commands?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>Back into house</i>	Good answer. Can you say that in a complete sentence? <i>Bobo could come back into the house.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Cat taught him tricks so he could come back into the house."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Bobo could come back into the house.</i>	Good answer. Can you add some details to your sentence? <i>Cat taught Bobo tricks so he could come back into the house.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What did the dog have to be able to do to come back into the house?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Read &
Respond



Homework

Have the students read the partner story questions and discuss the answers with family members several times. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:**FastTrack Phonics**

Worksheet for selected review lesson (appendix)

Phonics picture cards from sections 1–10 as needed*

Shared Story

Shared Story 4: *Show and Tell*

*Reading Reels for Roots DVD**

Adventures in Writing

Alphie, Bett, and Cami puppets

Writing Strategies Bank (teacher created)

Partner writing books (teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration Points →



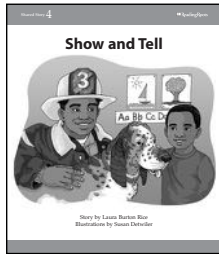
Read & Respond

**Check Day 2 Homework**

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

FastTrack Phonics**Review Time**

- From the following list of options, select a FastTrack Phonics review lesson that best addresses your students' needs according to the results of Assessment 1. (See appendix for review lessons.)
 - Optional Review Lesson 1 /m/ /a/ /s/ /d/ /t/
 - Optional Review Lesson 2 /i/ /p/
 - Optional Review Lesson 3 /n/ /g/
 - Optional Review Lesson 4 /o/



Shared Story

Partner Word and Sentence Reading

- Ask the students to sit with their partners. Distribute the Shared Stories, and have the students turn to the list of story words on the inside front cover.
- **We're going to practice reading words and sentences from the story together. Take turns reading each of the words and sentences with your partner.**
- **When you and your partner are finished, I want you to think about which word was the easiest to read and which word was the most difficult to read. Then you can read the sentences.**
- Have partners read the words and sentences together. When they are finished, call on partnerships to tell you which words were easy and which words were difficult. Review reading strategies that can be used to sound out difficult words or to read sight words.
- Award team celebration points to partnerships who share easy and/or difficult words.

Team Celebration Points →

Monitor →

Partner Reading

- **Now we're ready to read the story with our partners, just like we did yesterday. Since we already know what happens in the story, we can use this time to practice reading in our best storytelling voices. A storytelling voice is nice and smooth. Let's practice that today as we read the story together.** Monitor the students as they participate in partner reading.
- As you monitor the students, record rubric scores for several students on the teacher cycle record form for:
 - accuracy,
 - reading smoothly and with expression,
 - the use of word strategies introduced so far,
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.



All Together Now

- **You have done excellent work reading this story. Now we are going to reread the story together as a class to celebrate. This is a time for us to show how well we learned to read this story, so let's read in a nice clear voice that sounds as though we're telling a story.**
- Have the class read together as a group. Celebrate by leading a class cheer. Choose two students to read for the next story's Reading Celebration.
- Show the second *Between the Lions* segment for lesson 4.



Between the Lions

Adventures in Writing

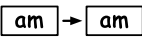
Writing Strategies Bank



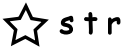
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word

Prewriting

- Have the students gather in front of the board. Display the books *Show and Tell* and *How to Be a Good Dog*.
- Lead the class to recall ways that Sad Sam and Bobo were good dogs in the Shared Story and STaR story. **We read two stories about dogs. Do you remember the names of the dogs we read about? Very good! Sad Sam and Bobo are the dogs we read about. Both Sad Sam and Bobo were good dogs in some parts of the stories.**
- **Do you remember ways in which Sad Sam and Bobo were good dogs?** Use Think-Pair-Share to have the students respond. Brainstorm ideas with the students, and generate a list on the board, modeling writing strategies as you record the students' responses.

Think-Pair-Share →

What Good Dogs Do

Sad Sam	Bobo

Lesson 4 **Day 3**

- Use one of the ideas from the chart to model writing a sentence that would appear in a new book called *How to Be a Good Dog*. Model the use of the suggested strategies below or those most needed by your students.

“Good dogs let children pet them.”

Suggested strategies:

Good	Write Sounds That You Know (“gd”)
dogs	Write Sounds That You Know (“dogs”)
let	Write Sounds That You Know (“t”)
children	Draw a Line
pet	Write Sounds That You Know (“pt”)
them	Remember a Word

- Bring out the Alphie, Bett, and Cami puppets. Explain to the students that they will write sentences about how to be a good alligator, bear, or bee.
- Assign an animal to each team to write about. Provide time for teams to generate ideas about how to be a good alligator, bear, or bee.

Partner Planning

- Provide time for the team members to work together to think of ideas about how to be a good alligator, bear, or bee. Each team member should plan to write a sentence about a different way that the team’s animal should behave. No two team members should write about the same behavior.
- Encourage the students to help their teammates to think about details that they could add to their sentences.
- **Now think about your sentences.** Pause to let the students think. **Now tell your sentences to your partners.** Pause while the students talk. **Now whisper your sentences into your hand, and hold on to them.** Pause. **Now you can write your sentences.**

Writing

- Have the students return to their seats to write their sentences in their partner writing books.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that the students do not know how to write.
- Using the indicators and rubrics from the teacher cycle record form, note any progress in the development of the students’ writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies	Watch for students who do not change what they want to write due to a lack of writing skills. By this lesson, the students should begin to incorporate the sounds they are learning in FastTrack Phonics into their writing.
Expresses Ideas	The most sophisticated writers will be able to use the ideas from the class list to create complete sentences when talking to their partners, and they will be able to remember those sentences when they move to writing.
Writes with Quality and Quantity	In this lesson, each student is expected to write one sentence. Each sentence in a team's writing should express a different idea.



Writing Celebration

- Tell the students that they will take turns reading their sentences to one another in each team. Randomly select a number, and explain that the team member with that number will read his or her sentence to the team first. Ask the other students on the team to listen carefully while their teammate reads.
- Remind the other team members to share something they like about the sentence or ask questions afterward. The students should take turns reading and hearing feedback until all team members have had an opportunity to share.
- Circulate as the students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage the students to comment positively or ask one another questions about their work.
- Ask a few students to share examples of places where they used writing strategies for words they did not know how to write. Encourage the students to explain what they did to the class, providing assistance as needed. Praise the students' use of the writing strategies.

Team Celebration Points

- Award team celebration points to students who share a writing strategy that they used.
- Ask each team to stand in a row in front of the class with their sentences. Announce the title of their team book (*How to Be a Good ____*), and have each student read his or her sentence, moving down the line of students until all team members have read. Invite class members to give each team a cheer after they read their team book.

Team Celebration

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



Homework

Have the students read the Shared Stories to family members several times. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

Extension Activity (*optional*)

- Teach the rhyme “Old Mother Hubbard” using My Turn, Your Turn.

Old Mother Hubbard
 Went to the cupboard
 To get her *poor* dog a bone.
 But when she got there
 The cupboard was bare,
 And so the *old* dog had none.

Model reciting the rhyme without the three adjectives. Use Think-Pair-Share to have the students think of adjectives that can replace the missing ones.

- Create new verses by replacing the missing adjectives with new ones. Use the examples below.

Young Mother Hubbard...
 To get her *brown* dog a bone.

At a Glance

FastTrack Phonics



Day 1:
New sound: /c/

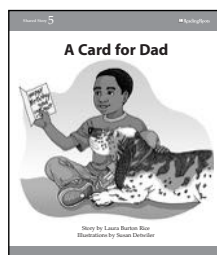


Day 2:
New sound: /k/ and /ck/



Day 3:
New sound: /u/

Shared Story



Shared Story 5:
A Card for Dad
by Laura Burton Rice



Letter Sound: /t/

Strategies/Skills:

Previewing

Understanding the
concept of a sentence

Using periods at the ends
of sentences

STaR

STar Story:

*Sophie and the
Mother's Day Card*
written by Kaye Umansky,
illustrated by Anna Currey

Students will identify
important events in
the story.

Students will use the
Writing Strategies Bank
to write a sentence with a
STaR vocabulary word.

Students will use
the writing strategy
Say-Spell-Say to critique
the STaR story.

Adventures in Writing

Students will write
sentences in response
to questions.

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

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 4
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards
from section 11*

Alphie puppet

Letter-Blending Cards*

*Reading Reels for
Roots DVD**

Partner Practice Booklet 2

Green index cards, paper,
or tagboard*

Shared Story

Shared Story: *A Card
for Dad*

Language
development cards
for lesson 5*

Key card for "t"*

Word cards*

*Reading Reels for
Roots DVD**

STaR

STaR story: *Sophie and the
Mother's Day Card*

Writing Strategies Bank
chart (teacher created)

Partner writing books
(teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration

- Distribute Super Team, Great Team, and Good Team certificates to the students based on their team celebration scores from lesson 4. Cheer for each team as its certificate is awarded.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.

Team Celebration Points

Read &
Respond

**Check Day 3 Homework**

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



Key Card

FastTrack Phonics

Presenting /c/

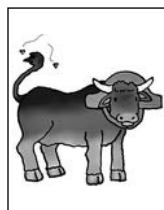
Alphabet Wall Frieze Review

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

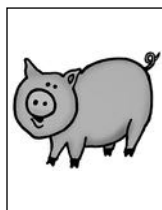
Whole Group Response →

Hear Sounds

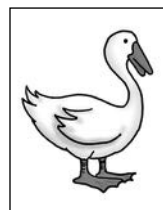
- Show each phonics picture card, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



ox



pig



goose



nurse

Say-It-Fast

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

/c-l-o-ck/ *clock*

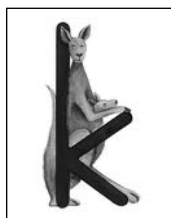
/c-o-ne/ *cone*

/c-a-p/ *cap*

/d-u-ck/ *duck*

/b-l-o-ck/ *block*

/i-n/ *in*



Key Card

Break-It-Down

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

cup */c-u-p/*

bait */b-ai-t/*

doll */d-o-ll/*

clap */cl-a-p/*

coach */c-oa-ch/*

gum */g-u-m/*

Read Letter Sounds

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



Animated Alphabet

Lesson 5 Day 1

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

With a partner—Have the students turn to page 1 in their Partner Practice Booklets and read the sounds together. Remind the students to write their initials in their partners' books. Initial books as you see success. When partners have finished, have the whole class read the letters together.

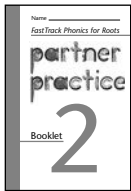
Team Celebration Points →

- Award team celebration points to partners who read sounds successfully.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons to stretch and read with the class. Gradually reduce your support so the students are reading the words on their own.

With a partner—Now you're ready to read words with a partner. Have the students turn to page 1 in their Partner Practice Booklets. **Look at the words in the box below the letters. You and your partner will take turns reading the words to each other. You can read the words just like we do when we use the cards. You'll make the sound for each letter. Then you'll put all the sounds together to say a word.**



Partner Practice Booklet 2

- Ask one student to come to the front of the room to model partner reading of the words. Write the words “sat,” “sad,” and “man” on chart paper or a chalkboard. Add four small boxes to the right of the letters (the same format as the Partner Practice page). **This is how partners read words together. I'll start by putting my finger on the first word. I'll touch each letter and make the sounds. Then I'll say the word. What should my partner be doing while I read?** *[responses]* **That's right. My partner should be listening and helping as I read.** Model touching each letter and reading the sounds in the word. It should sound like this:

/s→s....a→a....t/

/s→sa→at/

/sat/

- Read the other two words in the same way. **Now my partner can put his initials in one of these boxes. That shows that I read the words correctly. Now my partner and I will trade jobs. My partner will read words, and I'll listen and help. What will I do when my partner has finished reading? That's right. I'll put my initials in one of the boxes in his booklet.**
- **Keep reading the words over and over until you can both read them out of order and really fast. Have your partner point to the words out of order. Initial each other's page every time you read all the words correctly and smoothly.** Let the students know that it is their job to help their partners be successful.
- Have the students make up sentences using the words when they are finished reading.

Lesson 5 Day 1

*pin *tap *not

Partner Practice Booklet 2

Challenge Words—Some partnerships will need more time than others on the first three words. If the students have successfully read all the words in the first box with their partners and made up one or two sentences, then they are ready to move on to the next box. This box contains three starred words; these are challenge words. Challenge words use more phonemes and more varied spelling than the regular reading words. Challenge words allow students who are reading fluently and with few problems to extend their learning and experimentation with text.

- The students are not required to read the challenge words as part of the lesson. Allow the students to go on to the challenge words only if **each student** in a partnership can read all the regular words with fluency. Partners will work together to read challenge words in the same way that they read regular words. This activity will keep faster students productively engaged while giving others enough time with the first set of words.

Monitor

Support Partner Work—While the students are working with their partners, move around the room, commenting when you see partners working well together. Be descriptive. Note things such as this: **Daryl, you pointed to each word to help your partner. Jewel, you initialed Don's book when he read all the words correctly the second time. Super! Sam and Jana, I see you are taking those challenge words slowly and carefully. Mark and Leah, your sentence uses the word very well.** Spot successes and difficulties by asking individual students to read to you. Use the information you gain about what is difficult for your students to guide your instruction.

- When the students have finished their partner practice, have the class read the words together, and ask a partnership to share a sentence they made up.
- Award team celebration points to students who share a sentence successfully.

Team Celebration Points

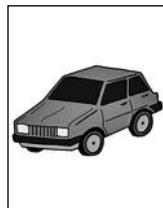


Key Card

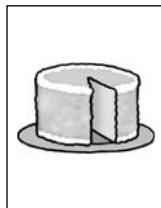
Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **The curly caterpillar crawls.** Say the phrase with the students, bouncing the /c/ sound in each word.

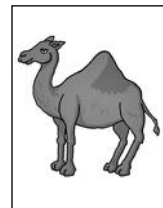
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the phonics picture cards. Say the name, and have the students say it after you. Say the initial sound in each word three times.



car



cake



camel



cane

Making the Sound—Ask the students to say /c/. **When I say /c...c...c/, 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...c...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.** Say the /c/ sound three times with the students. Make sure that they do not add a vowel sound and say “cuh.”

Think-Pair-Share

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



Animated Alphabet

The students will learn to blend letter sounds into words on their own.

Interactive Whiteboard Users

Method varies



The Sound and the Furry

Introduce the New Shape

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

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

Stretch and Read with the New Letter

- **Now we're going to practice reading words with the new letter we've learned.** Use the Letter-Blending Cards to stretch and read the words “cat,” “cot,” and “can.” Write each word on a green card, and read it again with the class.

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

Teacher's Note: Blending words with an initial sound that is bounced is more difficult than blending a word that starts with a stretched sound.

- Model like this, moving the blending cards closer together with each step:

/c...a→a...t/

/c..a→a..t/

/c.a→a.t/

/ca→at/

cat

- If the students have difficulty, cover up the final “t” card, and have the students work with the first two cards. Tell your students: **The /c/ sound is so short it needs a piggyback ride on the /a/. Get your mouth ready to say the /c/, but don't say it. Now say those two sounds right together without stopping in between. /ca→a/. Use this process when the students have difficulty blending any bounced sounds at the beginning of words.**



The Sound and the Furry

Video Option: The Sound and the Furry—Introduce and play the Partner Word Reading segment. **Let’s watch Alphie and his friends work together to practice reading words. This will show us how to work well together as partners so we can all learn to read well.**

With a partner—Now you’re ready to read words with a partner. Ask the students to turn to page 1 in their Partner Practice Booklets and read the words in the bottom box with their partners. Remind the students that they need to read the words several times, continuing until **both** partners can read all the words. Challenge the students to point to the words out of order to make sure their partners know the words well.

- **When you and your partner can read every word twice, you can put your initials on your partner’s page. Remember, you’re not finished until BOTH partners read the words smoothly. Make up a sentence if you have time.**
- Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When partners have finished, have the class read the words together, and ask a partnership to share a sentence they made up.
- Award team celebration points to partners who share a sentence successfully.

Team Celebration Points →

C

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Curl left around the caterpillar. /c...c...c/.**

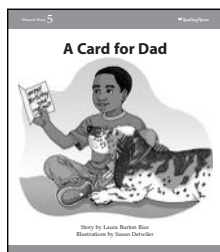
- Have the students write the letter in the air while they recite the cue.
- Have the students write the letter on a partner’s hand, arm, or back.
- Have the students write the letter in their partner writing books and check each other’s work.

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

/o/ as in octopus	/g/ as in girl	/i/ as in insect
/p/ as in parrot	/t/ as in tower	

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

/i/ as in itch	/d/ as in dark	/t/ as in tickle



Shared Story

Previewing

- Display the front cover, and read the title of the Shared Story. **Here is the story we will read today. Let's preview the story by thinking about the title and the picture on the front cover.**
- **This story is called *A Card for Dad*. What does this title mean? I know that we give cards to people on a special day, like a birthday. Maybe it is Dad's birthday. What do you think the card will say? (T-P-S)**

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

Picture Cards

card	crayons
glue	home
house	inside
love	school bus

Option A: Teacher Overview

- **Now let's look through the book to see if we can find out more of what this story is going to be about.**
- Display page 1. **Matt is going to school.** Display page 2. **Here is Matt with his teacher. She is helping him make a card.**
- Display page 6. **Matt is giving the card to Dad. What do you think the card says? (T-P-S) We will have to read the rest of the story to find out what kind of card this is. We will also find out what Dad thinks of the card!**
- **Let's review some words we will see in the story.** Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Option B: Video Word Play

- **Now we're going to watch a video that will help us find out more about the story.** Show the video Word Play for Shared Story 5 to introduce the story theme and vocabulary. Have the students say the vocabulary words with the video during the "Do You Remember?" section.
- **Let's review some words we will see in the story.** Display each picture card (or select and display picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Video Words



birthday	card
draw	paper
crayons	scissors
glue	glues
sat	

Word Presentation



Animated Alphabet

Introducing the letter sound

- **Let's practice the special letter we'll see a lot of in today's story.** Play the Animated Alphabet segment for lesson 5 of *Reading Reels for Roots*, or display the key card for "t." Have the students review the alliterative phrase and practice the sound.



The Sound and the Furry

Introducing Green Words and Red Words

- **Now let's practice reading some words.** Show the Sound It Out video segment(s) for lesson 5.
- **Let's read some Green Words. Green Words are words that you can stretch and read.**
- Present the Green Word "sat." (Print it on the board, or hold up the Green Word card.) **Let's read this word together.** Point to each letter as you say: /s...a...t/ /s..a..t/ /s.a.t/ **Sat.** Stretch and read the remaining Green Words with the students as needed.

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

Green Words

Matt	and	Miss
Tad	sat	
Dad's	it	

Red Words

love	birthday	was

- **Some words we read will be Red Words. Red Words are words that you have to learn by saying them and remembering them.**
- Present the Red Word card for "birthday." **This is a word that we will see in the story.** Slide your finger under the entire word, and say "birthday." Repeat it once more.
- Use the word in a sentence to help clarify the meaning. (Example: **Today is Ann's birthday. Birthday.**)
- **We can remember Red Words if we say-spell-say them. Watch and listen as I spell the word "birthday."**
- Say the word "birthday." Spell it, clapping as you say each letter (b [clap] – i [clap] – r [clap], etc.). Say it again: "birthday."
- Continue with the Red Words "love" and "was." Post the Red Words in a space designated for Shared Story words. Remove the Red Word cards as soon as the students have learned the Red Words.

Introducing Readles

Readle

happy

- **I'd like to show you some special pictures that will help you read words in sentences. These are called readles. Readles are pictures that can be read like words.**
- Present the readle for "happy." **When you see this picture, you can say "happy." What is this? [Happy.]**

Partner Word Reading

- Have the students sit with their partners. Distribute the Shared Stories, and have partners turn to the list of story words on the inside front cover. **Now you and your partner are going to read some story words together. I'll show you how to do it.**
- Select a confident student to assist you. Model partner reading as described below.

Sit next to a student, point to a word in your copy of the Shared Story, and make sure the student is pointing to the same word in his or her copy. **I need to sit up next to my partner when we read together. We will each point to the word that we are reading and check to make sure that we are both looking at the same word. I am Partner A, so I will read first.**

Stretch and read the first word: /m...a...tt/ /m..a..tt/ /m.a.tt/ Matt.

Have the student who is Partner B put a mark beside the word to show that you read it correctly.

Model how partners can help each other: **I want to have a mark next to every word on my list, so I'll keep reading. The next word is /d...d/. I'm having trouble with this word. What can I do? I can ask my partner to help! My partner and I need to remember the special rule: we should use Stretch and Read to help each other figure out how to read a word.** Have the partner start to stretch and read the word: /d...a...d/ /d...a...d/. Then read the word yourself: **My partner helped me by stretching and reading this word: /d...a...d/. Now I can read it myself: "dad."**

Explain how you will take turns to read all the words on the list: **It will be my partner's turn to read after I have read all the words on my list. Then I'll listen and mark the words he reads correctly.**

- Designate each student in a partnership as either Partner A or Partner B, and have them take turns listening to each other read the words.

Partner Sentence Reading

- **Now you and your partner will read some sentences together. A sentence is a complete thought or idea.** Demonstrate how to work with a partner to read the sentences on the inside front cover of the Shared Story. Make sure that the students are all pointing to the word "Sad" in the first sentence and that they continue to point to the rest of the words in the first sentence as you model how to read them.

Model how to read the first word, and have the students repeat. **The first word is a Green Word that we can sound out: /s...a...d/ /s..a..d/ /s.a.d/ Sad. What is the first word? [replies] The word is "Sad."**

Lesson 5 **Day 1**

Show how to stretch and read the next two words, and have the students repeat. **Now we can go on to the next word. Let's try to sound it out together:** /s...a...m/ /s..a..m/ /s.a.m/ Sam. The word is "Sam." Let's sound out the next word: /s...a...t/ /s..a..t/ /s.a.t/ Sat. The word is "sat."

Review how to recognize the end of a sentence by looking at the end punctuation: **Do you see that little dot after the word "sat"? That dot is called a period, and it lets us know that we have come to the end of the sentence. A sentence has a complete thought or idea. The period always lets you know when the thought or idea is finished.**

Read the sentence, and have the students repeat: **Let's read the whole sentence again, so it sounds smooth. If we read it correctly, our partners can put a mark next to it. We'll begin by pointing to the first word. Ready? Let's read!**

Monitor

- Monitor the partners as they take turns reading the next two sentences and marking the ones that their partners read correctly.

Guided Group Reading

Teacher Shared Story

- **Now it's time to read our story.** Have the students turn to the first page of the Shared Story while you turn to the first page of your Shared Story. **I'll read the teacher parts at the top of the page, and you'll read the student parts at the bottom of the page.**
- Model how the teacher and students read together on page 1. Read the teacher text at the top of the page. Then model how to read the student text. Read each sentence in the student text twice to develop fluency. The first time you read, demonstrate how to stretch and read phonetically regular words. The second time, model how to read fluently without pausing for Stretch and Read.
- Beginning on page 2, lead the students in Guided Group Reading. Read the teacher text at the top of each page. Then read the student text with the students, following the same process as demonstrated above. **I am going to read the part at the top of the page. Then I will say, "Point, ready, read," and we will read the first sentence together. We will read it twice. The first time we need to figure out the words. Then we will read the sentence quickly, so we understand it. We will do that with each sentence.**
- Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Ask the suggested questions in the teacher edition *as needed* to ensure comprehension.

Discussion Questions



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

Think-Pair-Share

- Ask the discussion questions listed on the inside back cover of the teacher's Shared Story. Have the students use the Think-Pair-Share strategy to discuss one another's responses. Call on different partnerships to share their answers with the class.
1. **What does Matt tell his teacher when he gets to school?** *[He tells her that it is his dad's birthday.]*
 2. **What does Matt put on his dad's birthday card?** *[The card has a picture of Dad and Sad Sam. It says "Happy Birthday, Dad. Love, Matt and Sad Sam."]*
 3. **Does Dad like the birthday card?** *[Yes. Dad likes the birthday card.]*

STaR Words

daffodil	ruined
primrose	presents

STaR

STaR Story:

Sophie and the Mother's Day Card

Written by Kaye Umansky

Illustrated by Anna Currey

Background Words

proud	mess
lovely	perfect

Summary: *Sophie makes a beautiful Mother's Day card with a pretty daffodil on the front and uses her very best handwriting to sign it. When she gets her card later in the day, she finds that someone has torn off the daffodil she worked so hard to make. Sophie's Dad helps her come up with an alternate gift for her mother using the writing from the original card. Sophie's mother loves her gift, and Mother's Day is a success. On Monday at school, Sophie finds out who damaged her card, and with understanding and maturity, she uses her artistic talent to help the offender learn to make his own daffodil to avoid future problems.*

Teacher's Note: The pages of this book are not numbered. Before reading, number the pages beginning with the first page of text, which starts, "It was coming up on Mother's Day,...."

Preview

- Display the front cover of the book, and read the title and author, while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.

Lesson 5 **Day 1**

- Cover: **The name of the book is *Sophie and the Mother's Day Card*. Look at the picture on the front cover. Who do you think the rabbits are? How can you tell?** Wait for the students' responses. **Why would we give our moms a card or a present?** Wait for the students' responses. **With cards and presents, we can tell our moms how much we love them. Cards and presents can be important for us and for our moms. As we read the story, we'll learn what happened to Sophie and the card she wants to give to her mom.**
- Page 4: **How do you think Sophie feels? How can you tell?**
- Pages 14 and 15: **What do you see happening in this picture?**
- Read aloud the STaR words below, and ask the students to repeat them after you. If possible, post the words on cards, or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell the students that these are important words for the book, and ask them to listen for the words as you read.

STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
daffodil	1	a tall, yellow spring flower	The <i>daffodil</i> is my favorite flower because I love the color yellow.
ruined	5	harmed so much it can't be fixed	The glass was <i>ruined</i> when it smashed on the floor.
primrose	9	a short, yellow spring flower	A <i>primrose</i> is one of the first flowers of spring. Picture Walk, back cover
presents	10	gifts	I hope that I get some <i>presents</i> for my birthday.

Lesson 5 **Day 1**

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

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
proud	1	happy with yourself	I felt <i>proud</i> when I finally learned to tie my shoes all by myself.
mess	3	sloppy; not neat	The table was a <i>mess</i> with torn scrap paper left all over it.
lovely	5	pretty	The artist painted a <i>lovely</i> picture with bright colors.
perfect	14	just right	The point on each new crayon was <i>perfect</i> .

This book is about Sophie, who is very proud of the card she made for her mother. She worked hard on it, and it turned out the way she wanted it to. Have you ever made something you were proud of? The students can respond with a show of hands. Invite the students to describe briefly what they were proud of. If the students have limited language ability, prompt them with questions such as: **What did you make? Why was it special?**

Sometimes we can work hard on a picture or an art project, but it seems to be a mess to us. It looks sloppy. Maybe there is too much glue on it. How else could a picture or art project be a mess?

In the story, someone tells Sophie that her card is lovely. It must have been a beautiful card.

Sophie may have thought her card was perfect. It must have been just right. Sometimes I have a whole day that is perfect. That's when everything goes just right. I have fun on perfect days. Can you think of something or some time that was perfect? Prompt the students' answers as necessary.

Interactive Reading

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

Think-Pair-Share



Page 1 Use Think-Pair-Share to ask the students: **How can we tell that Sophie is proud of the card she made for her mother? Yes, Sophie worked hard to use her best handwriting, and she made careful and colorful drawings. She is proud of her card.**

Point to the daffodil on the front of the card. **Here's the daffodil on Sophie's card. "Daffodil" is a STaR word. Sophie's daffodil really does look like a real daffodil flower. Daffodils grow from the ground in the spring. A lot of people grow them in their yards, and you can see them in parks too.**

Page 3 Use Think-Pair-Share to ask the students: **What kind of day is Sophie having? Yes, Sophie is having a good day in which she feels proud of what she made, and she is proud that she was helpful to someone else.**

Whole Group Response



Page 5 **Now what is Sophie's day like? Use Whole Group Response to have the students respond. Sophie has a problem. Her card is ruined. "Ruined" is a STaR word. The daffodil was ripped off, and the card cannot be fixed. This is an important event in the story. Let's read to find out how Sophie's problem gets solved.**

Page 9 Point to the primrose flowers. **Dad sees primroses along the pathway. "Primrose" is a STaR word. These little yellow flowers grow in bunches close to the ground. Mom's favorite flowers are [primroses]. Dad says, "I think I might have an idea about that card of yours...." Use Think-Pair-Share to ask the students: What do you think his idea is? Wait for the students' responses. Maybe Sophie's problem will be fixed with the primroses.**

Page 10 **Who are Gareth, Sam, and Louise? Use Whole Group Response to have the students respond. Gareth, Sam, and Louise are Sophie's brothers and sister. Use Think-Pair-Share to ask the students: What presents do they have for their mother? "Presents" is a STaR word. Be sure you use it in your response.**

Page 13 Read the gift tag. **What does Mrs. Rabbit think of the primroses? Use Whole Group Response to have the students respond. Was the problem with Sophie's gift fixed with the primroses? Use Whole Group Response to have the students respond. This is another important part of the story because it tells about a problem that was fixed.**

Page 15 Use Think-Pair-Share to ask the students: **Why was Sophie still thinking about the ruined card? Wait for the students' responses. Let's read to find out.**



Page 16

Use Think-Pair-Share to ask the students: **Why did Trevor look ashamed? Yes, Trevor is the one who ripped the daffodil off Sophie's card to use on his Mother's Day card. Can you show what feeling ashamed might look like?** Use Think-Pair-Share to ask the students: **Why is this important to Sophie? Sophie still has a problem. She is angry with her classmate Trevor. I wonder how she will fix this problem. What do you think Sophie will say to Trevor?** Use Think-Pair-Share to have the students respond. **Let's read to find out.**

Page 23

How did Sophie solve the problem with her classmate Trevor? Use Think-Pair-Share to have the students respond. **Sophie let Trevor know she was angry, and then she offered to show him how to make daffodils and airplanes on his own. She forgave Trevor and was nice to him. This solved the problem, so it is important to the story.**



STaR Celebration

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

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

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

- Say the STaR words again. Ask the students to pick STaR words and discuss the words they choose in partnerships or teams. Tell the students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships or teams.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

STaR Writing

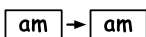
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word

Lesson 5 **Day 1**

- Restate each of the STaR words.
- Tell the students to work with partners to think of sentences using the STaR words. The students may use the same word they used for their celebration sentences or a different word.
- Model writing your own sentence, using the strategies from the Writing Strategies Bank suggested below, or those most needed by your students.
- **I made a sentence with the word “presents.” My sentence is, “Sophie gave her mother presents on Mother’s Day.”**

Suggested strategies:

Sophie	Write Sounds That You Know (“sofee”)
gave	Write Sounds That You Know (“gv”)
her	Remember a Word
mother	Write Sounds That You Know (“mur”)
presents	Write Sounds That You Know (“prsnts”)
on	Remember a Word
Mother’s Day	Find and Copy a Word (Use the book.)

- Invite the students to share the sentence they will write with their partners.
- Allow time for the students to write their sentences in their partner writing books. Circulate as they write, discussing with the students the strategies that they have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used the new strategy. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

Team Celebration Points →

Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award team celebration points to the students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Team Celebration Points →

Lesson 5 **Day 1**

Alphie's Questions:

How did Sophie decorate her Mother's Day card?

How was Sophie's first big problem solved?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>A daffodil</i>	Good answer. Can you say that in a complete sentence? <i>She made a daffodil for the card.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "She made a daffodil for the card."</i>
The student responds in a complete, but not very elaborate, sentence. <i>She made a daffodil for the card.</i>	Good answer. Can you add some details to your sentence? <i>She made a daffodil for the card out of an egg carton.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>How did she make the daffodil?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Homework

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

The Finger Detective

As students practice reading tasks, move around the class and listen to partnerships work together. Give positive feedback to partners using Stretch and Read effectively. It is more important for students to understand the process of Stretch and Read than it is for them to read the practice words

from memory, so encourage partners to model the process for each other instead of reading for them if they are having trouble with a word. Model the process for partnerships not using it correctly. Use the Finger Detective (below) to help dramatize and slow down the process for students needing smaller steps.



Finger Detective

The Finger Detective blends two sounds together before adding a third, which can make the process easier for some students. For blending using the Finger Detective, follow these steps:

- Cover all the word except the first sound with a finger. Say the first sound.
- Uncover the next sound. Say both sounds separately, then closer and closer together until they blend.

/j u/
 /j u/
 /ju/

- Uncover the next sound. Say the first part of the word blended together, then say the next sound. Say these parts closer and closer together until they blend.

/ju m/
 /ju m/
 /jum/

- Uncover the next sound. Say the first part of the word blended together, then say the next sound. Say the parts closer and closer together until they blend.

/jum p/
 /jum p/
 /jump/

You will need:**FastTrack Phonics**

Phonics picture cards from section 12*

Alphie puppet

Letter-Blending Cards*

*Reading Reels for Roots DVD**

Partner Practice Booklet 2

Green index cards, paper, or tagboard*

Shared Story

Shared Story: *A Card for Dad*

*Reading Reels for Roots DVD**

Reading Celebration certificates

STaR

STaR story: *Sophie and the Mother's Day Card*

Story Star poster*

Writing Strategies Bank chart (*teacher created*)

Partner writing books (*teacher acquired*)

*Not needed for interactive whiteboard users

Team Celebration Points

Read & Respond

**Check Day 1 Homework**

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



Key Card

FastTrack Phonics

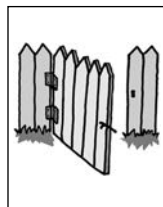
Presenting /k/

Alphabet Wall Frieze Review

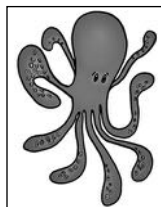
- Point to each key card in the wall frieze, and ask the students to name each picture.

Whole Group Response**Hear Sounds**

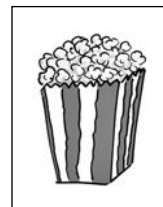
- Show each phonics picture card below, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



gate



octopus



popcorn



coat

Lesson 5 **Day 2**

Say-It-Fast

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

/c-a-ke/	<i>cake</i>	/c-u-p/	<i>cup</i>
/k-ey/	<i>key</i>	/r-a-ke/	<i>rake</i>
/s-o-ck/	<i>sock</i>	/b-i-ke/	<i>bike</i>

Break-It-Down

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

bee	/b-ee/	by	/b-y/
lid	/l-i-d/	cane	/c-a-ne/
jet	/j-e-t/	set	/s-e-t/

Read Letter Sounds

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

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

With a partner—Have the students turn to page 2 in their Partner Practice Booklets and read the sounds together. Remind the students to write their initials in their partners' books. Initial books as you see success. When finished, read the letters together as a class.

Stretch and Read

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

With a partner—Have the students turn to page 2 in their Partner Practice Booklets and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

- Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners are fluent. When partners have finished, have the class read the words together, and ask a partnership to share a sentence they made up. Ask another partnership to read the challenge words.



Animated Alphabet

Interactive
Whiteboard Users

Method varies



Partner Practice
Booklet 2

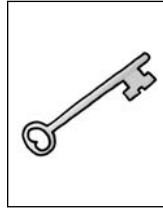


Key Card

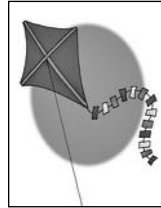
Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **The kangaroo keeps kicking.** Say the phrase with the students, bouncing the /k/ sound in each word.

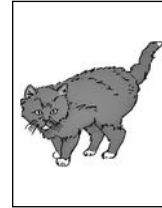
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the phonics picture cards. Say the name, and have the students say it after you. Bounce the initial sound in each word three times.



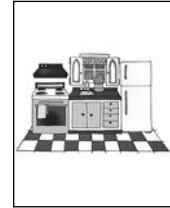
key



kite



kitten



kitchen

Making the Sound—Ask the students to say /k/. **Do you remember this sound? This is the same sound that we learned yesterday.** Bounce the sound /k/ with the students. Make sure that they do not add a vowel sound and say “kuh.”

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

Think-Pair-Share



Animated Alphabet

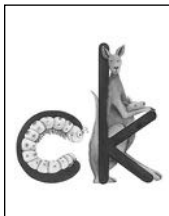
Introduce the New Shape

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

- Tell the students that there is more than one way to write the sound /k/. Yesterday they learned one way, and today they will learn a new way. Write the letter “k,” and show the students how the letter looks like the picture. Build a strong connection between the picture and the letter.

Interactive
Whiteboard Users

Method varies



Key Card

Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (“kit,” “kid,” “Kim”). Tell the students that since “c” and “k” make the same sound, they can sometimes go together to make one /k/ sound. Stretch and read “pack.” After the students have read each word, write the word on a green card, and read it again with the class.

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

With a partner—Have the students turn to page 2 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then the students can make up sentences using the words.



The Sound and the Furry

Lesson 5 **Day 2**

Team Celebration Points

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

k

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **From head to toe, arm up, kick out, /k...k...k/.**

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

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

/g/ as in goat

/c/ as in caterpillar

/i/ as in inch

/s/ as in sing

/m/ as in mirror

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

/d/ as in dig

/g/ as in goose

/o/ as in on



Shared Story

Story Review

- **Yesterday we read a new story. I want to see how much you remember about this story.** Review the title of the story and the characters with the students. Ask the following review questions. (T-P-S)

1. **Why did Matt make a card for Dad?** [*He made a card because it was Dad's birthday.*]

2. **Why was Matt mad at Sad Sam?** [*Matt was mad because Sad Sam took the card for Dad.*]

3. **How did Dad feel when he saw his card?** [*Dad was happy.*]

Partner Word and Sentence Reading

- **Let's look at the story words that we read yesterday.** Write three or four Green Words from the story on the board, or display three or four Green Word cards. Have the students read each one. Offer assistance (using Stretch and Read) only if the students need it. Point to each of the posted Red Words, and have the students read them. Offer assistance, if necessary, by reading the word and asking the students to repeat it.
- **Now let's practice reading words with partners.** Have each student sit with a partner. Distribute the Shared Stories, and ask the students to turn to the list of story words on the inside front cover.
- **If you are Partner A, you will go first. You'll read the story words to your partner. If you are Partner B, you will listen and help your partner with difficult words. If your partner asks for help, you can help by stretching and reading the word. Remember: give help only if your partner asks. The As may begin reading now.**

Monitor

- Monitor the students as they read story words to each other. Make sure the students switch roles so Bs get to read and As are listening and monitoring.
- When the students have finished reading the words, they may go on to the sentences.

Partner Reading

- **Yesterday we read this story as a group. Today we will read it with a partner.** Have partners sit up straight and open the book to the first page. They should point to the first word.
- **That is the proper reading position. When I see everyone sitting up and pointing to the first word, I know that you are ready to begin reading.**
- **Model Partner Reading.** Select a confident student to sit with you. **Now I will show you how to read with a partner. One partner reads, and the other one listens. I'm Partner A, so I'll read first.**
- Read the student text of the first page by stretching and reading; then reread it normally. Be sure to demonstrate pointing to each word as you read. **I used Stretch and Read to read the words; then I read the sentence again so I could be sure that I understood what I read.**
- **When I finish reading, my partner will retell what happened on the page.**
- **On the next page, it is my partner's turn to read. I need to listen, pay attention, and follow along by putting my finger on each word as my partner reads it.** Have your student partner read the next page while you model active listening skills. **After my partner reads the page, it will be my turn to retell what happened on that page.**

Monitor

- **Now you're ready to read with your partners.** Monitor the students as they practice Partner Reading, and continue to model specific reading strategies as necessary.

Lesson 5 **Day 2**

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

Partner Story Questions

- Have the students turn to the inside back cover of the Shared Story.
- Discuss and model for the students how to read and answer the comprehension statements and questions with their partners. **Now we're going to take turns with a partner to read and respond to some sentences about the story. If we decide that the sentence is right, we'll point to "yes" and circle it. If we decide that it is not right, we'll point to "no" and circle it.**

Choose a student to be your partner and sit beside you. Make sure that you are both looking at the first comprehension statement on the inside back cover of the story.

We will take turns. I'm Partner A, so I'll go first. Read the first statement, modeling how to stretch and read "it" and "Dad's," and reminding the students of the Red Words "was" and "birthday." **I can sound out the first word: /i...t/ /i..t/ /i.t/ It. I know this next word. It's a Red Word: "was." I can sound out this next word: /d...a...d...s/ /d..a..d..s/ /d.a.d.s/ Dad's. This next word is another Red Word: "birthday." This sentence is: It was Dad's birthday.**

Show how to respond to this comprehension statement. **I'm going to think about this; then I'll ask my partner.** To student partner: **Was it Dad's birthday?**

Model how to respond in a complete sentence: **Yes. It was Dad's birthday.**

Point to the word "yes" under the statement, and have the partner point also. **Now that my partner and I have talked about the question and answer together, we can circle the answer in our books.** Model circling the correct answer.

Teacher's Note: If your students are not going to use the Shared Stories as consumables, have them write the answers to the questions in their notebooks or on another piece of paper.

- Have your student partner read the next statement, and model active listening.
- Have the students complete the discussion questions with their partners. Circulate to monitor to ensure that the students are demonstrating comprehension and to provide support. As the lessons progress, the number of comprehension statements will decrease and the number of comprehension questions will increase. Continue to model how to respond, and allow the students to answer orally or to write their responses, depending on what they are able to do.



Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 5.

Team Celebration Points →



Between the Lions

STaR

Think-Pair-Share →

STaR Review

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

Display the front cover of the book. **What is the title of this story?** [*The title is Sophie and the Mother's Day Card.*]

How did Sophie decorate her Mother's Day card? [*Sophie used yellow paper and parts of egg cartons to make a daffodil.*]

Display page 1. **Why was Sophie so proud of her Mother's Day card? How can you tell from the picture that Sophie is proud?** Point to the card. **We might even say the card is lovely because it is so pretty.**

Display page 2. **How was Trevor's card a mess? Have you ever worked hard on something but felt that it didn't turn out right—that it was still a mess? Were you proud of it?**

Sophie's said her card was ruined because [*the daffodil was ripped off the front of the card*]. **Have you ever had something ruined?**

Sophie and her dad found primroses growing along a path. Why was this important? [*The primroses were important because Sophie gave them as a gift to her mom instead of the ruined card. The primroses were the solution to Sophie's gift problem.*]

Her mother loved Sophie's present because [*primroses are her favorite flower*].

Display pages 14 and 15. **Why was Mother's Day perfect for Sophie?** [*Everything was just right. She and her family had a wonderful time playing games and picnicking.*]

How did Sophie find out that Trevor ruined her card? [*She heard his mother tell her mother about her lovely card with the daffodil on it, and Trevor looked ashamed.*]

What did Trevor say to Sophie to make her feel better? [*He apologized by saying, "I'm sorry."*]

What did Sophie do to make Trevor feel better? [*She showed Trevor how to make a daffodil and agreed to make paper airplanes too.*]

Structure Review

Story Star

Whole Group Response

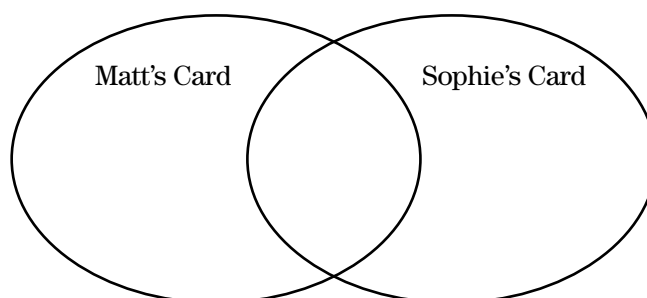
Think-Pair-Share

- Display and review the story star with the students. Tell the students what each point on the star means (title, characters, setting, problem, solution).
- Ask the students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- **WGR: The title tells us the name of the story. What is the title of the story?**
- **T-P-S: Where did the story happen? What is the setting?** *[This story has four different settings: the school, the way home, Sophie's house, and the Mother's Day picnic.]*
- **T-P-S: Who are some of the characters in the story?** *[Sophie, Trevor, and Sophie's father and mother are the most important characters.]*
- **T-P-S: What is the problem in the story?** *[Sophie's card was ruined by one of her classmates, so she needed a present for her mother, and she needed to talk with her classmate.]*
- **T-P-S: What was the solution? How was the problem solved?** *[Sophie gave her mother primroses and the writing from the ruined card. She also told Trevor how angry she was with him, and then she showed Trevor how to make daffodils and airplanes.]*

Retell

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

Option 1: Graphic Organizer: Compare and Contrast



- Remind the students that in the Shared Story, Matt made a card, and in the STaR story, Sophie made a card. Explain that today they will use a graphic organizer called a Venn diagram to think about how the cards are the same and different. This will help them to understand both stories better.
- Display a Venn diagram with one circle labeled “Matt’s card” and the other labeled “Sophie’s card.” Explain that information that describes only Matt’s card goes into the first circle, and information that describes only Sophie’s card goes in the second circle. Things that are the same for both cards will go in the part where the circles overlap.

Lesson 5 Day 2

Think-Pair-Share

- Use Think-Pair-Share to ask the students what they remember about each card. Fill in the appropriate circles as the students respond. *[Matt's card was a birthday card, while Sophie's was a Mother's Day card. Matt's card was not ruined, but Sophie's card was.]*
- Ask the students what is the same about both cards. Fill in the overlapping part of the circles as the students respond. *[Both cards were made at school. Both cards were made for parents.]*
- Summarize the similarities and differences between the two cards.

Think-Pair-Share

Option 2: Reread the story.

- Ask the following questions as you reread the story. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.
- Page 3: **Were Sophie and Trevor friends at the beginning of the story?** *[No.] Why not?* *[He was a new student, and she didn't know him yet.]*
- Page 12: **How do you think Sophie was feeling as she waited to give her mom the primroses?**
- Page 18: **What do you think of Trevor for telling Sophie the truth about what he did?**
- Page 20: **Did Sophie have to be nice to Trevor?** *[No, she could have just walked away.] What did Sophie gain by being nice?* *[She gained a friend, and she made Trevor feel better too.]*



STaR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in partnerships or teams. Ask the students to pick a favorite part of the book (e.g., character, event, etc.). Tell the students to practice talking about their favorite parts in complete sentences, telling why they like it. Ask them to share their sentences in their partnerships and teams.
- Ask them to tell to which part of the story star their sentences relate.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter

Team Celebration Points

STaR Writing

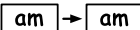
Writing Strategies Bank



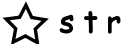
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word



Say-Spell-Say

When introducing writing strategies for the first time during STaR Writing, use only the new strategy in your model sentence. Multiple strategies will be used during Adventures in Writing and in all parts of the lessons once all the writing strategies have been introduced.

- Explain to the students that they will now write sentences about their favorite parts of the story.
- Introduce the writing strategy Say-Spell-Say as you model writing a complete sentence with one of the words.
- Add the strategy Say-Spell-Say to the Writing Strategies Bank.
- **Now we will write sentences about our favorite parts of the story. I want to share a new strategy that you can use, and I will show you how to use it when I write my sentence.**
- **We have been remembering the Red Words in our Shared Stories by playing the Say-Spell-Say game. If we can spell the word, then that can help us to write it.**
- **My sentence will be, “I like the part when Trevor teaches Sophie to make a plane.” “I” is one of our Red Words. We can copy it from the word wall or just remember it by spelling it.**

like – Say-Spell-Say

the – Remember a Word

part – Write Sounds That You Know (“prt”)

when – Remember a Word

Trevor – Find and Copy a Word (Use the book.)

teaches – Write Sounds That You Know (“tchs”)

to – Remember a Word

make – Write Sounds That You Know (“mk”)

a – Say-Spell-Say

plane – Draw a Picture

Lesson 5 **Day 2**

- Reread the entire sentence, touching each word, picture, or line as you do.
- Explain that they will now write a sentence about their favorite parts of the story in their writing notebooks.
- Allow time for the students to write their sentences in their writing notebooks. Circulate as they write, making special note of students who use the new strategy, Say-Spell-Say.
- Select one or two students to share their written sentences with the class. Try to select students who have used the new strategy. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

Team Celebration Points →

Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Team Celebration Points →

Alphie's Questions:

What did Sophie teach Trevor at the end of the story?

What did Mrs. Rabbit think of the primroses?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>daffodil</i>	Good answer. Can you say that in a complete sentence? <i>She taught him to make a daffodil.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "She taught him to make a daffodil."</i>
The student responds in a complete, but not very elaborate, sentence. <i>She taught him to make a daffodil.</i>	Good answer. Can you add some details to your sentence? <i>She taught him to make a daffodil so he would know how for next time.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why did Sophie teach Trevor to make a daffodil?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Homework

Have the students read partner story questions and discuss the answers with family members several times. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:**FastTrack Phonics**

Phonics picture cards
from section 13*

Alphie puppet

Letter-Blending Cards*

*Reading Reels for
Roots DVD**

Partner Practice
Booklet 2

Green index cards,
paper, or tagboard*

Shared Story

*Shared Story: A Card
for Dad*

*Reading Reels for
Roots DVD**

Adventures in Writing

Shared Story: A Card for Dad

*STaR story: Sophie and the
Mother's Day Card*

**Writing Strategies Bank
chart** (teacher created)

Partner writing books
(teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration Points



Read &
Respond

**Check Day 2 Homework**

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



Key Card

FastTrack Phonics

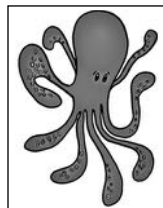
Presenting /u/

Alphabet Wall Frieze Review

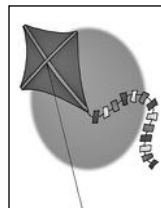
- Point to each key card in the wall frieze, and ask the students to name each picture.

Hear Sounds

- Show each phonics picture card below, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



octopus



kite



sock



cane

Say-It-Fast

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

/d-u-ck/	<i>duck</i>	/r-u-g/	<i>rug</i>
/s-t-u-ck/	<i>stuck</i>	/s-u-n/	<i>sun</i>
/t-r-u-ck/	<i>truck</i>	/u-p/	<i>up</i>

Break-It-Down

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

tub	/t-u-b/	brush	/b-r-u-sh/
drum	/d-r-u-m/	dump	/d-u-m-p/
suds	/s-u-d-s/	gum	/g-u-m/

Read Letter Sounds

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

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

With a partner—Have the students turn to page 3 in their Partner Practice Booklets and read the sounds together. Remind the students to write their initials in their partners’ books. Initial books as you see success. When partners have finished, read the letters together as a class.

Stretch and Read

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

With a partner—Have the students turn to page 3 in their Partner Practice Booklets, read the words together, and make up sentences. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

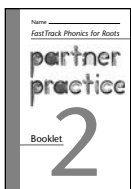
- Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When partners have finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to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



Animated Alphabet

Interactive
Whiteboard Users

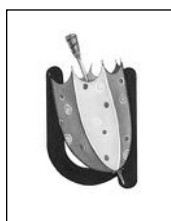
Method varies



Partner Practice
Booklet 2

Monitor

Team Celebration Points

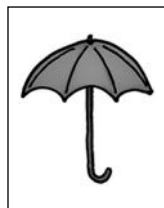


Key Card

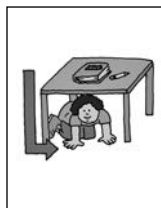
Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **The upside-down umbrella is unusual.** Say the phrase with the students, stretching the /u/ sound in each word.

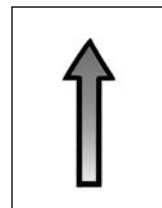
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the phonics picture cards. Say the name, and have the students say it after you. Stretch the initial sound in each word.



umbrella



under



up

Making the Sound— Ask the students to say /u/. **When I say /u→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→u/. This is a loud sound. Let's all stretch it together. /u→u/.**

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

Think-Pair-Share



Animated Alphabet

Introduce the New Shape

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

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

Stretch and Read with the New Letter

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

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

With a partner—Have the students turn to page 3 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then the students can make up sentences using the words.

Interactive
Whiteboard Users

Method varies



The Sound and the Furry

Lesson 5 Day 3

Monitor

Team Celebration Points

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

u

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Right under the umbrella, up and down, /u→u/.**

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

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

/k/ as in kangaroo /c/ as in caterpillar /i/ as in insect
/o/ as in octopus /a/ as in after

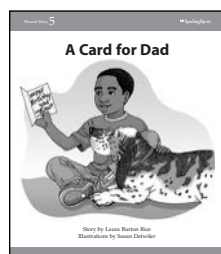
- Have partners check each other. When they have finished, write any letters that the students need to review on the board, going over the key card and writing cue as you write each letter.
- Review the letter cues for three letters of your choice, or use the list below. Have the students write the letters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

/g/ as in green /d/ as in dive /n/ as in nickel

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



Between the Lions



Shared Story

Partner Word and Sentence Reading

- Ask the students to sit with their partners. Distribute the Shared Stories, and have the students turn to the list of story words on the inside front cover.
- **We're going to practice reading words and sentences from the story together. Take turns reading each of the words and sentences with your partner. When you and your partner are finished, I want you to think about which word was the easiest to read and which word was the most difficult to read. Then you can read the sentences.**

Lesson 5 **Day 3**

Team Celebration Points →

- Have partners read the words and sentences together. When they are finished, call on partnerships to tell you which words were easy and which words were difficult. Review reading strategies to sound out difficult words or to read sight words.

Monitor →

- Award team points to partnerships who share easy and/or difficult words.

Partner Reading

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

Monitor the students as they participate in Partner Reading.

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



All Together Now

- **You have done excellent work reading this story. Now we are going to reread the story together as a class to celebrate. This is a time for us to show how well we learned to read this story, so let's read in a nice, clear voice that sounds as though we're telling a story.**
- Have the class read together as a group. Celebrate by leading a class cheer. Choose two students to read for the next story's Reading Celebration.
- Show the second *Between the Lions* segment for lesson 5.



Between the Lions

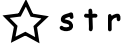
Adventures in Writing

Writing Strategies Bank


Draw a Picture


Draw a Line


Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say

Prewriting

Think-Pair-Share →

- Have the students gather in front of the chart paper or the board. Display the front covers for *A Card for Dad* and *Sophie and the Mother's Day Card*. For each book, review for whom the main characters made a card, the occasion, and the way they decorated the cards.
- **We read two stories in which the main characters made a card for someone. In the Shared Story, Matt made a card. Do you remember whom Matt made a card for? Use Think-Pair-Share to have the students answer. Very good! Matt made a card for his dad. What was the occasion? Use Think-Pair-Share to have the students answer. It was his dad's birthday. How did Matt decorate his card? He used crayons, paper, and glue.**
- **In the STaR story, Sophie also made a card. Do you remember whom Sophie made a card for? Use Think-Pair-Share to have the students answer. Sophie made a card for her mother. What was the occasion? [Mother's Day.] How did Sophie decorate her card? [She made a daffodil flower out of an egg carton.]**
- Lead the class in generating a list of other occasions for which people give cards to others. **What are some other reasons that we might make a card for someone? We can make a list.** Model using strategies from the Writing Strategies Bank as you record the students' responses.

Lesson 5 **Day 3**

Suggestions:

birthday	Find and Copy a Word (from the Red Words on the word wall)
get well	Write Sounds That You Know (“gt wl”)
Father’s Day	Write Sounds That You Know (“Frs D”)
thank you	Write Sounds That You Know (“thk”)
new baby	Write Sounds That You Know (“nw bb”)

- Explain that the students will now pretend that they will make a card for someone. They will answer two questions about their cards.
- Write the following questions on the board:
For whom will you make a card?
How will you decorate the card?
- **Today we are going to pretend that we will make a card for someone. Let’s read these questions to help us think about our cards.** Read the two questions from the board. **I will show you how I will answer these questions.** Read the first question, and model writing an answer. **For whom will you make a card? I will make a get-well card for my grandma.**

Suggested Writing Strategies:

I	Remember a Word
will	Write Sounds That You Know (“wil”)
make	Write Sounds That You Know (“mk”)
a	Say-Spell-Say
get	Write Sounds That You Know (“gt”)
well	Write Sounds That You Know (“wel”)
card	Write Sounds That You Know (“krd”)
for	Remember a Word
my	Remember a Word
grandma	Write Sounds That You Know (“grdm”)

- Reread the sentence; then add a period at the end. **I must add a period to the end of my sentence.** Read the second question, and model writing an answer. **How will you decorate the card? I will use blue paper, glue, and cotton balls.**

Suggested writing strategies:

I	Say-Spell-Say
will	Remember a Word
use	Find and Copy a Word
blue	Write Sounds That You Know (“blu”)
paper	Write Sounds That You Know (“papr”)
glue	Draw a Line
and	Find and Copy a Word
cotton balls	Write Sounds That You Know (“cotton bls”)

- Reread the sentence; then add a period at the end. **I must add a period to the end of my sentence.**

Partner Planning

- Explain that now the students will have the opportunity to plan how they will answer the questions with their partners.
- Have them share their ideas with their partners. Encourage the students to help their partners think about details that they could add to their sentences. Make sure they are thinking about whom the card will be for, the occasion, and how they will decorate the card.
- **Now think about your sentences.** Pause to let the students think. **Now tell your sentences to your partners.** Pause while the students talk. **Now whisper your sentences into your hand, and hold on to them.** Pause. **Now you can write your sentences.**

Writing

- Have the students return to their seats to write their sentences. Distribute writing paper, or have the students use their student writing books.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of the writing strategies from the Writing Strategies Bank for words that they do not know.
- Using the indicators and rubrics from the teacher cycle record form, note any progress in the development of the students’ writing skills for several students.

Expectations for this lesson include:

Uses a Variety of Writing Strategies	Watch for students who do not change what they want to write due to a lack of writing skills. By this lesson, students should begin to incorporate the sounds they are learning in FastTrack Phonics into their writing. They should be moving away from reliance on the writing strategies Draw a Picture and Draw a Line.
Expresses Ideas	The most sophisticated writers will be able to use the ideas from the class list to create complete sentences when talking to their partners and when writing sentences.
Writes with Quality and Quantity	In this lesson, students are expected to write at least two sentences. Each student’s sentences should tell whom the card is for, the occasion, and how the student will decorate the card.

- Allow the students to illustrate their sentences if they finish early.



Writing Celebration

- Randomly select a number, and explain that the team member with that number will read his or her sentence to the team first. Ask the other students on the team to listen carefully while their teammate reads. Remind the other team members to share something they like about the sentence or ask questions afterward.
- The students should take turns reading and hearing feedback until all team members have had an opportunity to share.
- Circulate as the students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage the students to comment positively or ask one another questions about their work.
- Ask a few students to share examples of places where they used writing strategies for words they did not know how to write. Encourage the students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Allow a few students to share what they wrote with the entire class. Remind the students to practice active listening while someone is sharing his or her work.
- Award team celebration points to students who share a writing strategy that they used or who read their writing to the class.

Team Celebration Points

Team Celebration

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



Read &
Respond



Homework

Have the students read the Shared Stories to family members several times. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

Extension Activity (*optional*)

Option 1

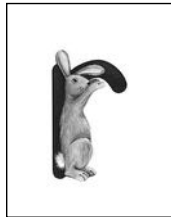
- Introduce and play a circle game for the extension activity.
- Include vocabulary words as much as possible throughout the game.
- Teach the students a sentence using one item to start the game. **For Mother's Day, I gave my mother a lovely daffodil.**
- Model adding on a second item. **For Mother's Day, I gave my mother a lovely daffodil and a messy candy.**
- Prompt the students to think of more items they can add on to the sentence stem. **Can you think of more items you could give your mother for Mother's Day? Try to use our vocabulary words in your answers.** Wait for the students' responses. Prompt them with question stems if necessary.
- Divide the students into groups of four or five. The students will take turns naming what they will give as gifts. All the students repeat the sentence stem as each student adds an item (e.g., a huge hug, a primrose, perfect presents, etc.).
- If time permits, the students can play the game again within their group with a new sentence stem.

Option 2

- Have the students make the cards that they planned during Adventures in Writing.

At a Glance

FastTrack Phonics



Day 1:
New sound: /r/

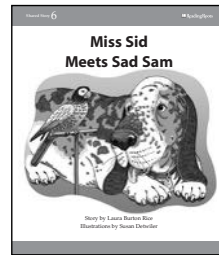


Day 2:
New sound: /b/



Day 3:
New sound: /f/

Shared Story



Shared Story:
Miss Sid Meets Sad Sam
by Laura Burton Rice



Letter Sound: /i/

Strategies/Skills:

Previewing
Understanding the
concept of a sentence
Recognizing
exclamation points
Recognizing
question marks

STaR

STaR Story:

Birds

written by Caroline
Arnold, illustrated
by Patricia J. Wynne

Students will identify
important information
in a text.

Students will use the
Writing Strategies Bank
to write a sentence with
a STaR vocabulary word.

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

Adventures in Writing

Students will write
sentences that describe
story characters.

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

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 5
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 14*

Alphie puppet

Letter-Blending Cards*

Reading Reels for Roots DVD*

Partner Practice Booklet 2

Green index cards, paper, or tag board*

Shared Story

Shared Story 6:

Miss Sid Meets Sad Sam

Language development cards for lesson 6*

Key card for "i"*

Word cards*

Reading Reels for Roots DVD*

STaR

STaR story:

Birds

Writing Strategies Bank (teacher created)

Partner writing books (teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration

- Distribute Super Team, Great Team, and Good Team certificates to the students based on their team celebration point totals from lesson 5. Cheer for each team as its certificate is awarded.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.

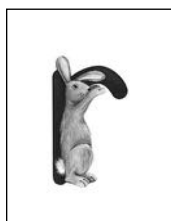
Team Celebration Points →



Read & Respond

**Check Day 3 Homework**

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



Key Card

FastTrack Phonics

Presenting /r/

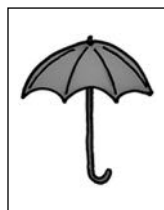
Alphabet Wall Frieze Review

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

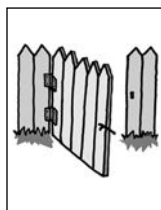
Hear Sounds

Whole Group Response →

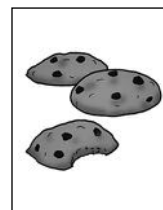
- Show each phonics picture card below, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



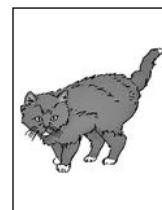
umbrella



gate



cookies



kitten

Say-It-Fast

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

/r-a-ke/ *rake*

/r-o-pe/ *rope*

/r-u-g/ *rug*

/r-i-ce/ *rice*

/t-r-ai-n/ *train*

/r-o-ck-s/ *rocks*

Break-It-Down

- Say each of the words below, and have the students respond by saying them in Alphie Talk.

rug */r-u-g/*

r-u-n */r-u-n/*

rope */r-o-pe/*

truck */t-r-u-ck/*

trade */t-r-a-de/*

creek */c-r-ee-k/*

Read Letter Sounds

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

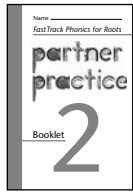


Animated Alphabet

Lesson 6 Day 1

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

With a partner—Have the students turn to page 4 in their Partner Practice Booklets and read the sounds together. Remind the students to write their initials in their partners' books. Initial books as you see success. When finished, read the letters together as a class.



Partner Practice Booklet 2

Stretch and Read

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

With a partner—Have the students turn to page 4 in their Partner Practice Booklets, read the words together, and make up sentences. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

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

Team Celebration Points →



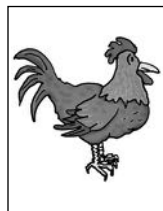
Key Card

Hear the New Sound

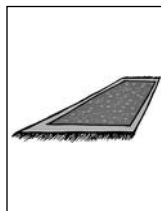
Key Picture—Have Alphie introduce the key card and the alliterative phrase:

The rapid rabbit races. Say the phrase with the students, stretching the /r/ sound in each word.

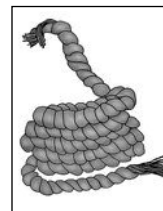
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the phonics picture cards. Say the name, and have the students say it after you. Stretch the initial sound in each word.



rooster



rug



rope



rake

Making the Sound—Ask the students to say /r/. **When I say /r→r/, my tongue lifts up in the back of my mouth. /r→r/. I sound like a car going fast, don't I? /r→r/. Let's all say /r→r/ together. /r→r/**

Think-Pair-Share →

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



Animated Alphabet

Introduce the New Shape

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

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

Interactive
Whiteboard Users

Method varies



The Sound and the Furry

Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (rip, rap, rock). After the students have read each word, write the word on a green card, and read it again with the class.

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

With a partner—Have the students turn to page 4 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then the students can make up sentences using the words.

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

Monitor

Team Celebration Points

r

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **From head to tail and along his paws, /r→r/.**

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

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

/d/ as in doll

/n/ as in nails

/p/ as in pink

/u/ as in under

/g/ as in goal

- Have partners check each other. When they have finished, write any letters that the students need to review on the board, going over the key card and writing cue for each letter as you write it.

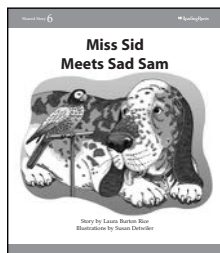
Lesson 6 Day 1

- Review the letter cues for three letters of your choice, or use the list below. Have the students write each letter several times using the letter cue.

/t/ as in target

/i/ as in inside

/o/ as in otter



Shared Story

Previewing

- Display the front cover, and read the title of the Shared Story. **Here is the story we will read today. Let's preview the story by thinking about the title and the picture on the front cover.**
- **This story is called *Miss Sid Meets Sad Sam*. I know that this is Sad Sam** (Point to the dog.), **so this must be Miss Sid.** Point to the bird. **Miss Sid is a bird that we will read about today.**



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

Option A: Teacher Overview

- **Now let's look through the book to see if we can find out more of what this story is going to be about.**
- Display page 1. **A pet is an animal that lives in your house. Sad Sam is a pet. It looks like the family has a new pet.** Point to Miss Sid. **The bird, Miss Sid, is the new pet.** Display page 2. **Do you think a bird and a dog can be friends?** (T-P-S)
- **Let's review some words we will see in the story.** Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Option B: Video Word Play

- **Now we're going to watch a video that will help us find out more about the story.** Show the video Word Play for Shared Story 6 to introduce the story theme and vocabulary. Have the students say the vocabulary words with the video during the "Do You Remember?" section.
- **Let's review some words we will see in the story.** Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Picture Cards

cage	parrot
cage door	tree
friends	wings

Video Words



Miss Sid	fly	tree
ladder	down	cage
parrot	friends	sees
jump	catch	noise

Word Presentation



Animated Alphabet

Introducing the letter sound

- **Let's practice the special letter we'll see a lot of in today's story.** Play the Animated Alphabet segment for lesson 6 of *Reading Reels for Roots*, or display the key card for "i." Have the students review the alliterative phrase and practice the sound.

Introducing Green Words and Red Words

Green Words

Tim	not	sit
in	Miss Sid	sits
did		

- **Now let's practice reading some words.** Show the Sound-It-Out video segments for lesson 6.
- **Let's read some Green Words. Green Words are words that you can stretch and read.**
- Present the Green Word "Sid." (Print it on the board, or hold up the Green Word card.) **Let's read this word together.** Point to each letter as you say: /s...i...d/ /s..i..d/ /s.i.d/ **Sid.** Very good. Stretch and read the remaining Green Words with the students as needed.

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

Red Words

see	is	sees
the		

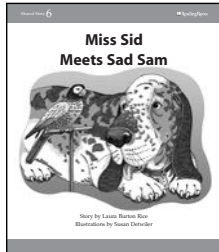
- **Some words we read will be Red Words. Red Words are words that you have to learn by saying them and remembering them.**
- Present the Red Word card for "sees." **This is a word that we will see in the story.** Slide your finger under the entire word and say "sees." Repeat it once more.
- Use the word in a sentence to help clarify the meaning. (Example: **The boy sees a spider on the wall. Sees.**)
- **We can remember Red Words if we Say-Spell-Say them. Watch and listen as I say and spell the word "sees."**
- Say the word "sees." Say it, clapping as you say each letter. (s [clap] – e [clap] – e [clap] – s [clap]) Say it again: "sees."
- Continue with the other Red Words. Post the Red Words in a space designated for Shared Story words. Remove the Red Word cards as soon as the students have learned them.

Introducing readles

Readle

fly	flies	tree
barks	cage	

- **I'd like to show you some special pictures that will help you read words in sentences. These are called readles. Readles are pictures that can be read like words.**
- Hold up the readle for "tree." **When you see the picture, you can say "tree." What is this?** [*Tree.*]
- Continue with the remaining readles. Note that the same picture can represent "fly" or "flies" depending on the sentence.



Partner Word Reading

- Have the students sit with their partners. Designate a Partner A and a Partner B in each pair, or use some other pair of words to distinguish partners. Distribute the Shared Stories, and have partners turn to the list of story words on the inside front cover. **Now you and your partner are going to read some story words together. I'll show you how to do it.**
- Select a confident student to assist you. Model partner reading as described below.

Sit next to a student, point to a word in your copy of the Shared Story, and make sure the student is pointing to the same word in his or her copy. **I need to sit up next to my partner when we read together. We will each point to the word that we are reading and check to make sure that we are both looking at the same word. I am Partner A, so I will read first.**

Stretch and read the first word: /t...i...m/ /t..i..m/ /t.i.m/ Tim.

Have the student who is Partner B put a mark beside the word to show that you read it correctly.

Model how partners can help each other. **I want to have a mark next to every word on my list, so I'll keep reading. The next word is /i.../. I'm having trouble with this word. What can I do? I can ask my partner to help! My partner and I need to remember the special rule: we should use Stretch and Read to help each other figure out how to read a word.** Have the partner start to stretch and read the word: /i...n/ /i...n/. Then read the word yourself: **My partner helped me by stretching and reading this word: /i...n/. Now I can read it myself: "in."**

Explain how you will take turns to read all the words on the list: **It will be my partner's turn to read after I have read all the words on my list. Then I'll listen and mark the words he reads correctly.**

- Designate each student in a partnership as either Partner A or Partner B, and have them take turns listening to each other read the words.

Partner Sentence Reading

- **Now you and your partner will read some sentences together.** Demonstrate how to work with a partner to read the sentences on the inside front cover of the Shared Story. Make sure that the students are all pointing to the word "Tim" in the first sentence and that they continue to point to the rest of the words in the first sentence as you show how to read them.

Model how to read the first word, and have the students repeat. **The first word is a Green Word that we can sound out: /m...i...ss/ /m..i..ss/ /m.i.ss/ Miss. What is the first word? [replies] The word is "miss." Stretch and read "Sid" in the same way.**

Show how to read the next Red Word, and have the students repeat: **Now we can go on to the next word. The next word is a Red Word that we have already practiced. What is it? [replies] The word is "is."**

Lesson 6 **Day 1**

Show how to stretch and read the last word. **Let's try to sound out the last word together: /m...a...d/ /m..a..d/ /m.a.d/ Mad. The word is "mad."**

Review how to recognize the end of a sentence by looking at the end punctuation: **Do you see that little dot after the word "mad"? That dot is called a period, and it lets us know that we have come to the end of the sentence.**

Read the sentence, and have the students repeat: **Let's read the whole sentence again so it sounds smooth. If we read it correctly, our partners can put a mark next to it. We'll begin by pointing to the first word. Ready? Let's read.**

Monitor

- Monitor partners as they take turns reading the next two sentences and marking the ones that their partners read correctly.

Guided Group Reading

Teacher Shared Story

- **Now it's time to read our story.** Have the students turn to the first page of the Shared Story while you turn to the first page of your Shared Story. **I'll read the teacher parts at the top of the page, and you'll read the student parts at the bottom of the page.**
- Model how the teacher and students read together on page 1. Read the teacher text at the top of the page. Then model how to read the student text. Read each sentence in the student text twice to develop fluency. The first time you read, demonstrate how to stretch and read phonetically regular words. The second time, model how to read fluently without pausing for Stretch and Read.
- Beginning on page 2, lead the students in guided group reading. Read the teacher text at the top of each page, then read the student text with the students, following the same process as demonstrated above. **I am going to read the part at the top of the page. Then I will say, "Point, ready, read," and we will read the first sentence together. We will read it twice. The first time we need to figure out the words. Then we will read the sentence quickly so we understand it. We will do that with each sentence.**
- Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Show the students how to recognize an exclamation point and to read with appropriate expression.

Point to the sentence on page 5: "Sit, Sad Sam! Sit!" **Do you see the long line with a dot under it at the end of this sentence? That is called an exclamation point. It shows that a sentence has come to an end, just like a period. But it is different from a period because it also shows that the sentence has to be read with special emphasis.**

- Ask suggested questions in the teacher edition *as needed* to ensure comprehension.

Discussion Questions



After you have read the story, review the picture cards (or selected cards) with the students. Display each card, name it, and have the students name the card with you. (cage, parrot, cage door, tree, friends, wings)

Think-Pair-Share

- Ask the discussion questions listed on the inside back cover of the teacher's Shared Story. Have the students use the Think-Pair-Share strategy to discuss one another's responses. Call on different partnerships to share their answers with the class.
1. **Who is Miss Sid?** *[Miss Sid is Tim's new pet parrot.]*
 2. **What does Miss Sid do when Sad Sam barks?** *[She flaps her wings and flies out of her cage.]*
 3. **Who finds Miss Sid? Where is she?** *[Sad Sam finds Miss Sid in a tree.]*



Reading Celebration

- Have two students read a page or two of a familiar story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates. Choose two students to prepare to read for tomorrow's Reading Celebration.
- Close with a quick review of the word wall.

STaR Words

skeleton	soaring
spread	migrate

STaR

STaR Story

Birds

Written by Caroline Arnold

Illustrated by Patricia J. Wynne

Background Words

feather	wings
bones	landing

Summary: *This expository text focuses on the ability of birds to fly and examines it from all angles. The author discusses the concept of lift and how birds' wings and feathers are structured to make flight possible. The book includes explanations about taking off, flapping, gliding, hovering and soaring, and steering and landing. At the end, birds that cannot fly are briefly examined.*

Preview

- Display the front cover of the book, and read the title and author while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what is being explained in various parts of the book. Review the underlined STaR words as appropriate.
- Display the front cover of the book, and read the title and author.

Lesson 6 **Day 1**

- Cover: **The name of the book is *Birds*. This book is a little different from the other books that we have read. This book is not a made-up story like *Miss Sid Meets Sad Sam*. It is about real birds, not imaginary ones.** Point to the cover. **Look closely to see if you can find a bird that looks like Miss Sid on the cover.** Wait for the students' responses. Point to the parrot. **Very good! This is a picture of a parrot. Miss Sid is a parrot.**
- **Expository texts have a big topic. A big topic is what the book is mostly about. What is the big topic of this book? Wait for the students' responses.**
- Page 4: **This book is also different because it has illustrations that help us understand the text better. For example, this is an illustration of a bird's skeleton and organs. A skeleton is the set of bones in a body. People and other animals, like birds, have skeletons. The words next to the arrows are labels. Labels are words that help us identify parts of an illustration.**
- Page 18: **This book also uses headings. A heading tells us what we are going to read about in this part of the book. For example, this heading is "Gliding and Soaring." Gliding and soaring are ways of flying. When a bird soars, it uses the air to fly without effort. Look at this picture. This bird is soaring above the ocean.**
- Page 32: **This expository text also has a glossary. The glossary is a list of words used in the book and what they mean. Read a couple of words and their definitions as an example.**
- Read aloud the STaR words below, and ask the students to repeat them after you. If possible, post the words on cards, or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell the students that these are important words for the book, and ask them to listen for the words as you read.

STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
skeleton	5	set of bones in a body	Picture Walk, page 4
spread	13	to open	The bird <i>spread</i> its wings before flying.
soaring	17	a way of flying	Picture Walk, page 19 Pantomime and invite the students to soar with you.
migrate	24	to travel with the seasons	Geese <i>migrate</i> to warmer places when it gets cold.

Lesson 6 **Day 1**

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

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
bones	5	the hard, structural parts of the body of many animals	People have 206 <i>bones</i> in their bodies. (Invite the students to feel the bones in their hands or shins.)
wings	6	the part of an animal's body that is used for flying	Flies use their <i>wings</i> for flying.
feather	8	the things that cover a bird's skin	Some seagulls' <i>feathers</i> are white.
landing	23	coming down from the sky	The bird is <i>landing</i> on the tree branch.

This book is about birds. Birds and other animals that fly have wings. Wings are the part of an animal's body that is used for flying. But animals are not the only things that have wings. What other things have wings? Invite the students to describe other things that have wings. If the students have limited language ability, prompt them with questions such as: Does an airplane have wings? What are the wings of an airplane like?

"Landing" means to come down, to stop flying. Where have you seen birds land? Where do airplanes land?

A bird's skin is covered in feathers. Feathers help birds fly. Have you ever touched a bird's feather? How did it feel?

People and some animals, like birds, have bones. Bones are the hard, structural parts of the body. What other animals have bones?

Interactive Reading

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

Teacher’s Note: The questions are based on the body of the text. The information in the smaller sidebar areas uses complex concepts and vocabulary. These sidebars are not the focus for the students.

Think-Pair-Share

	Page 3	Use Think-Pair-Share to ask the students: What’s important to know on this page? The book says that flying helps birds in different ways. Use Think-Pair-Share to ask the students: How does flying help birds? Provide the students with the following sentence stem. Flying helps birds <i>[find food, escape from predators, travel easily over long distances, etc.]</i> .
	Page 5	Use Think-Pair-Share to ask the students: What did we learn on this page? “<u>Skeleton</u>” is one of the STaR words. This illustration helps me understand what “skeleton” means. A <u>skeleton</u> is a set of bones in a body. Point to the bird’s skeleton. This is the <u>skeleton</u> of a bird.
	Page 6	Use Think-Pair-Share to ask the students: What’s important to know on this page? Use Think-Pair-Share to ask the students: What do birds need to fly? Provide the students with the following sentence stem. Birds need <i>[wings]</i> to fly. Have the students repeat the complete answer with you.
	Page 8	Use Think-Pair-Share to ask the students: What is this part mostly about? Provide the students with the following sentence stem. This part is mostly about <i>[feathers]</i> .
	Page 10	A bird’s wings are made of bones. Look at this illustration. Point to the bird wing bones in the illustration at the bottom of the page. These are bird wing bones. Point to the human hand bones. And these are a person’s hand and arm bones. Do you think a bird’s wing and a person’s arm and hand look similar? (Wait for the students’ responses.)
	Page 13	“<u>Spread</u>” is one of the STaR words. The book says that eagles and vultures can <u>spread</u> their wings and catch the wind. But what does “<u>spread</u>” mean? In this case, “spread” means to open. Use Think-Pair-Share to ask the students: What is the bird in this illustration doing? Provide the students with the following sentence stem. The bird <i>[spreads]</i> its wings. Have the students repeat the complete answer with you.

Lesson 6 Day 1



- Page 14 Use Think-Pair-Share to ask the students: **What did we learn on this page?** (Wait for the students' responses.) **Birds flap their wings to get enough power to fly. When a bird flaps its wings, it moves them up and down. Show me how birds flap their wings.**
- Page 17 **“Soaring” is one of the STaR words. The book says that birds that soar over the sea usually have long, narrow wings that are good for riding with the wind. This helps me better understand what “soaring” means. Soaring is a way of flying.**
- Page 23 Use Think-Pair-Share to ask the students: **What is this part mostly about?** Provide the students with the following sentence stem. **This part is mostly about [landing].** Have the students repeat the complete answer with you.
- Page 26 Use Think-Pair-Share to ask the students: **What’s important to know on this page?** (Wait for the students' responses.) **“Migrate” is one of the STaR words. The book says that some birds travel, or migrate, with the seasons. This helps me understand that “migrate” means traveling with the seasons. Geese are some of the birds that migrate. They go south when winter is coming and north when summer is coming.**
- Page 27 Use Think-Pair-Share to ask the students: **What birds can’t fly?** Provide the students with the following sentence stem. *[Ostrich, penguin, kiwi, kakapo]* **can’t fly.** Prompt the students to say “penguins” or “ostriches.” Have the students repeat the complete answer with you.
- Page 28 Use Think-Pair-Share to ask the students: **What other animals with bones can fly?** Provide the students with the following sentence stem. *[Bats]* **can fly.** Prompt the students to say “bats.” Have the students repeat the complete answer with you.



STaR Celebration

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

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

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

- Say the STaR words again. Ask the students to pick STaR words and to discuss the words they choose in partnerships or teams. Tell the students to practice using their words in complete sentences. Ask them to share their sentences in their partnerships and teams.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter

Team Celebration Points

STaR Writing

Writing Strategies Bank



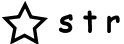
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word



Say-Spell-Say

- Restate each of the STaR words.
- Tell the students to work with partners to think of sentences using the STaR words. The students may use the same words they used for their celebration sentences or different words.
- Model writing your own sentence using the strategies from the Writing Strategies Bank suggested below or those most needed by your students.
- **I made a sentence with the word “migrate.” My sentence is, “Some birds migrate in the winter.”**

Suggested strategies:

Some	Write Sounds That You Know (“Som”)
birds	Write Sounds That You Know (“brds”)
migrate	Find and Copy a Word
in	Remember a Word
the	Remember a Word
winter	Remember a Word

- **Let’s read my sentence together.** (Point to each word or picture as you read your sentence with the class.) **I need to remember to put a period at the end.** (Add a period.)
- Invite the students to share with their partners the sentences they will write.
- Allow time for the students to write their sentences in their partner writing books. Circulate as they write, discussing with the students the strategies that they used.

Lesson 6 **Day 1**

Team Celebration Points →

- Select one or two students to share their written sentences with the class. Try to select students who have used the new strategy. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.

Team Celebration Points →

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

Alphie's Questions:

Why is a bird's skeleton made of hollow bones?

Why does a bird spread its wings?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>fly</i>	Good answer. Can you say that in a complete sentence? <i>The hollow bones in a bird's skeleton help it to fly.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The hollow bones in a bird's skeleton help it to fly."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Hollow bones help it to fly.</i>	Good answer. Can you add some details to your sentence? <i>Hollow bones are light, and it makes it easier for a bird to fly with light bones.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>How do hollow bones help a bird to fly?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Homework

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

You will need:**FastTrack Phonics**

Phonics picture cards from section 15*

Alphie puppet

Letter-Blending Cards*

Reading Reels for Roots DVD*

Partner Practice Booklet 2

Green index cards, paper, or tagboard*

Shared Story

Shared Story 6:
Miss Sid Meets Sad Sam

Reading Reels for Roots DVD*

Reading Celebration certificates

STaR

STaR story:
Birds

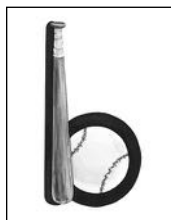
Idea tree poster*

Writing Strategies Bank (teacher created)

Partner writing books (teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration Points →



Key Card

→ Whole Group Response



Read & Respond

**Check Day 1 Homework**

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

Alphabet Wall Frieze Review

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

Hear Sounds

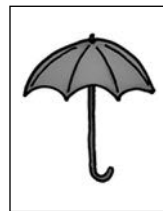
- Show each phonics picture card below, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



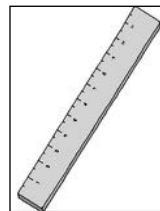
cap



kitchen



umbrella



ruler

Say-It-Fast

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

/b-e-d/ *bed*

/b-i-k-e/ *bike*

/b-e-e-f/ *beef*

/b-e-s-t/ *best*

/b-r-e-a-d/ *bread*

/b-e-d-s/ *beds*

Lesson 6 Day 2 • • • • •

Break-It-Down

- Say each of the words below, and have the students respond by saying them like Alphie does.

bent	/b-e-n-t/	crab	/c-r-a-b/
bed	/b-e-d/	brush	/b-r-u-sh/
tub	/t-u-b/	tops	/t-o-p-s/



Animated Alphabet

Read Letter Sounds

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

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

With a partner—Have the students turn to page 5 in their Partner Practice Booklets and read the sounds together. Remind the students to write their initials in their partners' books. Initial books as you see success. When finished, read the letters together as a class.



Partner Practice Booklet 2

Stretch and Read

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

With a partner—Have the students turn to page 5 in their Partner Practice Booklets, read the words together, and make up sentences. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

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

Team Celebration Points

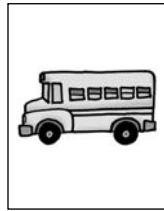


Key Card

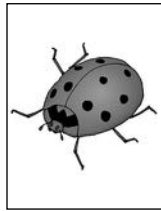
Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **The boy bats balls.** Say the phrase with the students, emphasizing the /b/ sound in each word.

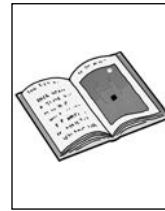
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the phonics picture cards. Say the name, and have the students say it after you. Say the initial sound in each word three times.



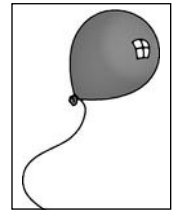
bus



bug



book



balloon

Making the Sound—Ask the students to say /b/. **My lips go together and pop open when I say /b...b...b/. Put your hand on your throat. You can feel the hum. /b...b...b/. Let's say that together.** Say the /b/ sound three times slowly with the students. Make sure that they do not add a vowel and say “buh.”

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

Think-Pair-Share



Animated Alphabet

Introduce the New Shape

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

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

Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (“bed,” “bat,” “big”). After the students have read each word, write the word on a green card, and read it again with the class.

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

With a partner—Have the students turn to page 5 in their Partner Practice Booklets and read the words in the bottom box together. Then the students can make up sentences using the words.

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

Interactive
Whiteboard Users

Method varies



The Sound and the Furry

Monitor

Team Celebration Points

b

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times:
Down the bat and right around the ball, /b...b...b/.

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

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

/r/ as in run

/n/ as in nails

/t/ as in ten

/k/ as in kangaroo

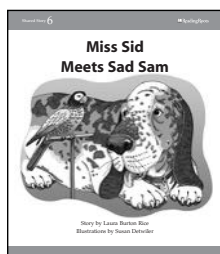
/c/ as in caterpillar

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

/p/ as in pan

/u/ as in umbrella

/i/ as in inch



Shared Story

Story Review

- **Yesterday we read a new story. I want to see how much you remember about this story.** Review the title of the story and the characters with the students. Ask the following review questions. (T-P-S)

1. **Why did Miss Sid fly into the tree?** [*Miss Sid was afraid of Sad Sam. She flew away from him and into the tree.*]
2. **Did Miss Sid change her mind about Sad Sam at the end?** [*Yes. At the end of the story, Miss Sid liked Sad Sam.*]

Partner Word and Sentence Reading

- **Let's look at the story words that we read yesterday.** Write three or four Green Words from the story on the board, or display three or four Green Word cards. Have the students read each one. Offer assistance (using Stretch and Read) only if the students need it. Point to each of the posted Red Words, and have the students read them. Offer assistance, if necessary, by reading the word and asking them to repeat it.

Lesson 6 **Day 2**

- **Now let's practice reading words with our partners.** Have each student sit with a partner. Distribute the Shared Stories, and ask the students to turn to the list of story words on the inside front cover.
 - **If you are Partner A, you will go first. You'll read the story words to your partner. If you are Partner B, you will listen and help your partner with difficult words. If your partner asks for help, you can help by stretching and reading the word. Remember: give help only if your partner asks. The As may begin reading now.**
- Monitor →
- Monitor the students as they read story words to each other. Make sure the students switch roles so Bs get to read and As are listening and monitoring.
 - When the students have finished reading the words, they may go on to the sentences.

Partner Reading

- **Yesterday we read this story as a group. Today we will read it with a partner** Have partners sit up straight and open the book to the first page. They should point to the first word.
 - **That is the proper reading position. When I see everyone sitting up and pointing to the first word, I know that you are ready to begin reading.**
 - Model Partner Reading. Select a confident student to sit with you. **Now I will show you how to read with a partner. One partner reads, and the other one listens. I'm Partner A, so I'll read first.**
 - Read the student text of the first page by stretching and reading; then reread it normally. Be sure to demonstrate pointing to each word as you read. **I used Stretch and Read to read the words; then I read the sentence again so I could be sure that I understood what I read.**
 - **When I finish reading, my partner will retell what happened on the page.**
 - **On the next page, it is my partner's turn to read. I need to listen, pay attention, and follow along by putting my finger on each word as my partner reads it. Then it will be my turn to retell what happened.** Have your student partner read the next page while you model active listening skills.
- Monitor →
- **Now you're ready to read with your partners.** Monitor the students as they practice partner reading, and continue to model specific reading strategies as necessary.
 - As you monitor the students, record rubric scores for several students on the teacher cycle record form for:
 - accuracy,
 - the use of word strategies introduced so far,
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.

Partner Story Questions

- Have the students turn to the inside back cover of the Shared Story.
- Discuss and model for the students how to read and answer the comprehension statements and questions with their partners. **Now we're going to take turns with a partner to read and respond to some sentences about the story. If we decide that the sentence is right, we'll point to "yes" and circle it. If we decide that it is not right, we'll point to "no" and circle it.**

Choose a student to be your partner and sit beside you. Make sure that you are both looking at the first comprehension question on the inside back cover of the story.

We will take turns. I'm Partner A, so I'll go first. I see a curly mark at the end of the sentence. That is a question mark. A question mark lets you know that you are going to read a question. Since I'm reading a question, I have to make it sound a little different from when I read a sentence. Model how to read the first question with the appropriate intonation. **Did Sad Sam fly?**

Show how to respond to this comprehension question. **I'm going to think about this; then I'll ask my partner.** To student partner: **Did Sad Sam fly?** Model how to respond in a complete sentence: **No. Sad Sam did not fly.** Point to the word "no" under the question, and have the partner point also.

Have your student partner read the next statement, and model active listening.

Teacher's Note: This is the first lesson in which the students are expected to write part of the answer. Model finishing the sentence or writing the answer, depending upon student readiness.

- Have the students complete the discussion questions with their partners. Circulate to monitor that the students are demonstrating comprehension and to provide support. As the lessons progress, the number of comprehension statements will decrease and the number of comprehension questions will increase. Continue to model how to respond, and allow the students to answer orally or to write their responses, depending on what they are able to do.



Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression. **We are going to practice reading a story with expression. When we read with expression, it's like we're telling a good story.** Model reading page 1 with expression.
- Have the class begin reading on page 2 and read for approximately two minutes. **I will say, "Point, ready, read," and we will read the page together.** Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.

Team Celebration Points →



Between the Lions

- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 6.

STaR

STaR Review

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

Display the cover of the book. **What is the title of this book?** [*The title is Birds.*]

What is a bird skeleton like? [*A bird skeleton is very light.*] **What are skeletons made of?**

Display page 4. **Why do birds have wings? What other animals have wings?**

Why do birds spread their wings? [*Birds spread their wings to catch the wind and fly.*] **Show me how a bird can spread its wings.**

Display page 5. **Do people have bones? What other animals have bones?**

What does “soaring” mean? [*Soaring is a way of flying.*] **Where can we see a bird soaring?** [*We can see a bird soaring over the sea.*]

Display page 9. **What is a bird’s skin covered with? Can feathers have different colors?**

When do birds migrate? [*Birds migrate when the seasons change.*] **What are some birds that migrate?** [*Geese are some of the birds that migrate.*]

Display page 23. **Why is landing so dangerous? What birds land in water?**

Do you have more questions about birds? [*For example, how are birds born?*]

Idea Tree

If you aren’t using an interactive whiteboard, display the idea tree poster where all the students can see it.

Structure Review

- Introduce the idea tree. Explain to the students that we will draw branches on the tree that tell important information from the text.
- Guide the students in identifying the broad topic of the book. **When we read expository texts like the book *Birds*, we learn important information. An idea tree like this one helps us remember the important information from the text. The trunk of the idea tree tells the main topic of the book. Each branch on the idea tree gives important details from the text. Let’s think about the main idea of the book.** Use Whole Group Response to ask the students: **What is this book mostly about?** [*responses*] **Yes, the book is mostly about how birds fly. So we can write, “How birds fly,” on the trunk.**

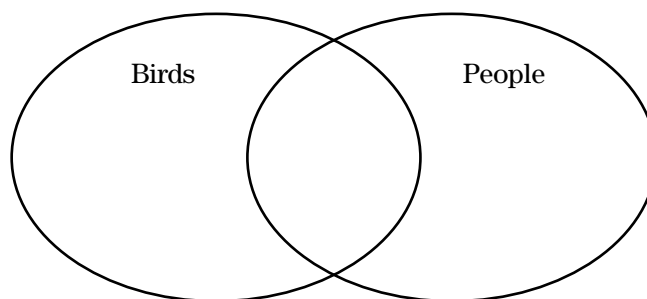
Lesson 6 Day 2

- Present each two-page spread, and help the students to generate the main ideas of the text. **Let's use our idea tree to help us think about important parts of the text.**
- Display pages 2 and 3, and use Think-Pair-Share to ask: **What is this part of the book mostly about?** Wait for the students' responses. **This part of the book tells about why birds fly. We can write that on a branch of the idea tree.** Draw a branch on the idea tree. Model writing, "Why birds fly," on the branch.
- Display pages 4 and 5 and ask: **What is this part of the book about?** Wait for the students' responses. **This part of the book is about what makes a bird's body light so it can fly. We can write this on a branch of the idea tree.** Draw another branch. Model writing, "Birds have light bodies," on the branch.
- Continue to present each two-page spread of the book, and engage the students in identifying the main ideas for each.
- Review the idea tree, rereading the topic and main ideas with the students.

Retell

- Expand understanding about the book's details by using one of the following retell activities.

Option 1: Graphic Organizer: Compare and Contrast



Think-Pair-Share →

- Remind the students that they learned a lot about birds in the Shared Story and STaR book. Explain that today they will use a graphic organizer called a Venn diagram to think about how birds and people are the same and different. Label one circle "Birds" and the other circle "People." Explain the graphic organizer, telling the students what should go in each part.
- Ask the students what they remember about each subject. Use Think-Pair-Share to have the students share their answers. Fill in the appropriate circles as the students respond.
- Ask the students what they remembered that was the same about both subjects. Use Think-Pair-Share to have the students share their answers. Fill in the overlapping part of the circles as the students respond.
- Summarize the similarities and differences. (Birds and people are the same because they both have bones. They are different because birds can fly and people can't.)

Think-Pair-Share

Option 2: Reread the book.

- Ask the following questions as you reread the story. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.

Can people fly? Why not?

How do feathers help birds fly?

What is the hardest part of flying for a bird?

What bird is the champion of hovering?

What is the most dangerous part of flying?



STaR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in partnerships or teams. Ask the students to pick a favorite part of the book. Tell the students to practice talking about their favorite parts in complete sentences, telling why they like it. Ask them to share their sentences in their partnerships or teams.
- Ask them to tell to which part of the idea tree their sentences relate.
- Use Random Reporter to select students to share their sentences with the class.

Random Reporter

STaR Writing

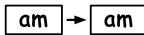
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word



Say-Spell-Say

- Explain to the students that they will now write sentences about their favorite parts of the book.
- Review the writing strategies you have already introduced as you model writing a complete sentence with one of the words.
- Write the question, “Which part of the book did you love most?” on the chart.

Lesson 6 **Day 2**

- Point to the chart. **Today we are going to answer the question, “Which part of the story did you love most?”**
- I enjoyed the part about birds’ wings because I always wondered how they work.

My sentence will be, “I love the part about birds’ wings because I always wondered how they work.”

Suggested strategies:

I	Remember a Word
love	Say-Spell-Say
the	Remember a Word
part	Write Sounds That You Know (“prt”)
about	Draw a Line
birds’	Write Sounds That You Know (“brds”)
wings	Write Sounds That You Know (“wis”)
because	Draw a Line
I	Remember a Word
always	Draw a Line
wondered	Write Sounds That You Know (“wndrd”)
how	Write Sounds That You Know (“h”)
they	Remember a Word
work	Remember a Word

- Reread the entire sentence, touching each word or line as you do.
- Explain that the students will now write sentences about their favorite parts of the book in their writing notebooks.
- Allow time for the students to write their sentences in their writing notebooks. Circulate as they write, discussing with the students the strategies they have used.
- Select one or two students to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

Team Celebration Points →

Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.

Lesson 6 Day 2 • • • • •

Team Celebration Points

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

Alphie's Questions:

Why do birds migrate?

Where do birds usually soar?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>food</i>	Good answer. Can you say that in a complete sentence? <i>Birds migrate to find food.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Birds migrate to find food."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Birds migrate to find food.</i>	Good answer. Can you add some details to your sentence? <i>Birds migrate because it's hard to find food in the winter.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why can't birds find food without migrating?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Read & Respond



Homework

Have the students read partner story questions and discuss the answers with family members several times. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

Students have been using Stretch and Read to help them understand the concept that words are made up of separate sounds that can be identified, then blended together to read words. Now they are ready to build on that concept to spell words. Students will identify the separate sounds in words, then write the letters for each of the sounds that they hear. Students will use two activities to learn and practice these concepts.

The first activity is a game called Stretch and Count. Stretch and Count helps students identify and count the sounds in words. In Stretch and Count, the teacher says a word, and the students use Alphie Talk to break it down into its separate sounds. The teacher shows students how to count the sounds on their fingers as they do this. For example, while using Alphie Talk to say the word “fat,” the teacher holds up one finger each time a new phoneme is spoken. /f/ (hold up one finger) /a/ (hold up another finger) /t/ (hold up a third finger). This makes it very clear to the students that there are three sounds in the word “fat.” This is how students stretch and count a word; they stretch it to hear each sound, then count the sounds on their fingers.

As soon as students understand how to stretch and count words, they will learn how to do this “secretly.” Students will use the fingers of one hand to count the sounds in words and use the other hand to hide their fingers. When the entire class has had a chance to stretch and count the word, the teacher will have students check with their partner. Finally, the teacher will say “Show me your fingers!” The students will hold their hands up high so that they can show how many sounds they counted in the word.

Stretch and Count turns a necessary process into a fun game for the class. Students need to hear each phoneme before they can write the letters for those

phonemes. Stretch and Count ensures that students are analyzing and thinking about the words that they want to spell. When students are holding up the correct number of fingers, they can take part in another fun activity using their “magic pencils.” Students use their “magic pencil” (their index finger) to write a letter on each of the fingers that they are holding up. For the word “bat,” students would use their magic pencil to write the shape of the letter “b” on one finger, the shape of the letter “a” on the next finger, and the shape of the letter “t” on the third finger. Again, this activity makes a fun game out of a necessary skill that students need to learn how to spell words; they learn to assign letters to the sounds that they hear, and they gain practice writing them.

When students know how to use Stretch and Count to analyze a word, they are ready to learn the second activity, Stretch and Spell, in which students spell words using sounds. Stretch and Spell will begin in Lesson 9. Stretch and Spell is a continuation of Stretch and Count; students count the sounds they hear in words, then write the letter for each sound in their partner writing books. Students check each other’s work to provide feedback and assistance to each other.

As with Stretch and Read, this activity may take some time to develop at first. You will need to use extensive modeling in the early stages, and make sure that students are participating in each part of the process—from repeating the word, to stretching and counting the sounds, to writing the letters. This will prevent students from trying to memorize whole words or guess at spelling. By stressing the importance of using Alphie Talk to listen to the sounds, you are reminding students that they can use skills that they already have to spell words, increasing their confidence and independence.

You will need:**FastTrack Phonics**

Phonics picture cards
from section 16*

Alphie puppet

Letter-Blending Cards*

Reading Reels for Roots
DVD*

Partner Practice
Booklet 2

Green index cards, paper,
or tagboard*

Shared Story

Shared Story 6:
Miss Sid Meets Sad Sam

Reading Reels for Roots
DVD*

Adventures in Writing

Shared Story 6:
Miss Sid Meets Sad Sam

Writing Strategies Bank
(teacher created)

Partner writing books
(teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration Points →



Read &
Respond

**Check Day 2 Homework**

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



Key Card

FastTrack Phonics

Presenting /f/

Whole Group Response →

Alphabet Wall Frieze Review

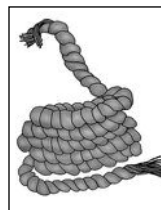
- Point to each key card in the wall frieze, and ask the students to name each picture.

Hear Sounds

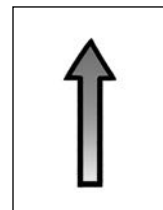
- Show each phonics picture card below, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



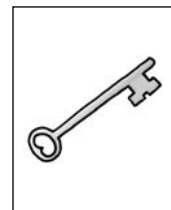
bed



rope



up



key

Say-It-Fast

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

/f-i-r-e/	<i>fire</i>	/l-e-a-f/	<i>leaf</i>
/b-e-e-f/	<i>beef</i>	/f-l-igh-t/	<i>flight</i>
/f-i-s-h/	<i>fish</i>	/f-l-a-g/	<i>flag</i>

Break-It-Down

- Say each of the words below, and have the students respond by saying them in Alphie Talk.

fish	/f-i-sh/	fruit	/f-r-u-i-t/
sniff	/s-n-i-ff/	fly	/f-l-y/
flap	/f-l-a-p/	feet	/f-ee-t/



Animated Alphabet

Read Letter Sounds

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

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

With a partner—Have the students turn to page 6 in their Partner Practice Booklets and read the sounds together. Remind the students to write their initials in their partners’ books. Initial books as you see success. When finished, have the students read the letters together as a class.



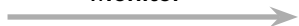
Partner Practice Booklet 2

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for the students to stretch and read. Gradually reduce your support so the students are reading the words on their own.

With a partner—Have the students turn to page 6 in their Partner Practice Booklets, read the words together, and make up sentences. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Monitor



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

Team Celebration Points



- Award team celebration points to students who read the challenge words or share a sentence successfully.

Quick Erase

- **Today we're going to play a new reading game.**
- Write the word "sad" on the board. Put your finger under the first letter. Say: **Make the sound for each letter as I touch it.** Slowly touch each letter, and make the sounds with the students. Then sweep your finger under the entire word, and read it with the students.
- **Now I want to see if I can trick you. I'm going to change one letter in this word. Do you think you can read it if I change one letter?** Change the letter "d" to "t." Sound out the word by touching each letter and making its sound. Then read the whole word. Continue to change one letter at a time, and read the words with the students. Gradually reduce your support so the students can read on their own. Use the following word sequence:

sad...sat...sit...bit...bat

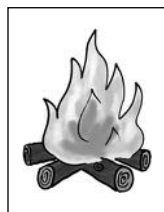


Key Card

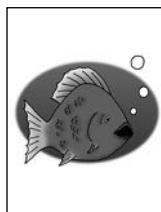
Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **The floppy flower falls.** Say the phrase with the students, stretching the /f/ sound in each word.

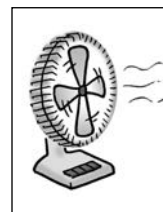
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the phonics picture cards. Say the name, and have the students say it after you. Stretch the initial sound in each word.



fire



fish



fan



five

Making the Sound—Ask the students to say /f/. **When I say /f→f/, my teeth touch my bottom lip.** Put your teeth in the /f/ position, and point to them. **I make the /f→f/ sound by pushing air between my teeth. /f→f/. Let's say that sound together. /f→f/**

Think-Pair-Share →

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



Animated Alphabet

Introduce the New Shape

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let's see our key card in action. This will help us remember how the shape and sound go together.**

After playing the segment, ask the students what sound the letter makes.

- Write the letter "f," and show the students how the letter looks like the picture. Build a strong connection between the picture and the letter.

Stretch and Read with the New Letter

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

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

With a partner—Have the students turn to page 6 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then the students can make up sentences using the words.

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

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

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Curve down the flower and then across the leaves, /f→f/.**

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

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

/a/ as in apple

/u/ as in ugly

/b/ as in back

/s/ as in simple

/i/ as in igloo

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

/m/ as in Maria

/d/ as in Dan

/t/ as in Tom



The Sound and the Furry

Monitor

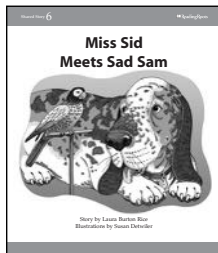
Team Celebration Points

f

Stretch and Count



- **Now that you can read words, you can learn how to write words too. We'll learn how to spell words using a game called Stretch and Count. Say "fat."** [*Fat.*] **Let's say "fat" in Alphie Talk.** [*/f→f/ /a→a/ /t/.*] **Put your hand on your lips to feel the sound change. Let's use our fingers to count the sounds that we hear in "fat."** Watch me. Hold up one finger for each sound as you say: */f→f/ /a→a/ /t/*. **How many sounds are there?** [*Three.*] **Right. There are three.**
- **Now you can try it with me. Let's stretch and count the sounds in "sit."** **But don't show anyone your fingers yet!** Show the students how they can hide their fingers with their other hands as they count. After the students have counted the sounds on their fingers, have them check with their partners. Then, say: **Show your fingers!**
- **Great, you did it! You have three fingers up. Now we can use our magic pencils and write a letter for each sound in the word "sit."** **The first sound is /s→s/.** Let's write the letter for */s→s/* on our first finger. Demonstrate for the students how you "write" a letter on one of your fingers by pretending that your finger is a pencil. This activity is similar to writing letters in the air. **The next sound is /i→i/.** Let's write the sound for */i→i/* on the next finger. Repeat the process for the letter "t."
- **Good work! Let's stretch and count some more words. After we count the sounds, we'll write the word on our fingers with our magic pencil.** Repeat the procedure with the words "sun," "fin," and "sat."



Shared Story

Partner Word and Sentence Reading

- Ask the students to sit with their partners. Distribute the Shared Stories, and have the students turn to the list of story words on the inside front cover.
- **We're going to practice reading words and sentences from the story together. Take turns reading each of the words and sentences with your partners. When you and your partner are finished, I want you to think about which word was the easiest to read and which word was the most difficult to read. Then you can read the sentences.**
- Have pairs read the words and sentences together. When they are finished, call on partnerships to tell you which words were easy and which words were difficult. Review reading strategies to sound out difficult words or to read sight words.
- Award team celebration points to partnerships who share easy and/or difficult words.

Team Celebration Points →

Monitor

Partner Reading

- **Now we're ready to read the story with our partners, just like we did yesterday. Since we already know what happens in the story, we can use this time to practice reading in our best storytelling voices. A storytelling voice is nice and smooth. Let's practice that today as we read the story together.** Monitor the students as they participate in partner reading.
- As you monitor the students, record rubric scores for several students on the teacher cycle record form for:
 - accuracy,
 - reading smoothly and with expression,
 - the use of word strategies introduced so far,
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.



All Together Now

- **You have done excellent work reading this story. Now we are going to reread the story together as a class to celebrate. This is a time for us to show how well we learned to read this story, so let's read in a nice, clear voice that sounds as though we're telling a story.**
- Have the class read together as a group. Celebrate by leading a class cheer. Choose two students to read for the next story's Reading Celebration.
- Show the second *Between the Lions* segment for lesson 6.



Between the Lions

STaR

Vocabulary Review: Silly or Sensible?

Think-Pair-Share

- Read each sentence listed below, asking the students to think about whether it is silly or sensible. Explain that "sensible" means that the sentence makes sense. Use Think-Pair-Share and ask the students: **Was that sentence silly or sensible? Decide with your partner whether the sentence was silly or sensible and why.**
- After providing time for partner discussion, ask the class: **Was it silly or sensible? Show me with your hands.** Ask the students to raise their hands normally if the sentence is sensible and in a silly way (e.g., wiggling fingers, flopping their wrists, etc.) if the sentence is silly.
- Call on a student to share his or her answer. If the sentence is silly, be sure to ask the student to tell why.

Lesson 6 Day 3 • • • • •

- Review word meanings with examples and definitions as necessary.
 1. The **daffodils** grow in the clouds. [*silly*]
 2. The square has four **perfect** corners. [*sensible*]
 3. Alice's room is clean, and everything is in its place; it's a complete **mess**! [*silly*]
 4. My baby brother has big **wings**. [*silly*]
 5. Dad goes on **errands** to the bank and post office on Tuesday afternoons. [*sensible*]
 6. When geese **migrate**, they stay in the same place for months; they don't go anywhere. [*silly*]
 7. We buy our **groceries** in our backyard. [*silly*]
 8. I gave Sheila money for my birthday **present**. [*silly*]
 9. When the dog behaves badly, we give him a big bone as a special **treat**. [*silly*]
 10. People, dogs, and birds have **skeletons**. [*sensible*]

Adventures in Writing

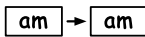
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word



Say-Spell-Say

Prewriting

- Have the students gather in front of the chart paper. Display the Shared Story *Miss Sid Meets Sad Sam*.
- Review what happened when Miss Sid and Sad Sam met. **What happened when Miss Sid met Sad Sam?** Show pages from the story to remind the students what happened if needed. **Sad Sam barked at Miss Sid. She got scared and flew away.**

Lesson 6 **Day 3**

- Explain the benefits of introducing people to one another. **This problem might have been avoided if Tim had done a better job of introducing the two animals to each other. Today you are going to pretend that you are a friend of both Miss Sid and Sad Sam, and you are excited to introduce these two characters to each other because you think they will be good friends. You will write what you would say about each character if you were to introduce them to each other.**
- Explain and model how to introduce people using two students as examples. **When we introduce someone, first we tell his or her name, and then we tell something about him or her such as something the person likes to do or something he or she is good at doing.** Invite two students to come to the front of the room, and introduce them to each other. Be sure to include each student's name and something about him or her.

Example:

This is Pedro. Pedro likes to ride his bike.

This is Elaine. Elaine is a very good artist.

- Create a class-generated list of descriptive words and phrases about Sad Sam and Miss Sid that the students can use in their introductions. **To help us with introducing Sad Sam and Miss Sid, let's think about things that we know about each character.** Use Think-Pair-Share and ask the students: **What do you know about Sad Sam?** Record descriptive words and phrases under the heading "Sad Sam," using writing strategies from the Writing Strategies Bank for some of the words. Create a similar list for Miss Sid.
- Model how to write a sentence using information from the lists. Continue to model the use of writing strategies in your sentence according to your students' needs. **You will be writing sentences to introduce either Sad Sam or Miss Sid. Let me show you what that might look like. I will write sentences to introduce Sad Sam. My sentences will say, "This is Sad Sam. Sad Sam likes to bark when he is happy."**

Suggested strategies to model:

This	Remember a Word
is	Say-Spell-Say
Sad Sam	Find and Copy a Word (Use the Shared Story.)
likes	Say-Spell-Say
to	Remember a Word
bark	Write Sounds That You Know ("brk")
when	Write Sounds That You Know ("wen")
he	Remember a Word
is	Say-Spell-Say
happy	Draw a Picture

Partner Planning

- Have the students sit with their partners to discuss and plan their introductions. Assign one student in each partnership to introduce Miss Sid and the other to introduce Sad Sam.
- Ask partners to help each other determine which ideas from the lists on the board they would like to use in their own introductory sentences.
- **Now think about your sentences.** Pause to let the students think. **Now tell your sentences to your partners. Pause while the students talk. Now whisper your sentences into your hand, and hold on to them.** Pause. **Now you can write your sentences.**

Writing

- On the board write:

This is Miss Sid.

This is Sad Sam.
- Have the students who are assigned to write about Miss Sid to copy the first sentence, and those who are assigned to write about Sad Sam to copy the second sentence. Each student should then add one or more sentences about his or her assigned character.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that the students do not know how to write.
- Using the indicators and rubrics from the teacher cycle record form, note any progress in the development of the students' writing skills for several students. Provide additional support if possible for the students who did not master writing sounds on FastTrack Phonics Assessment 1.

Expectations for this lesson include:

Uses a Variety of Writing Strategies	The students should refer to the Writing Strategies Bank for help with words that they do not know how to write. By this lesson, the students should begin to incorporate the sounds that they are learning in FastTrack Phonics into their writing. They should be moving away from reliance on the writing strategies Draw a Picture and Draw a Line.
Expresses Ideas	The students should be able to use the information generated by the class and discussion with their partners to think of good ideas that will effectively answer the questions.
Writes with Quality and Quantity	In this lesson, each student is expected to copy the introductory sentence and add an informative sentence about their assigned character. Quality sentences will use descriptive language.

Writing Celebration

- Randomly select a number, and explain that the team member with that number will read his or her sentences to the team first. Ask the other students on the team to listen carefully while their teammate reads. Remind the other team members to share something they like about the sentence or ask questions afterward.
- The students should take turns reading and hearing feedback until all team members have had an opportunity to share.
- Circulate as the students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage the students to comment positively or ask one another questions about their work.
- Call on a partnership to come to the front to the room. Be sure that one partner wrote about Sad Sam and the other wrote about Miss Sid. Have the students take turns reading their introductions.
- Ask a few students to share examples of places where they used writing strategies for words they did not know how to write. Encourage the students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Allow a few students to share what they wrote with the entire class. Remind the students to practice active listening while someone is sharing his or her work.
- Award team celebration points to students who share a writing strategy that they used or who read their writing to the class.

Team Celebration Points

Team Celebration

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



Homework

Have the students read the Shared Stories to family members several times. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

Extension Activity (*optional*)

Option 1:

Play the circle game Bluebird, Bluebird, Fly Through My Window.

Repetition—The students learn the words to the game using My Turn, Your Turn.

Bluebird, bluebird, fly through my window.

Bluebird, bluebird, fly through my window.

Bluebird, bluebird, fly through my window.

Production—the students recite the words as they play the game.

Miss Sid, Miss Sid, fly through my window.

Hummingbird, hummingbird, hover in my window.

Miss Sid, Miss Sid, sits in a tree.

Elaboration—The students add variations to the game using information from the text.

- **Now it's your turn to create other verses with the information about Miss Sid and birds. Don't forget to pick facts about birds that would be said with excitement.**

- The verses may include:

Gulls, gulls, glide through my window.

Miss Sid, Miss Sid, sit in a tree.

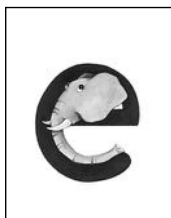
Option 2:

Expanded Silly or Sensible?

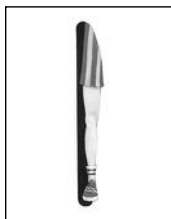
- Reread each of the Silly or Sensible? sentences with the class.
- After reading each sentence, invite partners to alter the sentence to reverse it from silly to sensible or from sensible to silly.
- Alternatively, invite partners to think of their own Silly or Sensible? sentences with the vocabulary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

At a Glance

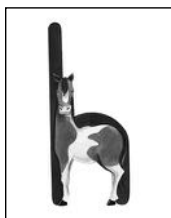
FastTrack Phonics



Day 1:
New sound: /e/



Day 2:
New sound: /l/

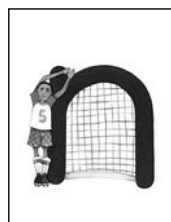


Day 3:
New sound: /h/

Shared Story



Shared Story:
The Ice Cream Man
by Laura Burton Rice



Review Sound: /n/

Strategies/Skills:

Previewing

STaR

STaR Story:

*Ice Cream:
The Full Scoop*
written and illustrated
by Gail Gibbons

Students will answer
questions about important
parts of the text.

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

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

Adventures in Writing

Students will write
answers to questions
about desserts.

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

You will need:**Team Celebration**

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

FastTrack Phonics

Phonics Picture Cards
from section 17*

Partner Practice
Booklet 2

Alphie puppet

Letter-Blending Cards*

*Reading Reels for
Roots DVD**

Green index cards, paper,
or tag board*

Shared Story

Shared Story 7:
The Ice Cream Man

Word Cards*

Language
development cards
for lesson 7*

Key card for "n"

*Reading Reels for
Roots DVD**

STaR

STaR story:
Ice Cream: The Full Scoop

Writing Strategies Bank
(teacher created)*

Partner writing books
(teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration

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

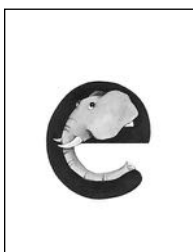
Team Celebration Points



Read &
Respond

**Check Day 3 Homework**

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



Key Card

FastTrack Phonics

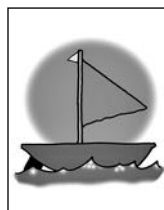
Presenting /e/

Alphabet Wall Frieze Review

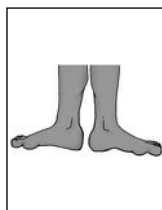
- Point to each key card in the wall frieze, and ask the students to name each picture.

Hear Sounds

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



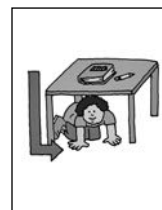
boat



feet



rake



under

Say-It-Fast

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

/s-m-e-ll/ *smell*

/d-e-s-k/ *desk*

/b-e-d/ *bed*

/s-e-n-d/ *send*

/j-e-t/ *jet*

/b-e-n-t/ *bent*

Break-It-Down

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

nest /n-e-s-t/

tent /t-e-n-t/

pest /p-e-s-t/

pets /p-e-t-s/

set /s-e-t/

beds /b-e-d-s/

Read Letter Sounds

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



Animated Alphabet

Lesson 7 Day 1

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

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



Partner Practice Booklet 2

Monitor

Stretch and Read

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

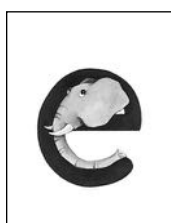
With a partner—Have the students turn to page 7 in their Partner Practice Booklets and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

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

Team Celebration Points

Quick Erase

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



Key Card

Hear the New Sound

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

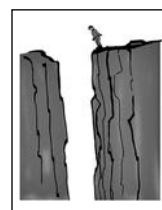
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the phonics picture cards. Say the name, and have the students say it after you. Stretch the initial sound in each word.



eggs



echo



edge

Lesson 7 Day 1

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

Think-Pair-Share

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



Animated Alphabet

Introduce the New Shape

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

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

Interactive
Whiteboard Users

Method varies

Stretch and Read Words with the New Letter

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



The Sound and the Furry

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

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

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

Team Celebration Points



Write Letters

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

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

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

/m/ as in mind

/d/ as in dig

/p/ as in pin

/o/ as in octopus

/r/ as in rich

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

/b/ as in big

/s/ as in song

/k/ as in kangaroo



Stretch and Count

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

not it man



Between the Lions

Video: *Between the Lions*—Introduce and play the *Between the Lions* segment.

Let's watch our friends from *Between the Lions* use the /e/ sound. This will help us remember the sound.



Shared Story

Previewing

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

Whole Group Response →

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

Picture Cards

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

Option A: Teacher Overview

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

Option B: Video Word Play

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

Video Words



bell	house
treat	ice cream man
door	window
stuck	ice cream

Word Presentation



Animated Alphabet

Introducing the letter sound

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



The Sound and the Furry

Introducing Green Words and Red Words

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

Green Words

Nan and man
mmmmm in gets

Red Words

the likes ice cream

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

Readle

happy

Introducing Readles

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

Partner Word and Sentence Reading

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

Monitor →

Guided Group Reading

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

Teacher Shared Story →

Discussion Questions



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

Think-Pair-Share →

- Ask the discussion questions listed on the inside back cover of the teacher's Shared Story.
- Have the students use the Think-Pair-Share strategy to discuss each other's responses. Call on different partnerships to share their answers with the class.
 1. **Whom do Nan and Tim see outside the window?** [*Nan and Tim see the ice cream man.*]
 2. **What happens to Tim's ice cream?** [*Miss Sid flies out of her cage. Miss Sid lands on Tim's ice cream cone. She knocks the ice cream off the cone.*]
 3. **Who cleans up the mess Miss Sid makes?** [*Sad Sam cleans up the mess.*]

STaR Words

factory	ingredients
mixture	flavors

Background Words

twice	ice cream
store	customers

STaR

STaR story:

Ice Cream: The Full Scoop

Written and illustrated by Gail Gibbons

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

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

Preview

- Display the front cover of the book, and read the title and author, while encouraging the students to predict what they may learn. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts of the story. Review the underlined STaR words as appropriate.

Lesson 7 **Day 1**

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

Think-Pair-Share →

STaR Words

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

Lesson 7 **Day 1**

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

Background Words

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



This book is about how ice cream is made. Ice cream is a frozen sweet food. We read about Nan, Tim, Miss Sid, and Sad Sam eating ice cream in our Shared Story. Do you like ice cream? Invite the students to talk about why they like ice cream. When do you eat ice cream? What is your favorite ice cream flavor?

We can buy ice cream at stores. Stores are places that sell things. What stores do you know? What things can you buy in those stores?

People who buy things are called customers. Nan and Tim are customers of the ice cream man because they buy ice cream from him. What store is your mother or father a customer of?

Twice means two times. Clap your hands twice. I clapped twice. What happens twice a week?

Interactive Reading

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

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

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

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

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

Think-Pair-Share

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

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



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

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



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



STaR Celebration

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

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

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

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

Random Reporter →

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

Team Celebration Points →

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

STaR Writing

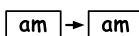
Writing Strategies Bank



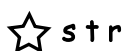
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word



Say-Spell-Say



Stretch and Count

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

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



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

Lesson 7 **Day 1**

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

Suggested writing strategies:

is	Say-Spell-Say
my	Remember a Word
favorite	Draw a Line
kind	Stretch-and-Count placeholders and full sound spelling (<u> </u> <u>i</u> <u>n</u> <u>d</u>)

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



Team Celebration Points →

Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**

Lesson 7 **Day 1**

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

Team Celebration Points →

Alpie's Questions:

Where is ice cream made?

What are some of the ingredients in ice cream?

Fostering Richer Language

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

Oral-Language Scoring Rubric

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

Team Celebration

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



Read &
Respond



Homework

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

You will need:**FastTrack Phonics**

Phonics Picture Cards
from section 18*

Partner Practice
Booklet 2

Alphie puppet

Letter-Blending Cards*

Green index cards, paper,
or tagboard*

*Reading Reels for
Roots DVD**

Shared Story

Shared Story 7:
The Ice Cream Man

*Reading Reels for
Roots DVD**

STaR

STaR story:
Ice Cream: The Full Scoop

Idea tree poster*

Partner writing books
(teacher acquired)

Writing Strategies Bank
(teacher created)

*Not needed for interactive whiteboard users

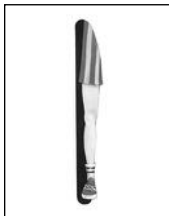
Team Celebration Points →



Read &
Respond

**Check Day 1 Homework**

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



Key Card

FastTrack Phonics

Presenting /l/

Alphabet Wall Frieze Review

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

Hear Sounds

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



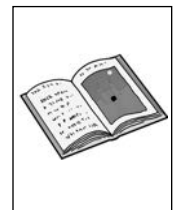
eggs



run



five



book

Lesson 7 Day 2

Say-It-Fast

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

/l-ea-f/	<i>leaf</i>	/l-o-g-s/	<i>logs</i>
/l-o-g/	<i>log</i>	/s-l-a-p/	<i>slap</i>
/l-a-te/	<i>late</i>	/c-l-o-ck/	<i>clock</i>

Break-It-Down

- Say each of the words below, and have the students respond by saying them in Alphie Talk.

doll	/d-o-ll/	sled	/s-l-e-d/
bell	/b-e-ll/	clock	/c-l-o-ck/
		fun	/f-u-n/



Animated Alphabet

Read Letter Sounds

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

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

With a partner—Have the students turn to lesson 18 in their Partner Practice Booklets and read the sounds together. Remind the students to write their initials in their partners' books. Initial books as you see success. When finished, read the letters together as a class.



Partner Practice Booklet 2

Stretch and Read

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

With a partner—Have the students turn to lesson 18 in their Partner Practice Booklets, read the words together, and make up sentences. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

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

Team Celebration Points →

Quick Erase

- Use the following word sequence:
tip...rip...nip...nap...tap...top

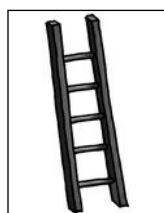


Key Card

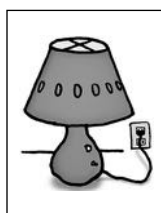
Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **The long leg leaps.** Say the phrase with the students, stretching the /l/ sound in each word.

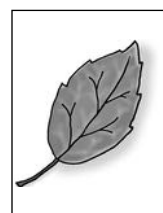
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name, and have the students say it after you. Stretch the initial sound in each word.



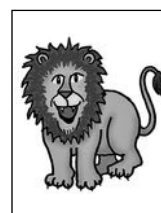
ladder



lamp



leaf



lion

Making the Sound—Ask the students to say /l/. **When I say /l→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→l/. Let's say that sound together. /l→l/.**

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

Think-Pair-Share →



Animated Alphabet

Introduce the New Shape

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

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

Stretch and Read Words with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (“leg,” “log,” and “lot”). After the students have read each word, write the word on a green card and read it again with the class.

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

With a partner—Have the students turn to lesson 18 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then the students can make up sentences using the words.

Interactive
Whiteboard Users →

Method varies



The Sound and the Furry

Lesson 7 Day 2

Team Celebration Points

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

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times:
Down the long, long leg, /l→l/.

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

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

/t/ as in table

/i/ as in igloo

/p/ as in pink

/g/ as in gate

/f/ as in file

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

/a/ as in ant

/c/ as in caterpillar

/n/ as in nose



Stretch and Count

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

in fin leg



Shared Story

Story Review

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

Think-Pair-Share →

1. **How did the students know the ice cream man was there?** [*They heard the bell on his truck.*]
2. **Why was the ice cream man mad?** [*He was mad because Miss Sid landed in the ice cream and made a mess.*]
3. **How does Sad Sam help?** [*Sad Sam eats the ice cream and cleans up the mess.*]

Partner Word and Sentence Reading

- Have the students sit with their assigned partners.
- Distribute the Shared Stories, and have partners take turns reading the words on the inside front cover.
- Monitor the partners as they read to each other. Make sure the partners switch roles so each has a chance to read while the other listens and monitors.

Monitor →

Partner Reading

- Have partners turn to the first page of the book. Make sure that the partners are prepared to read, with their books open to the first page.
- Have the students practice reading the story together. Partners should take turns reading pages aloud.
- Monitor the students as they practice partner reading, modeling specific reading strategies as necessary.
- As you monitor the students, record rubric scores for several students on the teacher cycle record form for:
 - accuracy,
 - the use of word strategies introduced so far,
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.

Monitor →

Team Celebration Points →

- Award team celebration points to students who read successfully.

Partner Story Questions

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

Monitor →



Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Use Random Reporter to select students to share their sentences with the class.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression. **We are going to practice reading a story with expression. When we read with expression, it's like we're telling a good story.** Model reading page 1 with expression.
- Have the class begin reading on page 2 and read for approximately two minutes. **I will say: "Point, ready, read," and we will read the page together.** Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 7.

Random Reporter →



Between the Lions

STaR

STaR Review

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

Display the front cover of the book. **What is the title of this book?** [*The title is Ice Cream: The Full Scoop.*]

Where is the milk taken? [*The milk is taken to the ice cream factory.*]

What other things are made in factories?

Display page 31. **Do you like ice cream? What is your favorite way to eat ice cream?**

What are some of the ingredients in ice cream? [*Milk, sugar, and cream are some of the ingredients of ice cream.*] **What are some of the ingredients of your favorite treat?**

Display page 12. **How many times a day is a cow milked? What is something you do twice a week?**

Why is the mixture put in a pasteurizer? [*The mixture is put in a pasteurizer to kill bacteria.*] **Why is it important to pasteurize the mixture?**

Display page 14. **Where is ice cream mostly sold? What other things can you buy at the grocery store?**

What are some ice cream flavors? [*Chocolate, vanilla, and strawberry are some ice cream flavors.*] **What is your favorite ice cream flavor?**

Display page 25. **When you are a customer, where do you buy ice cream? Where else can customers buy ice cream?**

What else did you learn about ice cream? [*For example, you learned how the ice cream cone was invented.*]

Structure Review

Idea Tree

- Display the idea tree poster.
- **Let's use our idea tree to help us think about important parts of the book. The big topic of this book is making ice cream.** Write the topic on the trunk of the tree.
- **We will make branches for our tree that show the more important things, or main ideas, that we learned from the book.** Prompt the students to generate a list of things that they learned from the text. Record their ideas on branches of the tree.
- Use the questions below, if needed, to help the students remember information from the book.

Think-Pair-Share

- **The process of making ice cream starts _____.**
- **It is important to keep milk cold because _____.**
- **_____ are some of the ingredients of ice cream.**
- **The mixture is pasteurized to _____.**
- **_____ are some ice cream flavors.**
- **The room where the ice cream is kept is very _____.**
- **_____ sell ice cream.**

Retell

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

Option 1: Interactive Story Circle

- Have the students sit in a circle, ensuring that partners sit next to one another.
- Open the book to the first page and tell what happened on the page in a single sentence.
- Pass the book to the next partnership and have them make a sentence about the next page. Continue until the entire book has been retold.

Examples:

Page 12: The process of making ice cream starts at the dairy farm.

Page 13: The milk is kept cool so it doesn't spoil.

Option 2: Reread the book.

Think-Pair-Share

- Ask the following questions as you reread the story. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.

What products are delivered to the ice cream factory?

Why is it important to make the mixture cooler?

Why is it important to have blades spin around the mixture?

What are some of the different containers in which ice cream is sold?

What is the most popular ice cream flavor?



STaR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in their partnerships or teams. Ask the students to pick the thing they liked learning about ice cream the most. Tell the students to practice talking about their favorite things in complete sentences, telling why they like them. Ask them to share their sentences in their partnerships and teams.
- Ask them to tell to which part of the idea tree their sentences relates.
- Select one or two students to share their sentences with the class.
- Use Random Reporter to select students to share their sentences with the class.

Random Reporter →

STaR Writing

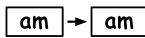
Writing Strategies Bank



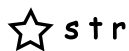
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word



Say-Spell-Say



Stretch and Count

- Explain to the students that they will now write sentences about their favorite parts of the book.

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

- Review the writing strategies that have already been introduced as you model writing a complete sentence with one of the words.

Lesson 7 **Day 2**

- My sentence will be, “I love the part about all the places people can buy ice cream.”

Suggested Writing Strategies:

I	Remember a Word
love	Say-Spell-Say
the	Remember a Word
part	Write Sounds That You Know (prt)
about	Stretch and Count (placeholders + partial sound spelling) (_ b _ t)
all	Remember a Word
the	Find and Copy a Word
places	Write Sounds That You Know (pl _ ses)
people	Draw a Picture
can	Stretch and Count (placeholders + partial sound spelling) (_ a n)
buy	Stretch and Count (placeholders + partial sound spelling) (b _)
ice cream	Find and Copy a Word

- Reread the entire sentence, touching each word, picture, or line as you do so.
- Explain to the students that they will now write their own sentence about their favorite part of the book.
- Allow time for the students to write their sentence in their partner writing books. Circulate as they write, discussing strategies that the students have used.
- Select one or two students to share their written sentences with the class. Try to select the students who have used the strategies that you have introduced. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

Team Celebration Points →

Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give the student a cheer.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Team Celebration Points →

Lesson 7 **Day 2**

Alphie's Questions:

What happens to the mixture after it is smooth?

What are some ice cream flavors?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>cooled</i>	Good answer. Can you say that in a complete sentence? <i>The mixtures is cooled.</i>	If the child is unable to respond in a sentence, model a sentence for him or her. <i>We can say, "The mixture is cooled."</i>
The student responds in a complete, but not very elaborate, sentence. <i>The mixture is cooled.</i>	Good answer. Can you add some details to your sentence? <i>The mixture is put into a cooler for a while.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>How does the mixture get cooled?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Homework

Have the students read partner story questions and discuss the answers with family members several times. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:**FastTrack Phonics**

Phonics Picture Cards
from section 19*

Alphie puppet

Letter-Blending Cards*

Green index cards,
paper, or tagboard*

Partner Practice
Booklet 2

*Reading Reels for
Roots DVD**

Shared Story

Shared Story 7:
The Ice Cream Man

*Reading Reels for
Roots DVD**

Adventures in Writing

Partner writing books
(teacher acquired)

Writing Strategies Bank chart
(teacher created)

*Not needed for interactive whiteboard users

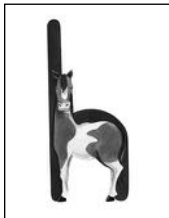
Team Celebration Points →



Read &
Respond

**Check Day 2 Homework**

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



Key Card

FastTrack Phonics

Presenting /h/

Alphabet Wall Frieze Review

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

Hear Sounds

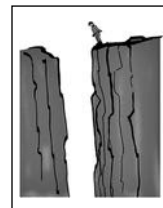
- Show each phonics picture card below, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



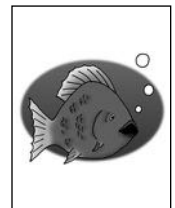
log



bike



edge



fish

Lesson 7 Day 3

Say-It-Fast

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

/l-e-g-s/	<i>legs</i>	/f-l-a-g/	<i>flag</i>
/h-a-t/	<i>hat</i>	/a-pp-le/	<i>apple</i>
/h-o-pe/	<i>hope</i>	/c-l-a-p/	<i>clap</i>

Break-It-Down

- Say each of the words below, and have the students respond by saying them in Alphie Talk.

help	/h-e-l-p/	clap	/c-l-a-p/
ten	/t-e-n/	flap	/f-l-a-p/
home	/h-o-me/	slide	/s-l-i-de/



Animated Alphabet

Read Letter Sounds

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /l/. **Let's take another look at the key card for our last sound in action.**

This will help us remember the sound. After playing the segment, ask the students what sound the letter makes.

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

With a partner—Have the students turn to lesson 19 in their Partner Practice Booklets and read the sounds together. Remind the students to write their initials in their partners' books. Initial books as you see success. When finished, read the letters together as a class.



Partner Practice Booklet 2

Stretch and Read

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

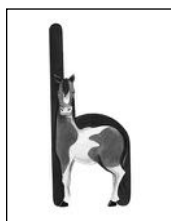
With a partner—Have the students turn to lesson 19 in their Partner Practice Booklets, read the words together, and make up sentences. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

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

Team Celebration Points →

Quick Erase

- Use the following word sequence:
fed...red...rod...nod...not...net



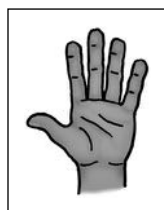
Key Card

Hear the New Sound

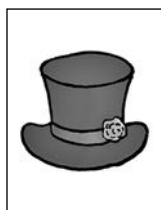
Key Picture—Have Alphie introduce the key card and the alliterative phrase:

The happy horse hops. Say the phrase with the students, emphasizing the /h/ sound in each word.

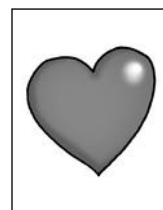
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name, and have the students say it after you. Say the initial sound in each word three times.



hand



hat



heart



happy

Making the Sound—Ask the students to say /h/. **When I say /h...h...h/, my mouth is open just a little. I push air out of my mouth to say /h...h...h/. Let's say that sound quickly together. /h...h...h/. If I put my hand on my throat, I can't feel any vibration.**

Think-Pair-Share

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



Animated Alphabet

Introduce the New Shape

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

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

Interactive
Whiteboard Users

Method varies

Stretch and Read Words with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (“hen,” “hat,” and “hot”). After the students have read each word, write the word on a green card and read it again with the class.

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



The Sound and the Furry

Lesson 7 Day 3



Partner Practice Booklet 2

Team Celebration Points

h

With a partner—Have the students turn to lesson 19 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then the students can make up sentences using the words.

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

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **From head to toe and over his back, /h...h...h/.**

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

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

/s/ as in sit

/f/ as in fair

/l/ as in little

/t/ as in tin

/i/ as in inch

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

/o/ as in otter

/g/ as in girl

/r/ as in rattle



Stretch and Count

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

sip at bat



Shared Story

Partner Word and Sentence Reading

- Have the students sit with their assigned partners. Distribute the Shared Stories, and have the students turn to the list of story words on the inside front cover.
- **We're going to practice reading words and sentences from the story together. Take turns reading each of the words with your partner. When you and your partner are finished, I want you to think about which word was the easiest to read and which word was the most difficult to read. Then you can read the sentences.**
- Have pairs read the words together. When they are finished, call on partnerships to tell you which words were easy to read and which words were difficult. Review reading strategies to sound out difficult words or to read sight words.
- Award team celebration points to partnerships who share easy and/or difficult words.

Team Celebration Points →

Partner Reading

- **Now we're ready to read the story with our partners, just like we did yesterday. Since we already know what happens in the story, we can use this time to practice reading in our best storytelling voices. A storytelling voice is nice and smooth. Let's practice that today as we read the story together.**
- Monitor the students as they participate in partner reading. Make sure that one student reads and one student retells.
- Model specific reading strategies and reading with expression as necessary.
- As you monitor the students, record rubric scores for several students on the teacher cycle record form for:
 - accuracy,
 - reading smoothly and with expression,
 - the use of word strategies introduced so far,
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.

Focus on Fluency →

Read with Expression



All Together Now

- **You did a great job reading! Now we are going to reread the story together as a class to celebrate. This is a time for us to show how well we learned to read this story, so let's use a nice, clear voice that sounds as though we're telling a story.**
- Lead a Guided Group Rereading of the story. Celebrate by leading a class cheer. Choose two students to read for tomorrow's Reading Celebration.
- Show the second *Between the Lions* segment for lesson 7.



Between the Lions

Adventures in Writing

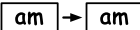
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word



Say-Spell-Say



Stretch and Count

Prewriting

- Have the students gather in front of the board. Introduce the activity.
- **Tim and Nan bought ice cream from the ice cream man in the Shared Story. In the STaR story, we learned about how ice cream is made. Ice cream, like other special treats, is a type of food that we eat for dessert. Today we will create a list of desserts that we can use to answer some questions.**
- Model how to write a sentence that answers each question using information from the list. Continue to model sound spelling, partial sound spelling, placeholders, and copying so you can write the sentences.
- Place the title “Desserts” on the board. Brainstorm dessert items with the students, and add them to a list. Model using strategies from the Writing Strategies Bank as you record student responses.

Suggested Writing Strategies:

cake	Stretch and Count (placeholders + partial sound spelling) (c _ k _)
ice cream	Find and Copy a Word
fruit	Write Sounds That You Know (gelatin)
cookies	Draw a Picture
pudding	Stretch and Count (partial sound spelling + placeholders) (pudi_)
gelatin	Write Sounds That You Know (jeltn)

Lesson 7 **Day 3**

- Explain to the students that they will now answer the questions about desserts.
- Write the following questions on the board:

What do you like to have for dessert?

What flavor do you like?

- **Today we have two questions to answer. Let's read the questions and think about our answers.** Read the two questions from the board.
- **I will show you how to answer these questions.** Read the first question, and model writing an answer. **What do you like to have for dessert? I like to have cake for dessert.**

Suggested Writing Strategies:

I	Remember a Word
like	Say-Spell-Say
to	Find and Copy a Word
have	Write Sounds That You Know (hav)
cake	Stretch and Count (placeholders + partial sound spelling) (c _ k)
for	Remember a Word
dessert	Stretch and Count (placeholders + partial sound spelling) (des _ t)

- Reread the sentence, and then add a period at the end. **I must add a period to the end of my sentence.**
- Read the second question and model writing an answer. **What flavor do you like? I like chocolate cake with vanilla frosting.**

Suggested Writing Strategies:

I	Remember a Word
like	Say-Spell-Say
chocolate	Draw a Line
cake	Stretch and Count (placeholders + partial sound spelling) (c _ k)
with	Remember a Word
vanilla	Draw a Line
frosting	Write Sounds That You Know (fost)

- Reread the sentence, and then add a period at the end.

Partner Planning

- Have the students sit with their partners to discuss and plan what they will tell about their dessert item.
- Remind the students that they must write sentences that answer both questions.
- **Now think about your sentences.** Pause to let the students think. **Now tell your sentences to your partners.** Pause while the students talk. **Now whisper your sentences into your hand and hold on to them.** Pause. **Now you can write your sentences.**

Writing

- Have each student write an answer to each question in their partner writing books.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that they do not know how to write.
- Using the indicators and rubrics from the teacher cycle record form, note any progress in the development of the students’ writing skills for several students. Provide additional support if possible for the students who did not master writing sounds on FastTrack Phonics Assessment 1.

Expectations for this lesson include:

Uses a Variety of Writing Strategies	The students should refer to the Writing Strategies Bank for help with words that they do not know how to write. By this lesson, the students should begin to incorporate the sounds that they are learning in FastTrack Phonics into their writing. They should be moving away from reliance on the writing strategies Draw a Picture and Draw a Line.
Expresses Ideas	The students should be able to use information generated by the class and discussion with their partners to think of good ideas that will effectively answer the questions.
Writes with Quality and Quantity	The students are required to write at least two complete sentences. The highest quality sentences will include descriptive language.



Writing Celebration

- Randomly select a number, and explain that the team member with that number will read his or her sentences to the team first. Ask the other students on the team to listen carefully while their teammate reads. Remind the other team members to share something they like about the sentence or ask questions afterward.
- The students should take turns reading and hearing feedback until all team members have had an opportunity to share.

Lesson 7 Day 3

- Circulate as the students share, making sure that they take turns sharing and providing feedback . Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Ask a few students to share examples of places where they used writing strategies for words they did not know how to write. Encourage the students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Allow a few students to share what they wrote with the entire class. Remind the students to practice active listening while someone is sharing his or her work.
- Award team celebration points to students who share a writing strategy that they used or who read their writing to the class.

Team Celebration Points

Team Celebration

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

Team Celebration Points



Read &
Respond



Homework

Have the students read the Shared Stories to family members several times. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

Extension Activity (*optional*)

- Read the first part of the book about the history of ice cream on pages 3–7 and the part with the heading “The Ice Cream Machine” on pages 8–11. Engage the students in a discussion about some of the important information on these pages.

At a Glance

FastTrack Phonics



Day 1:

New sound: /ng/

Day 2:

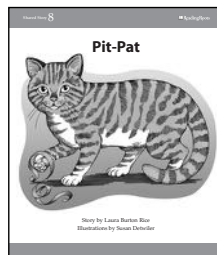
FTP Assessment #2

SOLO Assessment #2

Day 3:

Review lesson

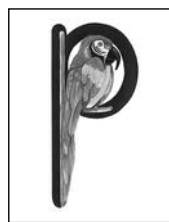
Shared Story



Shared Story:

Pit-Pat

by Laura Burton Rice



Review Sound: /p/

Strategies/Skills:

Previewing

Predicting

Adding “s” to
third-person verbs

STaR

STaR Story:

Six-Dinner Sid

written and illustrated
by Inga Moore

Students will ask
questions about important
story details.

Students will use the
Writing Strategies Bank
to write a sentence with a
STaR vocabulary word.

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

Adventures in Writing

Each student will
write two sentences to
contribute to a team book
that explains how to take
care of a cat.

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

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 7
Student cue cards

FastTrack Phonics

Phonics picture cards from section 20*

Alphie puppet

Letter-Blending Cards*

*Reading Reels for Roots DVD**

Partner Practice Booklet 2

Green index cards, paper, or tagboard*

Shared Story

Shared Story:
Pit-Pat

Language development cards for lesson 8*

Key card for "p"*

Word cards*

*Reading Reels for Roots DVD**

STaR

STaR story:
Six Dinner Sid

Writing Strategies Bank (teacher created)

Partner writing books (teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration

- Distribute Super Team, Great Team, and Good Team certificates to the students based on their team celebration point totals from lesson 7. Cheer for each team as its certificate is awarded.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.

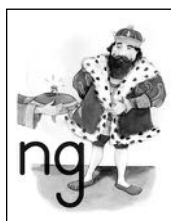
Team Celebration Points →



Read & Respond

**Check Day 3 Homework**

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



Key Card

FastTrack Phonics

Presenting /ng/

Alphabet Wall Frieze Review

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

Whole Group Response →

Hear Sounds

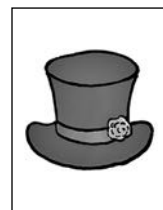
- Show each phonics picture card, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



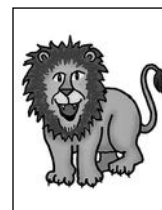
five



echo



hat



lion

Say-It-Fast

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

/b-a-g/	bag	/b-ea-n/	bean
/b-u-g/	bug	/c-a-ne/	cane
/c-o-ne/	cone	/g-oa-t/	goat

Break-It-Down

- Say each of the words below, and have the students respond by saying them like Alphie does.

gate	/g-a-te/	gum	/g-u-m/
in	/i-n/	log	/l-o-g/
nine	/n-i-ne/	pine	/p-i-ne/

Read Letter Sounds

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



Animated Alphabet

Lesson 8 Day 1

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

With a partner—Have the students turn to page 10 in their Partner Practice Booklets, read the sounds together, and then make up sentences. Remind the students to write their initials in their partners' books. Initial books as you see success. When partners have finished, read the letters together as a class.



Partner Practice Booklet 2

Stretch and Read

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

With a partner—Have the students turn to page 10 in their Partner Practice Booklets, read the words together, and then make up sentences. Partnerships who can read the words fluently can then make up sentences using the words. Then they can move on to the challenge words in the following box.

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

Team Celebration Points →

Quick Erase

- Use the following word sequence:
hot...hop...hip...him...ham...hat

Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **Bring the king a ring.** Say the phrase with the students, stretching the /ng/ sound in each word.

Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the phonics picture cards. Say the name, and have the students say it after you. Stretch the final /ng/ sound in each word. Demonstrate that the /ng/ sound comes at the end of these words, not the beginning.



Key Card



ring



king



swing

Think-Pair-Share

Making the Sound—Ask the students to say /ng/. **This sounds kind of like a humming noise way in the back of your throat. But it’s a humming sound that you make with your mouth open. Let’s practice it together. /ng→ng/.**

Students’ Words—Use Think-Pair-Share to have the students share words that have the /ng/ sound.



Animated Alphabet

Introduce the New Shape

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

- Write the letters “ng” on chart paper. **We can write /ng→ng/ using letters that we already know. When you see these two letters together, you say /ng→ng/.**

Interactive
Whiteboard Users

Method varies

Stretch and Read with the New Letter

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



The Sound and the Furry

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

With a partner—Have the students turn to page 10 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then the students can make up sentences using the words.

Monitor

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

Team Celebration Points

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

ng

Write Letters

New—Let’s practice writing /ng→ng/ in the air. Move your finger in the shape of the letters “ng” and say /ng→ng/.

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

Lesson 8 **Day 1**

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

/r/ as in ride

/u/ as in up

/g/ as in gum

/n/ as in nails

/p/ as in pony

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

/h/ as in ham

/e/ as in edge

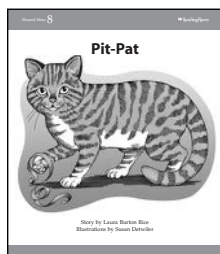
/b/ as in book



Stretch and Count

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

king rings song



Shared Story

Previewing

- Let's preview the story by looking at the title and the front cover picture. Remember, this will help us understand the story better when we read it.
- Display the book. The title of this story is *Pit-Pat*. When I say “pit-pat, pit-pat,” it sounds like feet that are walking softly. I can see a picture of a cat on the cover. A cat can walk softly. Maybe Pit-Pat is the name of the cat.

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

STaR Words

paw	present
milk	cake

Option A: Teacher Overview

- Now let's look through the book to see if we can find out more of what this story is going to be about.
- Display page 1. Look at the children. It looks like they are having a party. The banner (point) says: “Happy Birthday, Pam!” This must be a birthday party.
- I can see balloons (point) and presents. Point. I wonder what kinds of presents Pam will get? (T-P-S)
- Let's review some words we will see in the story. Display each picture card (or select and display picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Option B: Video Word Play

- Now we're going to watch a video that will help us find out more about the story.
- Show the video Word Play for Shared Story 8 to introduce the story theme and vocabulary.
- Have the students say the vocabulary words with the video during the “Do You Remember?” section.
- Let's review some words we will see in the story. Display each picture card (or select and display picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Video Words



cat	birthday
milk	present
tip	tin
pan	sip
chase	nap



Animated Alphabet



The Sound and the Furry

Green Words

Pam	Pit-Pat	on
tips	pats	at
at	sips	naps
milk	pad	sack
cat	pan	

Red Words

puts	no	a

Readles

cake	picture

Word Presentation

- **Let's practice the special letter we'll see a lot of in today's story.** Play the Animated Alphabet segment for lesson 8 of *Reading Reels for Roots*, or display the key card for "p." Have the students review the alliterative phrase and practice the sound.
 - **Now let's practice reading some words. We'll watch Alphie and his friends first.** Show the Sound It Out video segments for lesson 8.
 - Select three to five Green Words to stretch and read with the students.
 - Point out the words "naps" and "pats" on the word list. Remind the students that it is important to make every sound in the word when they read. Use Stretch and Read, stressing the final "s" in each one.
 - Use Say-Spell-Say to introduce the Red Words. Post the Red Words on the word wall, then review all the Red Words with the class. Keep the Red Words posted until the students learn them.
- Teacher's Note:** If any letter sounds appear to be especially difficult for the students to remember in the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow's phonics lesson.
- Present the story's readles one at a time, stating the words and asking the students to repeat them.

Partner Word and Sentence Reading

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

Monitor →

Guided Group/Guided Partner Reading

- Read the first three pages of the story with the students, asking comprehension and predictive questions at the bottom of the page.
- **Today I am not going to read the whole story with you. You will find out what Pam gets for her birthday by reading with your partner. What do you think she will get? (T-P-S) Let's go back to the beginning of the story and read it all the way through.**
- Follow the Guided Partner Reading steps to lead the students through a reading of the first page.
 1. The teacher reads the teacher text at the top of the page.
 2. Partner A reads the first page of the student text. Partner B helps and retells.
 3. The partners reread in unison for fluency.

Teacher Shared Story →

Lesson 8 Day 1

Monitor

4. The teacher leads a short discussion of the page to check comprehension using the questions at the bottom of the page.
 5. The whole class reads the page in unison (optional).
 6. Partner B reads the next page of the student text. Partner A helps and retells.
- Repeat steps 1–6 for the remainder of the pages. Monitor the partner reading to make sure that the students are alternating pages and helping one another effectively. Model or assist as needed.

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

Discussion Questions



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

Think-Pair-Share

- Ask the discussion questions listed on the inside back cover of the teacher’s Shared Story. Have the students discuss the questions and listen to one another’s responses. Call on different partnerships to share their answers with the class.
1. **What does Pam get for her birthday?** [*Pam gets a cat, Pit-Pat.*]
 2. **Tell how Pam uses the presents.** [*Pam puts milk in the pan. Pit-Pat drinks the milk and sleeps on the new pad.*]
 3. **What does Pit-Pat do when she sees the cake?** [*Pit-Pat tips the cake.*]
- Discuss with the students whether their predictions were accurate or the book surprised them.
 - Choose two students to prepare to read for the next story’s Reading Celebration.

STaR Words

dinner	neighbors
vet	owner

Background Words

pet	different
hard	cough

STaR

STaR story:

Six-Dinner Sid

Written and illustrated by Inga Moore

Summary: *Sid the cat lived on Aristotle Street and belonged to six different families. The neighbors never talked, so they didn’t know that Sid enjoyed six dinners each day and six different homes. One day, Sid caught a cold and went to the same vet six times. The vet figured out Sid’s secret and let all the families know. From then on, Sid would only get one dinner a day. Sid wasn’t happy about that, so he moved on to Pythagoras Place, where the neighbors all talked about their new cat and didn’t mind him having six dinners a day.*

Teachers’ Note: The pages of this book are not numbered. Before reading, number the pages beginning with the first page of text, which starts “Sid lived...”

Preview

Think-Pair-Share →

- Display the front cover of the book and read the title and author, while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Six-Dinner Sid*. Look at the picture on the cover. What is Sid?** Wait for the students' responses. **That's right! Sid is a cat. What do you know about cats?** Use Think-Pair-Share to have the students respond. **People keep cats as pets. Pets are animals we keep in our homes and take care of. Does anyone have a cat as a pet?** Wait for the students' responses. **What else do we see in the picture? I see one, two, three, four, five, six bowls stacked in front of Sid. Since the book is called *Six-Dinner Sid*, Sid must eat his dinner out of these six bowls. That makes me wonder, "Why does Sid have six dinners?" We'll learn why the cat is called "*Six-Dinner Sid*" as we read the story.**
- Page 7. **Look at the houses on this street. Do you think the people in the picture live in these houses?** Wait for the students' responses. **I think they live in these houses. They are neighbors. A neighbor is a person who lives near you.**
- Page 18. **Where is Sid in this picture?** Wait for the students' responses. **Right. It looks like Sid is at the vet's office. The vet is an animal doctor. Why do you think Sid is at the vet's office?** Use Think-Pair-Share to have the students respond.
- Read aloud the STaR words below, and ask the students to repeat them after you. If possible, post the words on cards, or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word, as prompted by the following chart. Tell the students that these are important words for the book, and ask them to listen for the words as you read.

STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
dinner	4	meal	Pantomime eating.
neighbor	7	person who lives near you	Picture Walk, page 7
vet	15	animal doctor	Picture Walk, page 15
owner	20	the person to whom something belongs	Molly is the bike's owner.

Lesson 8 **Day 1**

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

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
pet	8	animal kept at home that you care for	Bob wanted a dog as a <i>pet</i> .
different	8	not the same	The hats are <i>different</i> because one is red and one is black. (Choose two books in the classroom and state how they are different.)
hard	8	not easy	It is <i>hard</i> to learn to ride a bike.
cough	14	Demonstrate coughing	When I'm sick, I <i>cough</i> and sneeze.

This book is about a cat. If you have a cat living with you, it is your pet. A pet is an animal that you keep in your home and take care of. Does anyone have a pet at home? The students can respond with a show of hands. Invite the students to describe their pets briefly. If the students have limited language ability, prompt them with questions such as: **What kind of pet do you have? What color is your pet? What is your pet's name?** Point out how the students' pets are different. **Some of you have cats, and some of you have dogs. Those are different pets. If something is different, it is not the same. What other differences did you hear about one another's pets?**

Sometimes having a pet can be hard. You need to remember to feed it or fill its water bowl. Hard means difficult, or not easy. What is something that you think is hard to do?

Demonstrate coughing. **What am I showing you right now? I have a cough. When do people cough?** Prompt student answers as necessary. **One of the characters in our story will have a cough.**

Interactive Reading

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



Pages 2, 3 Point to each house on the street, reading the house numbers aloud. **One, two, three, four, five, six. There are six houses on this street. The story says that Sid lives in each of these houses. That makes me wonder, “How can a cat live in six different houses?”**

Whole Group Response →

Pages 4, 5 **“Dinner” is one of our STaR words. Sid goes out each night to have six dinners. That helps me understand what a dinner is. Dinner is the meal we eat at night. Sid eats his dinner out of six different bowls at six different houses.** Point to each different bowl in the pictures. Use Whole Group Response to have the students answer this question: **How many dinners do you eat each night? I eat one dinner too. Do you think Sid should eat six dinners? I think that’s a good question to ask.**

Pages 6, 7 **I read that the neighbors on Aristotle Street don’t talk to one another. “Neighbor” is one of our STaR words. I wonder what a neighbor is. The picture shows the houses we saw before. That must mean neighbors are people who live near, or next door to, one another. Since the neighbors don’t talk, none of them know that Sid eats six dinners.**

Think-Pair-Share →

Pages 8, 9 **Sid is each neighbor’s pet. That means six different people take care of Sid. His name isn’t even really Six-Dinner Sid. Remember that we wondered why he was called that? The book is called that because the cat has six dinners. But Sid has a different name from each neighbor who thinks he is his or her pet. What do you think might happen because Sid is six neighbors’ pet? Use Think-Pair-Share to have the students respond.**

Page 13 **The author doesn’t finish this sentence. Tell your partner what you wonder about the next part of the story. A good question to ask is “What comes next?” Let’s all ask that question. Have the students say, “I wonder what comes next?” Let’s keep reading to find out what happens to change things for Sid.**



Page 14 Repeat the word “cough.” **This is a cough.** Cough for the students, then point to the picture of Sid. **Sid is coughing.** Cough again. **Show me how you cough. Why might you cough?** Use Think-Pair-Share to have the students respond. **Yes, you cough when you are sick. That makes me wonder about Sid. Is Sid sick? Ask the students to repeat this question. I think Sid is sick because he is coughing.**

Lesson 8 **Day 1**

Pages 15–17 **The neighbors thought Sid was sick because he coughed. So they each took Sid to a vet, or veterinarian. “Vet” is one of our STaR words. What is a vet? Sid is a cat, and his owners take him to a vet when he is sick. I know when I’m sick I go to the doctor. So I think a vet is a doctor for cats, or animals. Use Whole Group Response to ask the students: **Because Sid has six owners, how many times does he go to the vet?****



Page 19 Point to the vet. **The vet gives Sid medicine, so the vet must be a doctor for animals. How many spoonfuls of medicine does Sid take? Let’s count them.** Count aloud with the students as you point to each picture until you get to six. Use Whole Group Response to ask the students: **Would you want to take six spoonfuls of medicine?**

Page 20 **The book says that the vet called the owners at once. “Owner” is one of our STaR words. This illustration helps me understand what owner means. The vet called the people that Sid belongs to. Use Whole Group Response to ask the students: **How many owners does Sid have?****

Page 21 **The vet calls all the neighbors to let them know about Sid’s secret. Now the neighbors know that Sid is not just their own pet. They know he’s been having six dinners each night. Look at the picture of the neighbors. Do you have any questions about them?** Use Think-Pair-Share to have the students respond.

Page 23 **How do you think Sid feels now? Why?** Use Think-Pair-Share to have the students respond.

Page 26 **Sid goes to live on Pythagoras Place. There he can have six dinners. The neighbors on Pythagoras Place talk to one another. They know that Sid is everyone’s pet. How is this different from the neighbors on Aristotle Street? What do you think this means for Sid?** Use Think-Pair-Share to have the students respond.



STaR Celebration

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

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

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

- Say the STaR words again. Ask the students to pick STaR words and discuss the words they choose in partnerships or teams. Tell the students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships and teams.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Think-Pair-Share →

STaR Writing

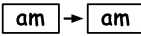
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word



Say-Spell-Say



Stretch and Count

- Restate each of the STaR words.
- Tell the students to work with partners to think of sentences using the STaR words. The students may use the same words they used for their celebration sentences or different words.
- Model writing your own sentence, using the strategies from the Writing Strategies Bank suggested below or those most needed by your students. **I made a sentence with the word “dinner.” My sentence is, “I like to eat hot dogs for dinner.”**

Suggested strategies:

I	Remember a Word
like	Say-Spell-Say
to	Remember a Word
eat	Draw a Line
hot	Write Sounds That You Know (“hot”)
dogs	Stretch and Count (placeholders + partial sound spelling) (“do_s”)
for	Remember a Word
dinner	Write Sounds That You Know (“dinr”)

- **Let’s read my sentence together.** (Point to each word or picture as you read your sentence with the class.)
- Invite the students to share with their partners the sentences they will write.
- Allow time for the students to write their sentences in their partner writing books. Circulate as they write, discussing with the students the strategies they have used.

Lesson 8 **Day 1**

Team Celebration Points

- Select one or two students to share their written sentences with the class. Try to select students who have used the new strategy. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Team Celebration Points

Alphie's Questions:

Why did Sid visit a different house every night?

Why didn't the neighbors know that Sid ate six dinners?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>hungry</i>	Good answer. Can you say that in a complete sentence? <i>The cat was hungry.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The cat was hungry."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Sid wanted to eat.</i>	Good answer. Can you add some details to your sentence? <i>Sid wanted to eat a dinner at every house.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>How did visiting different houses help Sid to eat?</i>

Lesson 8 **Day 1**

Oral-Language Scoring Rubric

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

Team Celebration

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



Read &
Respond



Homework

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

You will need:**FastTrack Phonics**

Reading Roots Informal
Assessment Booklet

Shared Story

Shared Story 8:
Pit-Pat

*Reading Reels for
Roots DVD**

Reading celebration
certificates

STaR

STaR story:
Six-Dinner Sid

Story star poster*

Writing Strategies Bank
(teacher created)

Partner writing books
(teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration Points



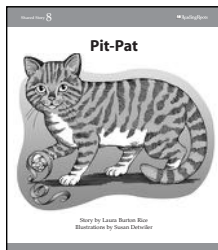
Read &
Respond

**Check Day 1 Homework**

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

FastTrack Phonics**Assessment 2**

- Administer the FastTrack Phonics Assessment 2 and the Structured Oral Language Observation (SOLO) 2 as guided by the Reading Roots Informal Assessment Booklet.

**Shared Story****Story Review**

- Yesterday we read a new story. I want to see how much you remember about this story.** Review the title of the story and the characters with the students. Ask the following review questions. Call on different partnerships to share their answers with the class. (T-P-S)
 - Who is having a birthday in the story?** [*It is Pam's birthday.*]
 - What does Matt give Pam?** [*Matt gives her a pan.*]
 - What does Pit-Pat drink?** [*Pit-Pat drinks milk.*]

Partner Word and Sentence Reading

- Have the students sit with their assigned partners.
- Distribute the Shared Stories, and have partners take turns reading the words on the inside front cover to each other.
- Monitor the partners as they read to each other. Make sure the partners switch roles so each has a chance to read while the other listens and monitors.

Monitor

Partner Reading

Teacher's Note: If the students do not finish the story on Day 1, you can complete Guided Partner Reading on Day 2 before starting Partner Reading. Have partners begin reading the story where they stopped on Day 1.

Focus on Fluency

Accuracy

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!** Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have the students read the entire story, alternating sentences with their partners. Remind the students to listen while their partners read to make sure their partners are reading accurately and to help if their partners are having trouble. The helping partner will also retell what happened on that page. Remind the students to sound out words that they find difficult. Model partner helping as needed. Have the students reread the page until they read every word accurately.
- As you monitor the students, record rubric scores for several students on the teacher cycle record form for:
 - accuracy,
 - the use of word strategies introduced so far,
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award team celebration points if both partners are able to read the page without any errors.

Team Celebration Points

Partner Story Questions

- Have the students turn to the inside back cover of the Shared Story. Discuss and model for the students how to read and answer the comprehension statements and questions with their partners. Model writing an answer with the class before the students begin writing individually. Do not complete the activities as a class.
- Circulate to monitor partner work. Notice and comment on good discussion and effective helping. Have partners share their written answers when the class is finished.

Monitor



Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 2 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 8.

Team Celebration Points



Between the Lions

STaR

Think-Pair-Share →

STaR Review

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

Display the cover of the book. **What is the title of this story?** *[The title is Six-Dinner Sid.]* **What kind of animal is Sid?** *[Sid is a cat.]*

Why did Sid get six dinners? *[Sid ate six dinners because six neighbors thought he was their pet.]* **Have you ever had six dinners in one night like Sid? How would this make you feel?**

Why did the neighbors give Sid six dinners? *[The neighbors didn't know Sid ate dinner at six different houses.]*

Display page 8. **Why was it hard for Sid to be six people's pet? What is something you have had to do that was hard?**

Where does a cat go when it coughs? *[A cat goes to the vet when it coughs.]*

How did the vet change Sid's life? *[The vet changed Sid's life because he told the neighbors that six people owned Sid.]* **Have you ever taken an animal to the vet? What are some reasons you would need to take an animal to the vet?**

Display page 9. **Why did Sid have six different names? How would you feel if you had six different names?**

Display page 14. **What makes you feel better when you have a cough?**

Display page 21. **We said that an owner is a person to whom something belongs. The people in this picture are all Sid's** *[owners].*

Do you have any other questions about Sid? *[For example: What happened to Sid at Pythagoras Place?]*

Display page 25. **Was Sid still a pet on Aristotle Street after he went to the vet?** *[After he went to the vet, Sid moved to Pythagoras Place.]*

Do any of your neighbors have pets? What kinds of pets?

Structure Review

Story Star →

- Display and review the story star with the students. Tell the students what each point on the star means (title, characters, setting, problem, solution).
- Ask the students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.

Whole Group Response →

Think-Pair-Share →

- WGR: **The title tells us the name of the story. What is the title of the story?**
- T-P-S: **Where did the story happen? What is the setting?** *[This story has three different settings: the houses on Aristotle Street, the vet's office, and Pythagoras Place.]*
- T-P-S: **Who are some of the characters in the story?** *[Sid the cat, the neighbors on each of the streets, the vet.]*
- T-P-S: **What is the problem in the story?** *[The neighbors on Aristotle Street find out that Sid has been eating at each of their houses.]*
- T-P-S: **What was the solution? How was the problem solved?** *[Sid moved to another street.]*

Retell

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

Option 1: Interactive Story Circle

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

Examples:

Page 1: This is the street where Sid lived.

Pages 2 and 3: Sid lived in all these houses at the same time.

Option 2: Reread the story.

Think-Pair-Share →

- Ask the following questions as you reread the story. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.

Why do you think the neighbors on Aristotle Street didn't speak to one another?

What does Sid like about having six different owners?

How did the vet figure out that Sid had six different owners?

How do you think the neighbors on Aristotle Street feel when they find out what Sid has been up to?

How is Pythagoras Place different from Aristotle Street?



STaR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in their partnerships or teams. Ask the students to pick a favorite part of the book (e.g., character, event, etc.). Tell the students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask them to share their sentences in their partnerships or teams.
- Ask them to tell to which part of the story star their sentence relates.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

STaR Writing

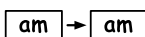
Writing Strategies Bank



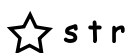
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word



Say-Spell-Say



Stretch and Count

- Explain to the students that they will now write sentences about their favorite parts of the story.

Lesson 8 **Day 2**

- Review the writing strategies that you have introduced as you model writing a complete sentence with one of the words. **My sentence will be, “I love the part when Sid is living with six different owners.”**

Suggested strategies:

I	Remember a Word
love	Say-Spell-Say
the	Find and Copy a Word
part	Write Sounds That You Know (“prt”)
when	Write Sounds That You Know (“wen”)
Sid	Find and Copy a Word (Use the cover of the book.)
is	Say-Spell-Say
living	Write Sounds That You Know. (“livn”)
with	Remember a Word
six	Draw a Picture (Write the numeral.)
different	Draw a Line
owners	Write Sounds That You Know (“onrs”)

- Reread the entire sentence, touching each word, picture, or line as you do.
- Explain to the students that they will now write their own sentence about their favorite parts of the story.
- Allow time for the students to write their sentences in their writing notebooks. Circulate as they write, discussing strategies that the students have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used the strategies that you have introduced. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

Team Celebration Points →

Alphie’s Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the teacher cycle record form.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
- **It’s time for Alphie’s Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and then use the prompts below to encourage the student to compose the richest sentence possible.
- Invite the class to give the student a cheer.
- Award team celebration points to students who, with or without prompting, are able to create a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.

Team Celebration Points →

Lesson 8 **Day 2**

Alphie's Questions:

Why was Sid taken to the vet?

What happened when the vet called the owners?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>cough</i>	Good answer. Can you say that in a complete sentence? <i>Sid was coughing.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Sid was coughing."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Sid was coughing.</i>	Good answer. Can you add some details to your sentence? <i>Sid was coughing, and he needed some medicine.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>How could the vet help Sid with his cough?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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


Read &
Respond



Homework

Have the students read partner story questions and discuss the answers with family members several times. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

You will need:**FastTrack Phonics**

Worksheet for selected review lesson (appendix)

Phonics picture cards from sections 11–20 as needed

Shared Story

Shared Story 8: *Pit-Pat*

*Reading Reels for Roots DVD**

Adventures in Writing

Writing Strategies Bank (teacher created)

Writing paper (teacher acquired)

Construction paper for book covers (teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration Points →



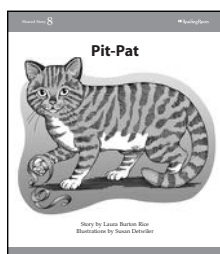
Read & Respond

**Check Day 2 Homework**

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

FastTrack Phonics**Review Time**

- From the following list of options, select a FastTrack Phonics review lesson that best addresses your students' needs according to the results of Assessment 2. (See appendix for review lessons.)
 - Optional Review Lesson 5 /c/ /k/ /ck/
 - Optional Review Lesson 6 /u/ /r/
 - Optional Review Lesson 7 /b/ /f/ /e/
 - Optional Review Lesson 8 /l/ /h/
 - Optional Review Lesson 9 /ng/



Shared Story

Partner Word and Sentence Reading

- Have the students sit with their assigned partners. Distribute the Shared Stories, and have the students turn to the list of story words on the inside front cover.
- **We're going to practice reading words and sentences from the story together. Take turns reading each of the words with your partner. When you and your partner are finished, I want you to think about which word was the easiest to read and which word was the hardest to read. Then you can read the sentences.**
- Have partners read the words and sentences together. When they are finished, call on partnerships to tell you which words were easy to read and which words were hard. Review reading strategies used to sound out difficult words or to read sight words.
- Award team celebration points to partnerships who shared words or strategies.

Team Celebration Points →

Focus on Fluency →

Reading Smoothly
with Expression

Monitor →

Partner Reading

- **Now we're ready to read the story with our partners, just like we did yesterday. Since we already know what happens in the story, we can use this time to practice reading in our best storytelling voices. A storytelling voice is nice and smooth. Let's practice that today as we read the story together.**
- Monitor the students as they participate in partner reading. Make sure that the students are taking turns, reading with expression, and retelling what happened on each page.
- Model specific reading strategies and reading with expression as necessary.
- As you monitor the students, record rubric scores for several students on the teacher cycle record form for:
 - accuracy,
 - reading smoothly and with expression,
 - the use of word strategies introduced so far,
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.
- Allow the students to read previous Shared Stories for fluency practice.



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're telling a story.**
- Lead a rereading of the story. Focus on reading the story with rich expression. Celebrate by leading a class cheer. Choose two students to read for tomorrow's Reading Celebration.
- Show the second *Between the Lions* segment for lesson 8.



Between the Lions

Adventures in Writing

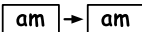
Writing Strategies Bank



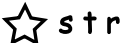
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word



Say-Spell-Say



Stretch and Count

Prewriting

- Have the students gather in front of the chart paper. Introduce the writing activity, and briefly review with the students how Sid and Pit-Pat were cared for. **Today you are going to create team books that tell how to take care of a cat. Can you remember who took care of Sid and Pit-Pat? How did they take care of these cats?** Use Think-Pair-Share to have the students respond.
- **We can see from the things on our list that cats need to eat, sleep, and be healthy. Cats like to play too. This makes them happy.** Write these categories on the board: “Food,” “Sleep,” “Health,” and “Play.”
- Guide the students to generate ideas for each category. Record the information on the chart, restating if necessary so each idea is expressed in simple phrases (one to three words).
- **We’ve learned a lot about taking care of a cat, haven’t we? Now each team is going to make its own book that tells how to take care of a cat. Our book will help someone who wants to get a cat for a pet.**

Lesson 8 **Day 3**

- **We need to use this information to write about how to take care of a cat. Point to one of the items. For example, I can take this information from the “Food” category and write a sentence: “A cat likes to eat fish.”** Model writing the sentence using the strategies from the Writing Strategies Bank.

Suggestions:

A	Find and Copy a Word (Copy from the word wall, and point out that you must use the uppercase version of the letter “a”.)
cat	Write Sounds That You Know (“cat”)
likes	Say-Spell-Say
to	Remember a Word
eat	Draw a Line
fish	Stretch and Count (“f i _”)

Partner Planning

- Assign a category to each student on a team. Have each student choose two ideas from the class-generated list within his or her category.
- Provide time for the students to share with their team members the sentences that they would like to write. Encourage the students to help their teammates think about details that they could add to their sentences.
- **Now think about your sentences.** Pause to let the students think. **Now tell your sentences to your partners.** Pause while the students talk. **Now whisper your sentences into your hand, and hold on to them.** Pause. **Now you can write your sentences.**

Writing

- Distribute writing paper to each student. Explain that the students will write their sentences on this paper instead of in their partner writing books so all the papers for their team can be put together to make a book.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies for words that the students do not know how to write.
- Using the indicators and rubrics from the teacher cycle record form, note any progress in the development of the students’ writing skills for several students. Provide additional support, if possible, for students who did not master writing sounds on FastTrack Phonics Assessments 1 and 2.

Expectations for this lesson include:

Uses a Variety of Writing Strategies	The students should refer to the Writing Strategies Bank for help with words that they do not know how to write. By this lesson, the students should begin to incorporate the sounds that they are learning in FastTrack Phonics into their writing. They should be moving away from reliance on the writing strategies Draw a Picture and Draw a Line.
Expresses Ideas	Each student should use information generated by the class and discussion with his or her partners and team members to create a complete sentence about the assigned topic.
Writes with Quality and Quantity	Each student should write one sentence. All sentences from a team should coordinate to make a book. The highest quality sentences will use descriptive language.

- Allow teams to decorate a cover for their books.

Writing Celebration

- Tell the students that they will take turns reading their sentences to one another in their teams. The students should take turns reading and hearing feedback until all team members have had an opportunity to share.
- Circulate as the students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage the students to comment positively or ask one another questions about their work.
- After all the students have had time to share in their teams, use the Zero Noise Signal to bring attention back to the whole group. Ask a few students to share examples of places where they used writing strategies for words they did not know how to write. Encourage the students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies.

Team Celebration Points →

- Award team cooperation points to students who successfully share a strategy they used.
- Select one team to stand in a row in front of the class with their sentences. Announce the title of the team's book, *How to Take Care of a Cat*, and have each student read his or her sentence, moving down the line of students until all team members have read. Invite class members to give the team a cheer after the book is read. Allow other teams to share their books also if time allows.

Team Celebration Points →

- Award team cooperation points to teams that successfully share their books.
- Staple the covers and individual student pages together to create a book for each team. Display the books in the classroom.

Team Celebration

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



Homework

Have the students read the Shared Stories to family members several times. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

Extension Activity (*optional*)

- Introduce and read the poem “Meow Meow Cough.”

Meow meow cough.
 What was that?
 Meow meow cough.
 It was the cat!
 Meow meow cough.
 My poor pet.
 Meow meow cough.
 We're off to the vet!
- Model thinking of questions to ask about the poem. **It sounds like the poet's cat is sick! I wonder, “What made the cat sick?”**
- Prompt the students to think of their own questions. **Can you think of questions to ask about the poem?** (Wait for the students' responses. Prompt them with question stems if necessary.)
- Use Think-Pair-Share to have the students share their questions with the class. Invite the students to answer their classmates' questions.

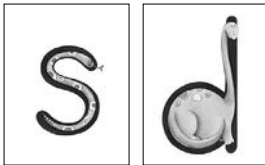
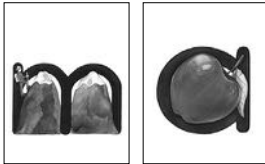
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You will need:

Photocopy of FTP Worksheet for Optional Review Lesson 1

Phonics picture cards from sections 1–5



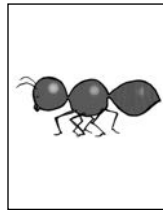
Key Cards

Review of /m/, /a/, /s/, /d/, and /t/ Alphabet Wall Frieze Review

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

Hear Sounds

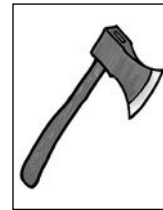
- Show each phonics picture card, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



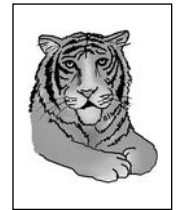
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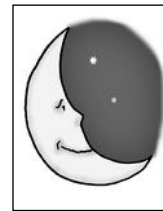
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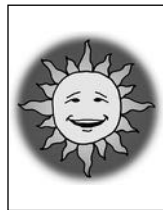
door



moon



desk



sun



sock

Say-It-Fast

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

/a-te/	<i>ate</i>	/b-u-s/	<i>bus</i>
/a-m/	<i>am</i>	/d-o-g/	<i>dog</i>
/a-dd/	<i>add</i>	/s-oa-p/	<i>soap</i>

Break-It-Down

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

bed	<i>b-e-d</i>	cat	<i>c-a-t</i>
made	<i>m-a-de</i>	soap	<i>s-oa-p</i>
ten	<i>t-e-n</i>		

Review the Shape

- Show the students the key card for “m.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /m→m/. Flip the card over so the students can only see the letter. Ask: What do you say when you see this letter? That’s right. /m→m/. Repeat for the letters “a,” “s,” “d,” and “t.”**

Read Letter Sounds

- Give the students the worksheet for Optional Review Lesson 1, and have the students read the sounds with their partners. (Copies of the worksheet must be printed out before class.) Then select partnerships to read the letters together for the class.

Think-Pair-Share →

Students’ Words

- Use Think-Pair-Share to have the students share words that begin with /m/. After the students have answered, continue with the sounds /a/, /s/, /d/, and /t/.

m

Write Letters

- Review the letter cue for /m/. Have the students write the letter in the air and then on a partner’s arm, hand, back, or leg. Have the students write the letter several times on the backs of their optional review worksheets.
- Repeat for “a,” “s,” “d,” and “t.” Have partners check each other’s work.

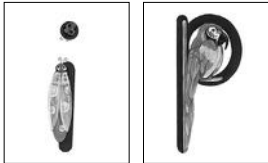
a •	d •	s •
t •	m •	a •
d •	s •	t •

a •	d •	s •
t •	m •	a •
d •	s •	t •

You will need:

Photocopy of FTP Worksheet for Optional Review Lesson 2

Phonics picture cards from sections 6 and 8



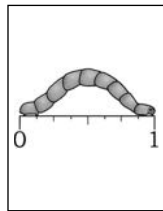
Key Cards

Review of /i/ and /p/**Alphabet Wall Frieze Review**

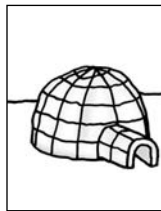
- Point to each key card in the wall frieze, and ask the students to name each picture.

Hear Sounds

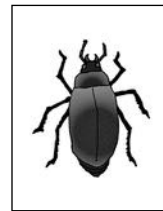
- Show each phonics picture card, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



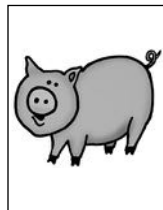
inch



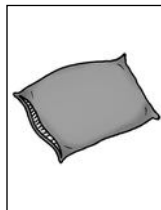
igloo



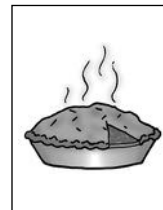
insect



pig



pillow



pie

Say-It-Fast

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

/b-ib/*bib***/t-ie/***tie***/m-i-tt/***mitt***/t-o-p/***top***/p-i-g/***pig***/wh-i-p/***whip*

Break-It-Down

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

lap	/l-a-p/	lid	/l-i-d/
cap	/c-a-p/	fish	/f-i-sh/
hill	/h-i-ll/	hope	/h-o-pe/

Review the Shape

- Show the students the key card for “i.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /i→i/. Flip the card over so the students can only see the letter. Ask: What do you say when you see this letter? That’s right. /i→i/. Repeat for the letter “p,” bouncing the /p/ sound quietly three times.**

Read Letter Sounds

- Give the students the worksheet for Optional Review Lesson 2, and have the students read the sounds with their partners. (Copies of the worksheet must be printed out before class.) Then select partnerships to read the letters together for the class.

Students’ Words

- Use Think-Pair-Share to have the students share words that begin with /i/. After the students have answered, continue with the sound /p/.

Write Letters

- Review the letter cue for /i/. Have the students write the letter in the air and then on a partner’s arm, hand, back, or leg. Have the students write the letter several times on the backs of their optional review worksheets.
- Repeat for “p.” Have partners check each other’s work.

Think-Pair-Share

i

p

s .	i .	d .	p .	
i .	a .	p .	+	
m .	p .	a .	i .	

s .	i .	d .	p .	
i .	a .	p .	+	
m .	p .	a .	i .	

You will need:

Photocopy of FTP Worksheet for Optional Review Lesson 3

Phonics picture cards from sections 7 and 9



Key Cards

**Review of /n/ and /g/****Alphabet Wall Frieze Review**

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

Hear Sounds

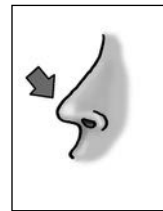
- Show each phonics picture card, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



nails



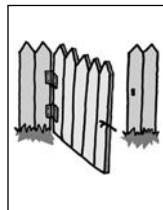
nine



nose



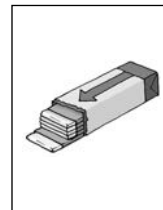
nurse



gate



girls



gum



goat

Say-It-Fast

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

/n-a-p/*nap***/g-a-s/***gas***/t-a-n/***tan***/d-i-g/***dig***/t-i-n/***tin***/p-i-g/***pig*

Break-It-Down

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

gum	<i>/g-u-m/</i>	nest	<i>/n-e-s-t/</i>
pig	<i>/p-i-g/</i>	nice	<i>/n-i-ce/</i>
bag	<i>/b-a-g/</i>	sun	<i>/s-u-n/</i>

Review the Shape

- Show the students the key card for “n.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /n→n/.** Flip the card over so the students can only see the letter. Ask: **What do you say when you see this letter? That’s right. /n→n/.** Repeat for “g,” bouncing the /g/ sound quietly three times.

Read Letter Sounds

- Give the students the worksheet for Optional Review Lesson 3, and have the students read the sounds with their partners. (Copies of the worksheet must be printed out before class.) Then select partnerships to read the letters together for the class.

Think-Pair-Share

Students’ Words

- Use Think-Pair-Share to have the students share words that begin with /n/. After the students have answered, continue with the sound /g/.

n

Write Letters

- Review the letter cue for /n/. Have the students write the letter in the air and then on a partner’s arm, hand, back, or leg. Have the students write the letter several times on the backs of their optional review worksheets.
- Repeat for “g.” Have partners check each other’s work.

g

n .	g .	s .	g .
g .	g .	g .	g .
n .	g .	g .	g .
n .	g .	g .	g .

n .	g .	s .	g .
g .	g .	g .	g .
n .	g .	g .	g .
n .	g .	g .	g .

You will need:

.....

Photocopy of FTP Worksheet for Optional Review Lesson 4
Phonics picture cards from section 9



Key Card

Review of /o/**Alphabet Wall Frieze Review**

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

Hear Sounds

- Show each phonics picture card below. Name each picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word. Select the following cards from section 10. Mix the cards before you present them.



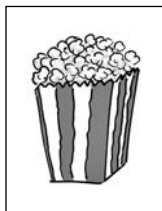
ox



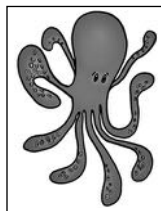
sock



doll



popcorn



octopus

Say-It-Fast

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

/D-o-n/	<i>Don</i>	/t-o-p/	<i>top</i>
/m-o-m/	<i>mom</i>	/p-o-t/	<i>pot</i>
/m-o-p/	<i>mop</i>	/p-o-p/	<i>pop</i>

Break-It-Down

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

dot	<i>/d-o-t/</i>	Tom	<i>/T-o-m/</i>
got	<i>/g-o-t/</i>	rod	<i>/r-o-d/</i>
jog	<i>/j-o-g/</i>	log	<i>/l-o-g/</i>

Review the Shape

- Show the students the key card for “o.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /o→o/. Flip the card over so the students can only see the letter. Ask: What do you say when you see this letter? That’s right. /o→o/.**

Read Letter Sounds

- Give the students the worksheet for Optional Review Lesson 4, and have the students read the sounds with their partners. Then select partnerships to read the letters together for the class.

Think-Pair-Share →

Students’ Words

- Use Think-Pair-Share to have the students share words that have the /o/ sound.



Write Letters

- Review the letter cue for /o/. Have the students write the letter in the air and then on a partner’s arm, hand, back, or leg. Have the students write the letter several times on the backs of their optional review worksheets. Have partners check each other’s work.

o .	p .	s .	m .	
t .	o .	i .	o .	
o .	n .	o .	d .	

o .	p .	s .	m .	
t .	o .	i .	o .	
o .	n .	o .	d .	

You will need:

Photocopy of FTP Worksheet for Optional Review Lesson 5

Phonics picture cards from sections 11 and 12

Review of /c/, /k/, and /ck/**Alphabet Wall Frieze Review**

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



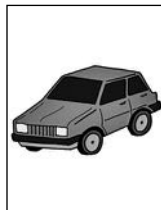
Key Cards

Hear Sounds

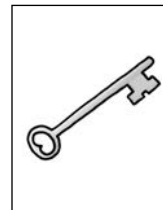
- Show each phonics picture card below. Name each picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word. Select the following cards from sections 11 and 12. Mix the cards before you present them.



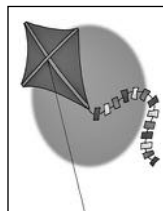
cake



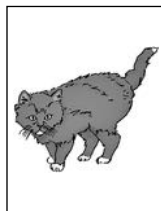
car



key



kite



kitten



sock

Say-It-Fast

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

/K-i-m/*Kim***/s-i-ck/***sick***/k-i-t/***kit***/c-a-p/***cap***/s-a-ck/***sack***/p-a-ck/***pack*

Break-It-Down

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

came	/c-a-me/	cot	/c-o-t/
cave	/c-a-ve/	can	/c-a-n/
sock	/s-o-ck/	cat	/c-a-t/

Review the Shape

- Show the students the key card for “c.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /c/. Flip the card over so the students can only see the letter. Ask: What do you say when you see this letter? That’s right. /c/.**
- Repeat for the letter “k,” bouncing the /k/ sound quietly three times.
- Take the “ck” card from the Letter-Blending Cards, and place it in the pocket chart. **We know that sometimes these letters go together to make one sound. What do these letters say when they’re together? That’s right. /ck/.**

Read Letter Sounds

- Give the students the worksheet for Optional Review Lesson 5, and have the students read the sounds with their partners. Then select partnerships to read the letters together for the class.

Stretch and Read

- Have partners each read the words at the bottom of the optional review worksheet until they can read them smoothly. Then have the class read the words together.

Students’ Words

Think-Pair-Share →

- Use Think-Pair-Share to have the students share words that begin or end with /c/, /k/, or /ck/.

Write Letters

C

- Review the letter cue for /c/. Have the students write the letter in the air and then on a partner’s arm, hand, back, or leg. Have the students write the letter several times on the backs of their optional review worksheets, and have partners check each other’s work.
- Repeat for “k.”
- Say: **Now let’s write /ck/ using two letters that we know.** Students will write “ck” in the air, with a partner, and on their papers.

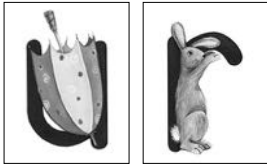
i .	c .	o .	c .
k .	n .	k .	g .
p .	k .	c .	ck .
Nick	kit	cap	
cat	sock	lock	

i .	c .	o .	c .
k .	n .	k .	g .
p .	k .	c .	ck .
Nick	kit	cap	
cat	sock	lock	

You will need:

Photocopy of FTP Worksheet for Optional Review Lesson 6

Phonics picture cards from sections 13 and 14



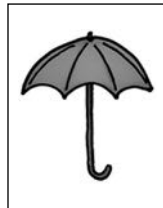
Key Cards

Review of /u/ and /r/**Alphabet Wall Frieze Review**

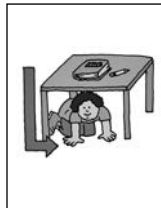
- Point to each key card in the wall frieze, and ask the students to name each picture.

Hear Sounds

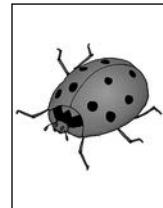
- Show each phonics picture card below. Name each picture, and ask the students to say the name after you. Then cue the students to tell you the initial or medial sound in each word. Select the following cards. Mix the cards before you present them.



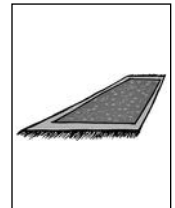
umbrella



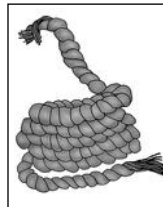
under



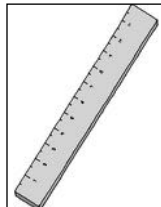
bug



rug



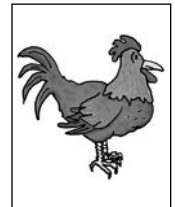
rope



ruler



rake



rooster

Say-It-Fast

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

/r-e-d/	<i>red</i>	/r-o-ck/	<i>rock</i>
/r-a-t/	<i>rat</i>	/t-u-g/	<i>tug</i>
/t-u-ck/	<i>tuck</i>	/r-u-g/	<i>rug</i>

Break-It-Down

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

up	<i>/u-p/</i>	luck	<i>/l-u-ck/</i>
us	<i>/u-s/</i>	fun	<i>/f-u-n/</i>
run	<i>/r-u-n/</i>	nut	<i>/n-u-t/</i>

Review the Shape

- Show the students the key card for “u.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /u→u/. Flip the card over so the students only see the letter. Ask: What do you say when you see this letter? That’s right. /u→u/.**
- Repeat for “r.”

Read Letter Sounds

- Give the students the worksheet for Optional Review Lesson 6, and have the students read the sounds with their partners. Then select partnerships to read the letters together for the class.

Stretch and Read

- Have partners each read the words at the bottom of the optional review worksheet until they can read them smoothly. Then have the class read the words together.

Students’ Words

Think-Pair-Share →

- Use Think-Pair-Share to have the students share words that have the sound /u/. After the students have answered, continue with the sound /r/.

Write Letters

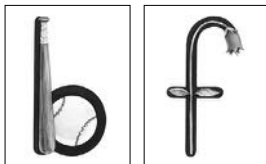
- Review the letter cue for /u/. Have the students write the letter in the air and then on a partner’s arm, hand, back, or leg. Have the students write the letter several times on the backs of their optional review worksheets, and have partners check each other’s work.
- Repeat for “r.”

r .	u .	m .
u .	c .	r .
k .	r .	i .
u .	r .	u .
run	nut	bug
rug	gum	mud

r .	u .	m .
u .	c .	r .
k .	r .	i .
u .	r .	u .
run	nut	bug
rug	gum	mud

You will need:

- Photocopy of FTP Worksheet for Optional Review Lesson 7
Phonics picture cards from sections 18 and 19



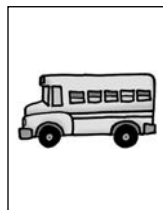
Key Cards

Review of /b/, /f/, and /e/**Alphabet Wall Frieze Review**

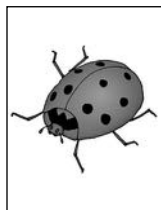
- Point to each key card in the wall frieze, and ask the students to name each picture.

Hear Sounds

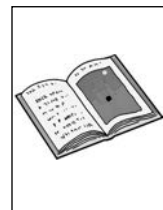
- Show each phonics picture card below. Name each picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word. Select the following cards from sections 18 and 19. Mix the cards before you present them.



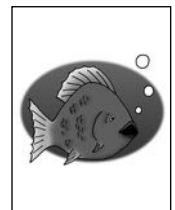
bus



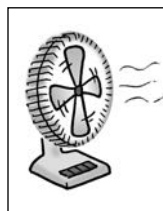
bug



book



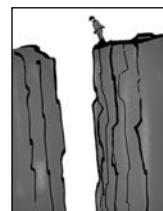
fish



fan



echo



edge



eggs

Say-It-Fast

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

/b-a-d/*bad***/f-u-n/***fun***/b-a-ck/***back***/p-u-t/***put***/b-u-s/***bus***/f-e-d/***fed*

Break-It-Down

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

off	/o-ff/	bug	/b-u-g/
egg	/e-gg/	big	/b-i-g/
bee	/b-ee/	fit	/f-i-t/

Review the Shape

- Show the students the key card for “b.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /b...b...b/. Flip the card over so the students can only see the letter. Ask: What do you say when you see this letter? That’s right. /b/.**
- Repeat for “f” and “e.”

Read Letter Sounds

- Give the students the worksheet for Optional Review Lesson 7, and have the students read the sounds with their partners. Then select partnerships to read the letters together for the class.

Stretch and Read

- Have partners each read the words at the bottom of the optional review worksheet until they can read them smoothly. Then have the class read the words together.

Students’ Words

- Use Think-Pair-Share to have the students share words that have the sound /b/. After students have answered, continue with the sounds /f/ and /e/.

Write Letters

- Review the letter cue for /b/. Have the students write the letter in the air and then on a partner’s arm, hand, back, or leg. Have the students write the letter several times on the backs of their optional review worksheets, and have partners check each other’s work.
- Repeat for “f” and “e.”

Stretch and Count

- Have the students stretch and count the following words and then use their “magic pencils” to write them.

bug fed bag fun

Think-Pair-Share →

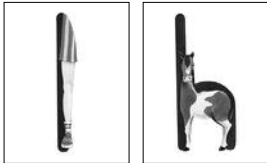
b
r

s .	e .	b .
b .	f .	e .
r .	f .	a .
b .	e .	e .
bet	fed	bed
fan	beg	egg

s .	e .	b .
b .	f .	e .
r .	f .	a .
b .	e .	e .
bet	fed	bed
fan	beg	egg

You will need:

- Photocopy of FTP Worksheet for Optional Review Lesson 8
Phonics picture cards from sections 18 and 19



Key Cards

Review of /l/ and /h/**Alphabet Wall Frieze Review**

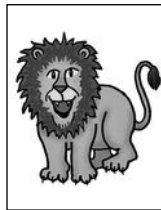
- Point to each key card in the wall frieze, and ask the students to name each picture.

Hear Sounds

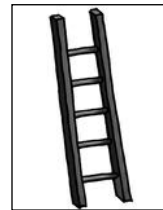
- Show each phonics picture card below. Name each picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word. Select the following cards from sections 18 and 19. Mix the cards before you present them.



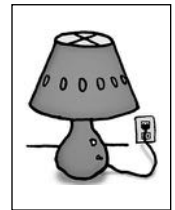
leaf



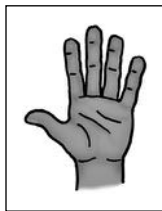
lion



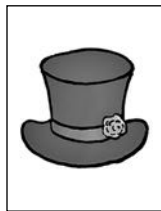
ladder



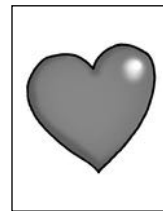
lamp



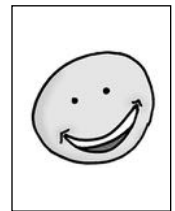
hand



hat



heart



happy

Say-It-Fast

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

/h-ea-d/ *head*
/h-a-d/ *had*
/l-e-t/ *let*

/l-ea-f/ *leaf*
/l-a-ke/ *lake*
/h-a-m/ *ham*

Break-It-Down

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

log	/l-o-g/	hit	/h-i-t/
lap	/l-a-p/	hill	/h-i-ll/
hat	/h-a-t/	leap	/l-ea-p/

Review the Shape

- Show the students the key card for “l.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /l→l/. Flip the card over so the students can only see the letter.** Ask: **What do you say when you see this letter? That’s right. /l→l/.**
- Repeat for “h.”

Read Letter Sounds

- Give the students the worksheet for Optional Review Lesson 8, and have the students read the sounds with their partners. Then select partnerships to read the letters together for the class.

Stretch and Read

- Have partners each read the words at the bottom of the optional review worksheet until they can read them smoothly. Then have the class read the words together.

Students’ Words

Think-Pair-Share →

- Use Think-Pair-Share to have the students share words that have the sound /l/. After the students have answered, continue with the sound /h/.

Write Letters

- Review the letter cue for /l/. Have the students write the letter in the air and then on a partner’s arm, hand, back, or leg. Have the students write the letter several times on the backs of their optional review worksheets, and have partners check each other’s work.
- Repeat for “h.”

Stretch and Count

- Have the students stretch and count the following words and then use their “magic pencils” to write them.

hat leg hug lip

h
r

h .	l .	t .	h .	f .	l .	d .	l .
hen	leg	lock	hid	hat	luck		

h .	l .	t .	h .	f .	l .	d .	l .
hen	leg	lock	hid	hat	luck		

You will need:

-
- Photocopy of FTP Worksheet for Optional Review Lesson 9
 - Phonics picture cards from section 20



Key Card

Review of /ng/**Alphabet Wall Frieze Review**

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

Hear Sounds

- Show each phonics picture card below. Name each picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word. Select the following cards from section 20. Mix the cards before you present them.



ring



king



swing

Say-It-Fast

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

/d-i-ng/	<i>ding</i>	/s-o-ng/	<i>song</i>
/d-o-ng/	<i>dong</i>	/k-i-ng/	<i>king</i>
/r-u-ng/	<i>rung</i>	/r-i-ng/	<i>ring</i>

Break-It-Down

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

sing	<i>/s-i-ng/</i>	rang	<i>/r-a-ng/</i>
song	<i>/s-o-ng/</i>	bang	<i>/b-a-ng/</i>
thing	<i>/th-i-ng/</i>	sang	<i>/s-a-ng/</i>

Review the Shape

- Show the students the key card for “ng.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /ng/.** Flip the card over so the students can only see the letters. Ask: **What do you say when you see these letters? That’s right. /ng/.**

Read Letter Sounds

- Give the students the worksheet for Optional Review Lesson 9, and have the students read the sounds with their partners. Then select partnerships to read the letters together for the class.

Stretch and Read

- Have partners each read the words at the bottom of the optional review worksheet until they can read them smoothly. Then have the class read the words together.

Students’ Words

- Use Think-Pair-Share to have the students share words that have the /ng/ sound.

Think-Pair-Share →

— ng

Write Letters

- Review the letter cue for /ng/. Have the students write /ng/ in the air and then on a partner’s arm, hand, back, or leg. Have the students write the letters several times on the backs of their optional review worksheets, and have partners check each other’s work.

Stretch and Count/Stretch and Spell

- Have the students stretch and count, then stretch and spell, the following words:

king sting rang songs

n .	ng .	i .
ng .	t .	h .
l .	ng .	g .
e .	r .	ng .
sang	ring	rang
king	song	long

n .	ng .	i .
ng .	t .	h .
l .	ng .	g .
e .	r .	ng .
sang	ring	rang
king	song	long

You will need:

- Photocopy of FTP Worksheet for Optional Review Lesson 10
Phonics picture cards from section 21



Key Card

Review of /sh/**Alphabet Wall Frieze Review**

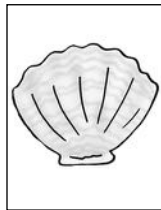
- Point to each key card in the wall frieze, and ask the students to name each picture.

Hear Sounds

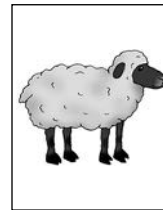
- Show each phonics picture card below. Name each picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word. Select the following cards from section 21. Mix the cards before you present them.



shirt



shell



sheep



shoe

Say-It-Fast

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

/sh-oe/ shoe

/sh-a-ke/ shake

/p-u-sh/ push

/f-i-sh/ fish

/sh-e/ she

/sh-i-p/ ship

Break-It-Down

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

she /sh-e/

leash /l-ea-sh/

push /p-u-sh/

shoes /sh-oe-s/

shoe /sh-oe/

shine /sh-i-ne/

Review the Shape

- Show the students the key card for “sh.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /sh/.** Flip the card over so the students can only see the letters. Ask: **What do you say when you see these letters? That’s right. /sh/.**

Read Letter Sounds

- Give the students the worksheet for Optional Review Lesson 10, and have the students read the sounds with their partners. Then select partnerships to read the letters together for the class.

Stretch and Read

- Have partners each read the words at the bottom of the optional review worksheet until they can read them smoothly. Then have the class read the words together.

Students’ Words

- Use Think-Pair-Share to have the students share words that begin or end with /sh/.

Think-Pair-Share

sh

Write Letters

- Have the students write “sh” in the air and then on a partner’s arm, hand, back, or leg. Have the students write the letters several times on the backs of their optional review worksheets, and have partners check each other’s work.

Stretch and Count/Stretch and Spell

- Have the students stretch and count, then stretch and spell, the following words:
ship fish rush shop
- Ask partners to check each other’s work. Then have the class tell you how to spell the words so you can write them on the board.

i .	p .	sh .	sh .
sh .	u .	l .	ng .
ship	shot	fish	
dish	shell	rush	

i .	p .	sh .	sh .
sh .	u .	l .	ng .
ship	shot	fish	
dish	shell	rush	

You will need:

Photocopy of FTP Worksheet for Optional Review Lesson 11

Phonics picture cards from sections 22, 23, and 25



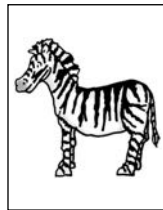
Key Cards

Review of /z/, /w/, and /j/**Alphabet Wall Frieze Review**

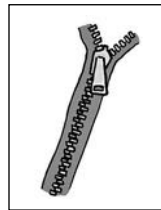
- Point to each key card in the wall frieze, and ask the students to name each picture.

Hear Sounds

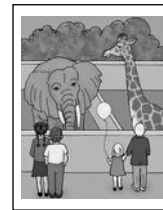
- Show each phonics picture card below. Name each picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word. Select the following cards from sections 22, 23, and 25. Mix the cards before you present them.



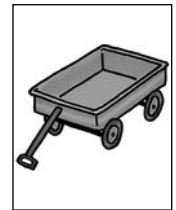
zebra



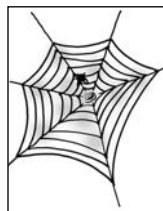
zipper



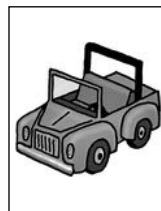
zoo



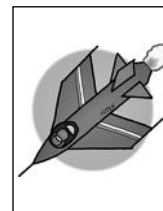
wagon



web



jeep



jet



jug

Say-It-Fast

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

/z-i-p/*zip***/z-oo-m/***zoom***/w-e-t/***wet***/w-i-n/***win***/j-e-t/***jet***/j-o-g/***jog*

Break-It-Down

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

zip	/z-i-p/	jump	/j-u-m-p/
well	/w-e-ll/	wet	/w-e-t/
Jack	/J-a-ck/	zag	/z-a-g/

Review the Shape

- Show the students the key card for “z.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /z→z/. Flip the card over so the students can only see the letter. Ask: What do you say when you see this letter? That’s right. /z→z/.**
- Repeat for “w” and “j.”

Read Letter Sounds

- Give the students the optional review worksheet for lesson 11, and select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

Stretch and Read

- Have partners each read the words at the bottom of the optional review worksheet until they can read them smoothly. Then have the class read the words together.

Students’ Words

- Use Think-Pair-Share to have the students share words that begin or end with /z/. After the students have answered, continue with the sounds /w/ and /j/.

Z

Write Letters

- Review the letter cue for /z/. Have the students write “z” in the air and then on a partner’s arm, hand, back, or leg. Have the students write the letters several times on the back of their optional review worksheets, and have partners check each other’s work.
- Repeat for /w/ and /j/.

Stretch and Count/Stretch and Spell

- Have the students stretch and count, then stretch and spell, the following words:

zip jam wet jog

- Ask partners to check each other’s work. Then have the class tell you how to spell the words so you can write them on the board.

w .	z .	j .
z .	ng .	z .
sh .	w .	j .
j .	r .	w .
wet	jam	zip
zap	wing	jog

w .	z .	j .
z .	ng .	z .
sh .	w .	j .
j .	r .	w .
wet	jam	zip
zap	wing	jog

You will need:

- Photocopy of FTP Worksheet for Optional Review Lesson 12
Phonics picture cards from section 24



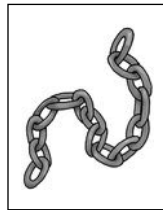
Key Card

Review of /ch/**Alphabet Wall Frieze Review**

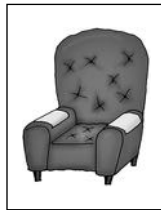
- Point to each key card in the wall frieze, and ask the students to name each picture.

Hear Sounds

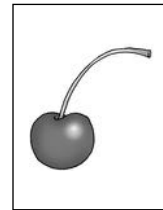
- Show each phonics picture card below. Name each picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word. Select the following cards from section 24. Mix the cards before you present them.



chain



chair



cherry

Say-It-Fast

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

/ch-i-n/ *chin*
/ch-o-p/ *chop*
/ch-e-ck/ *check*

/m-u-ch/ *much*
/ch-ea-p/ *cheap*
/r-i-ch/ *rich*

Break-It-Down

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

chip */ch-i-p/*
rich */r-i-ch/*
pitch */p-i-tch/*

chin */ch-i-n/*
chat */ch-a-t/*
child */ch-i-l-d/*

Review the Shape

- Show the students the key card for /ch/. Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That is right. /ch/.** Flip the card over so the students can only see the letters. Ask: **What do you say when you see these letters? That's right. /ch/.**

Read Letter Sounds

- Give the students the optional review worksheet for lesson 12, and select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

Stretch and Read

- Have partners each read the words at the bottom of the optional review worksheet until they can read them smoothly. Then have the class read the words together.

Students' Words

Think-Pair-Share →

- Use Think-Pair-Share to have the students share words that begin or end with /ch/.

ch

Write Letters

- Have the students write “ch” in the air and then on a partner’s arm, hand, back, or leg. Have the students write the letters several times on the backs of their optional review worksheets, and have partners check each other’s work.

Stretch and Count/Stretch and Spell

- Have the students stretch and count, then stretch and spell, the following words:
chop rich chin much
- Ask partners to check each other’s work. Then have the class tell you how to spell the words so you can write them on the board.

a .	ch .	ng .
ch .	z .	ch .
b .	ch .	sh .
ch .	w .	m .
chip	chug	rich
chop	chin	much

a .	ch .	ng .
ch .	z .	ch .
b .	ch .	sh .
ch .	w .	m .
chip	chug	rich
chop	chin	much

You will need:

- Photocopy of FTP Worksheet for Optional Review Lesson 13
- Phonics picture cards from section 28



Key Card

Review of /th/**Alphabet Wall Frieze Review**

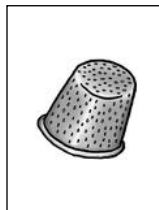
- Point to each key card in the wall frieze, and ask the students to name each picture.

Hear Sounds

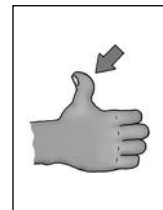
- Show each phonics picture card below. Name each picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word. Select the following cards from section 24.



thermometer



thimble



thumb

Say-It-Fast

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

/th-i-s/	<i>this</i>	/p-a-th/	<i>path</i>
/th-a-t/	<i>that</i>	/b-a-th/	<i>bath</i>
/th-e-n/	<i>then</i>	/m-a-th/	<i>math</i>

Break-It-Down

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

then	/th-e-n/	thick	/th-i-ck/
than	/th-a-n/	thumb	/th-u-mb/
that	/th-a-t/	with	/w-i-th/

Review the Shape

- Show the students the key card for “th.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /th/. Flip the card over so the students can only see the letters. Ask: What do you say when you see these letters? That’s right. /th/.**

Read Letter Sounds

- Give the students the optional review worksheet for lesson 13, and select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

Stretch and Read

- Have partners each read the words at the bottom of the optional review worksheet until they can read them smoothly. Then have the class read words together.

Students' Words

- Use Think-Pair-Share to have the students share words that begin or end with /th/.

Think-Pair-Share

th

Write Letters

- Have the students write “th” in the air and then on a partner’s arm, hand, back, or leg. Have the students write the letters several times on the backs of their optional review worksheets, and have partners check each other’s work.

Stretch and Count/Stretch and Spell

- Have the students stretch and count, then stretch and spell, the following words:
with math bat then
- Ask partners to check each other’s work. Then have the class tell you how to spell the words so you can write them on the board.

ck .	th .	g .
th .	h .	k .
i .	th .	e .
n .	p .	th .
this	that	path
math	thing	bath

ck .	th .	g .
th .	h .	k .
i .	th .	e .
n .	p .	th .
this	that	path
math	thing	bath

You will need:

- Photocopy of FTP Worksheet for Optional Review Lesson 14
Phonics picture cards from section 29



Key Card

Review of /q/**Alphabet Wall Frieze Review**

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

Hear Sounds

- Show each phonics picture card below. Name each picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word. Select the following cards from section 24. Mix the cards before you present them.



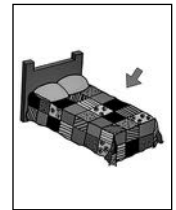
quarter



queen



question mark



quilt

Say-It-Fast

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

/qu-ee-n/	<i>queen</i>	/qu-i-ck/	<i>quick</i>
/qu-i-t/	<i>quit</i>	/qu-i-e-t/	<i>quiet</i>
/qu-a-ck/	<i>quack</i>	/qu-a-ke/	<i>quake</i>

Break-It-Down

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

quack	/qu-a-ck/	quick	/qu-i-ck/
quit	/qu-i-t/	queen	/qu-ee-n/
quiz	/qu-i-z/	quiet	/qu-i-e-t/

Review the Shape

- Show the students the key card for “q.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /q/. Flip the card over so the students can only see the letter. Ask: What do you say when you see this letter? That’s right. /q/.**

Read Letter Sounds

- Give the students the optional review worksheet for lesson 14, and select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

Stretch and Read

- Have partners each read the words at the bottom of the optional review worksheet until they can read them smoothly. Then have the class read them together.

Students’ Words

- Use Think-Pair-Share to have the students share words that begin with /q/.

q

Write Letters

- Review the letter cue for /q/. Have the students write the letter in the air and then on a partner’s arm, hand, back, or leg. Have the students write the letters several times on the backs of their optional review worksheets, and have partners check each other’s work.

Stretch and Count/Stretch and Spell

- Have the students stretch and count, then stretch and spell, the following words:

quit quiz quack

- Ask partners to check each other’s work. Then have the class tell you how to spell the words so you can write them on the board.

i .	qu .	o .
qu .	e .	t .
u .	qu .	m .
qu .	a .	qu .
quit	quiz	quick
quip	quack	quilt

i .	qu .	o .
qu .	e .	t .
u .	qu .	m .
qu .	a .	qu .
quit	quiz	quick
quip	quack	quilt

You will need:

Photocopy of FTP Worksheet for Optional Review Lesson 15

Phonics picture cards from sections 26, 27, and 30



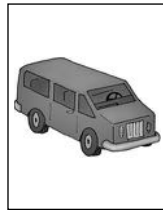
Key Cards

Review of /v/, /x/, and /y/**Alphabet Wall Frieze Review**

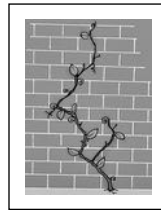
- Point to each key card in the wall frieze, and ask the students to name each picture.

Hear Sounds

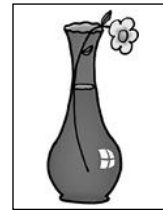
- Show each phonics picture card below. Name each picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word. Select the following cards from sections 26, 27, and 30. Mix the cards before you present them.



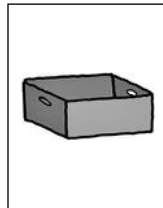
van



vine



vase



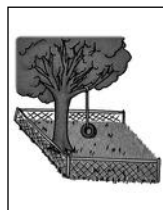
box



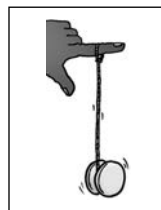
ox



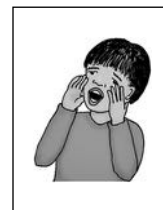
six



yard



yo-yo



yell

Say-It-Fast

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

/f-o-x/*fox***/y-e-s/***yes***/f-i-x/***fix***/y-e-t/***yet***/b-o-x/***box***/v-a-n/***van*

Break-It-Down

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

vet	<i>/v-e-t/</i>	yes	<i>/y-e-s/</i>
dove	<i>/d-o-ve/</i>	yell	<i>/y-e-ll/</i>
vine	<i>/v-i-ne/</i>	six	<i>/s-i-x/</i>

Review the Shape

- Show the students the key card for “v.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /v→v/.** Flip the card over so students can only see the letter. Ask: **What do you say when you see this letter? That’s right. /v→v/.**
- Repeat for “x” and “y.”

Read Letter Sounds

- Give the students the optional review worksheet for lesson 15, and select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

Stretch and Read

- Have partners each read the words at the bottom of the optional review worksheet until they can read them smoothly. Then have the class read words together.

Students’ Words

Think-Pair-Share

- Use Think-Pair-Share to have the students share words that begin with /v/. After the students have answered, continue with the sounds /x/ and /y/.

**Write Letters**

- Review the letter cue for /v/. Have the students write the letter in the air, then on a partner’s arm, hand, back, or leg. Have the students write the letters several times on the back of their Optional Review Worksheets, and have partners check each other’s work.
- Repeat for “x” and “y.”

Stretch and Count/Stretch and Spell

- Have the students stretch and count, then stretch and spell, the following words:

fox van yes six

- Ask partners to check each other’s work. Then have the class tell you how to spell the words so you can write them on the board.

v .	x .	y .	v .
x .	b .	x .	qu .
y .	e .	y .	y .
van	fox	yell	
yes	vet	six	

v .	x .	y .	v .
x .	b .	x .	qu .
y .	e .	y .	y .
van	fox	yell	
yes	vet	six	

Level 1

Lesson	Day 1	Day 2	Day 3
1	/m/	/a/	/s/
2	/d/	/t/	/i/
3	/n/	/p/	/g/
4	/o/	Assessment 1	Review
5	/c/	/k/, /ck/	/u/
6	/r/	/b/	/f/
7	/e/	/l/	/h/
8	/ng/	Assessment 2	Review
9	/sh/	/z/	/w/
10	/ch/	/j/	/v/
11	/y/	/th/	/q/
12	/x/	Assessment 3	Review
13	/_ed/, /_ing/	/_ed/, /_ing/	/a_e/
14	/a_e/	/ee/	/ee/
15	/i_e/	/i_e/	/o_e/

Level 2

Lesson	Day 1	Day 2	Day 3
16	/o_e/	Assessment 4	Review
17	/oo/ (moon)	/oo/ (moon)	/ar/
18	/ar/	/c/ (ice)	/c/ (ice)
19	/ou/ (out)	/ou/ (out)	/ay/
20	/ay/	Assessment 5	Review
21	/ea/ (tea)	/ea/ (tea)	/or/
22	/or/	/ie/	/ie/
23	/_y/ (puppy)	/_y/ (puppy)	/oy/
24	/oy/	Assessment 6	Review
25	/er/	/er/	/ue/

Level 3

Lesson	Day 1	Day 2	Day 3
26	/ue/	/ai/	/ai/
27	/igh/	/igh/	/ow/ (snow)
28	/ow/ (snow)	Assessment 7	Review
29	/_ed/, /_ing/ (silent e)	/_ed/, /_ing/ (silent e)	/aw/
30	/aw/	/oi/	/oi/
31	/oa/	/oa/	/ur/
32	/ur/	Assessment 8	Review
33	/ow/ (cow)	/ow/ (cow)	/oo/ (book)
34	/oo/ (book)	/u_e/	/u_e/
35	/ir/	/ir/	/_y/ (fly)
36	/_y/ (fly)	Assessment 9	Review
37	/ph/	/ph/	/ge/, /dge/

Level 4

Lesson	Day 2	Day 3	Day 4
38	/ge/, /dge/	/tch/	/tch/
39	/ew/	/ew/	Assessment 10
40	Long a letter groups	Long a letter groups	Long a letter groups
41	Long e letter groups	Long e letter groups	Long e letter groups
42	Long i letter groups	Long i letter groups	Long i letter groups
43	Long o letter groups	Long o letter groups	Long o letter groups
44	/ur/, /ir/, /er/	/ur/, /ir/, /er/	/ur/, /ir/, /er/
45	/ou/, /ow/	/ou/, /ow/	/ou/, /ow/
46	/oy/, /oi/	/oy/, /oi/	/oy/, /oi/
47	Long u letter groups	Long u letter groups	Long u letter groups
48	Review	Review	Review

The Alphabet Chant

A is for apple	Pretend to take a bite of an apple.
B for bat and ball	Pretend to hit a ball with a bat.
C is for caterpillar climbing up the wall	Move one finger in the shape of a “c,” then use two hands to climb upwards.
D is for dinosaur	Place your arms in front of you, on top of each other. Open and close them like giant dinosaur jaws.
E for elephant	Clasp hands, bend over, and wave your “trunk.”
F is for flower what a pretty scent!	Pretend to smell a flower that you are holding.
G is for girl	Girls point to themselves; boys point to a girl.
H is for horse	Gallop in place.
I is for insect crawling up my shorts!	Place two fingers on top of your head like antennae and wiggle them. Smack an invisible insect on your leg.
J is for jump	Raise your arms high in the air, and leap up once.
K for kangaroo	Hop three times.
L is for legs walking to the zoo	Shake your legs and point to them. Walk in place.
M is for mountain	Make a mountain by placing your arms above your head with fingertips together.
N is for net	Hold your arms to the side, making a circle shape.
O is for octopus wiggly and wet	Wave your arms around.
P is for parrot	Open and close one hand to make the mouth of a talking parrot.
Q is for queen	Place an imaginary crown on your head.
R is for rabbit hopping on the green	Hop with your hands on your head like long ears.

FastTrack Phonics **The Alphabet Chant**

S is for snake	Squirm your whole body like a snake.
T is for tower	Stand very tall, and stretch your arms out from your shoulders in the shape of a “t.”
U is for umbrella keeps you dry in a shower,	Pretend to open and hold an umbrella.
V is for vulture	Hold arms up in a “v” shape, and then bring them down to imitate a flying vulture.
W is for worm	Wiggle your finger like a worm.
X is exercising fox now we take a turn	Do jumping jacks.
Y is for yo-yo	Pretend to make a yo-yo go down and up.
Zipper starts with Z	Pretend to zip up your coat.
Now I know my alphabet Hooray for me!	Pat hands on your chest and smile.

Alliterative Phrases

Letter	Phrase	Lesson
Aa	Alphie asks for apples	1
Bb	The boy bats balls	6
Cc	The curly caterpillar crawls	5
Dd	Don't disturb the dinosaur	2
Ee	Every elephant enters	7
Ff	The floppy flower falls	6
Gg	The growing girl giggles	3
Hh	The happy horse hops	7
Ii	Imagine itchy insects	2
Jj	Jane jumps for joy	10
Kk	The kangaroo keeps kicking	5
Ll	The long leg leaps	7
Mm	The man marches on mountains	1
Nn	Ned is near the net	3
Oo	The octopus observes olives	4
Pp	Peek at the proud parrot	3
Qq	The queen is quite quiet	11
Rr	The rapid rabbit races	6
Ss	The snake slides and slithers	1
Tt	Tap the tall tower	2
Uu	The upside-down umbrella is unusual	5
Vv	The vulture veers over valleys	10
Ww	Watch the worm wiggle	9
Xx	The excited fox exercises	12
Yy	Yank the yellow yo-yo	11
Zz	Zip the zig-zag zipper	9

Letter(s)	Phrase	Lesson
ng	Bring the king a ring.	8
sh	Sherry shines her shoes.	9
ch	The chipmunk chooses cheese.	10
th	Theo has a thimble on his thumb	11
a_e	Bake a cake.	13–14
ee	See the tree?	14
i_e	In a while, crocodile	15
o_e	Phone home.	15–16
oo	Zoom to the moon	17
ar	Start the car.	17–18
c	City mice on ice	18
ou	Shout it out.	19
ay	May I play?	19–20
ea	Time for tea	21
or	Corn for the horse	21–22
ie	Tie your tie.	22
–y	Silly, happy puppy	23
oy	Boy with a toy	23–24
er	Bigger batter	25
ue	Blue glue	25–26
ai	Train in the rain	26
igh	Bright light	27
ow	Blow the snow.	27–28
aw	I saw a seesaw.	29–30
oi	Little voice, big voice	30
oa	Goat in a boat	31
ur	Nurse with a purse	31–32
ow	Brown cow	33
oo	Look for a book.	33–34
u_e	Huge cube	34
ir	Girl in a whirl	35
–y	Fly in the sky.	35–36
ph	Photo of Alphonse	37
ge dge	Large badge	37–38
tch	Pitch and catch	38
ew	New stew	39

Letter Writing Cues: Manuscript

/a/ apple:	Left around the apple and down the leaf.	/a/ (stretch)
/b/ bat and ball:	Down the bat and right around the ball.	/b/ /b/ /b/
/c/ caterpillar:	Curl left around the caterpillar.	/c/ /c/ /c/
/d/ dinosaur:	Left around his back, then head to toe.	/d/ /d/ /d/
/e/ elephant:	Right under his ear, then all around his trunk.	/e/ (stretch)
/f/ flower:	Curve down the flower, then across the leaves.	/f/ (stretch)
/g/ girl:	Left around the girl, down her braid (plait), and curl.	/g/ /g/ /g/
/h/ horse:	From head to toe and over his back.	/h/ /h/ /h/
/i/ insect:	Go down the insect, lift and dot.	/i/ (stretch)
/j/ Jane jumps:	Down Jane's back, up to her toes. Jump to the ball.	/j/ /j/ /j/
/k/ kangaroo:	From head to toe, arm up, kick out.	/k/ /k/ /k/
/l/ leg:	Down the long, long leg.	/l/ (stretch)
/m/ mountains:	From the man go down, climb one mountain and another.	/m/ (stretch)
/n/ net:	From head to toe and over the net.	/n/ (stretch)
/o/ octopus:	Left around the octopus.	/o/ (stretch)
/p/ parrot:	From head to tail, then right around the parrot.	/p/ /p/ /p/
/q/ queen:	Left around the queen and way down her staff.	/q/ /q/ /q/
/r/ rabbit:	From head to tail and along his paws.	/r/ (stretch)
/s/ snake:	Left around, right around, from head to tail.	/s/ (stretch)
/t/ tower:	Go down the tower, lift and cross.	/t/ /t/ /t/
/u/ umbrella:	Right under the umbrella, up and down.	/u/ (stretch)
/v/ vulture:	Down one wing and up the other.	/v/ (stretch)
/w/ worm:	Wiggle down, wiggle up, down and up.	/w/ /w/ /w/
/x/ exercising fox:	Left hand to right toe, right hand to left toe.	/x/ /x/ /x/
/y/ yo-yo:	Slant right down one string and way down the other.	/y/ /y/ /y/
/z/ zipper:	Zig right, zag left, zig right.	/z/ (stretch)

Letter Writing Cues: D'Nealian

/a/ apple:	Left around the apple and down the leaf, kick up.	/a/ (stretch)
/b/ bat and ball:	Slant down the bat and up around the ball.	/b/ /b/ /b/
/c/ caterpillar:	Curve left around the caterpillar.	/c/ /c/ /c/
/d/ dinosaur:	Left around his back, slant up to his head, back down, kick up.	/d/ /d/ /d/
/e/ elephant:	Right up under his ear, then all around his trunk.	/e/ (stretch)
/f/ flower:	Curve around the flower, slant down the stem, then across the leaves.	/f/ (stretch)
/g/ girl:	Left around the girl, down her braid (plait) and curl.	/g/ /g/ /g/
/h/ horse:	Slant from head to toe, up over his back, kick up.	/h/ /h/ /h/
/i/ insect:	Slant down the insect, kick up and dot.	/i/ (stretch)
/j/ Jane jumps:	Slant down Jane's back, up to her toes. Jump to the ball.	/j/ /j/ /j/
/k/ kangaroo:	Slant from head to toe, up around her tummy and kick out.	/k/ /k/ /k/
/l/ leg:	Slant down the long, long leg and kick up.	/l/ (stretch)
/m/ mountains:	Slant down the man, climb one mountain and another, kick up.	/m/ (stretch)
/n/ net:	From head to toe and over the net, kick up.	/n/ (stretch)
/o/ octopus:	Left around the octopus.	/o/ (stretch)
/p/ parrot:	From head to tail, back up, right around the parrot.	/p/ /p/ /p/
/q/ queen:	Left around the queen and way down her staff.	/q/ /q/ /q/
/r/ rabbit:	From head to tail and along his paws.	/r/ (stretch)
/s/ snake:	Left around, right around, from head to tail.	/s/ (stretch)
/t/ tower:	Slant down the tower, kick up, and cross.	/t/ /t/ /t/
/u/ umbrella:	Right under the umbrella, up, down, kick up.	/u/ (stretch)
/v/ vulture:	Down one wing and up the other.	/v/ (stretch)
/w/ worm:	Wiggle slant down, wiggle up, down and up.	/w/ /w/ /w/
/x/ exercising fox:	Left hand to right toe, right hand to left toe, kick up.	/x/ /x/ /x/
/y/ yo-yo:	Right under the strings, up and way down with a curve.	/y/ /y/ /y/
/z/ zipper:	Zig right, zag left, zig right.	/z/ (stretch)

Level 1

Lesson	Shared Story	STaR Story	Author
1		<i>Are You My Mother?</i>	P. D. Eastman
2		<i>There's an Alligator Under My Bed</i>	Mercer Mayer
3		<i>Bringing the Rain to Kapiti Plain</i>	Verna Aardema
4	<i>Show and Tell</i>	<i>How to Be a Good Dog</i>	Gail Page
5	<i>A Card for Dad</i>	<i>Sophie and the Mother's Day Card</i>	Kaye Umansky
6	<i>Miss Sid Meets Sad Sam</i>	<i>Birds</i>	Caroline Arnold and Patricia J. Wynne
7	<i>The Ice Cream Man</i>	<i>Ice Cream: The Full Scoop</i>	Gail Gibbons
8	<i>Pit-Pat</i>	<i>Six-Dinner Sid</i>	Inga Moore
9	<i>A Game of Tag at the Farm</i>	<i>Come Out and Play</i>	Maya Ajmera and John D. Ivanko
10	<i>The Painters</i>	<i>Jamaica Louise James</i>	Amy Hest
11	<i>The Costume Party</i>	<i>The Costume Party</i>	Victoria Chess
12	<i>Kim's Visit</i>	<i>The Relatives Came</i>	Cynthia Rylant
13	<i>The Field Trip</i>	<i>The Ant and the Elephant</i>	Bill Peet
14	<i>The Rainy Day</i>	<i>Mud Puddle</i>	Robert Munsch and Sami Suomalainen
15	<i>The Mysterious Song</i>	<i>Beaks!</i>	Sneed B. Collard III and Robin Brickman

Level 2

Lesson	Shared Story	STaR Story	
16	<i>The Class Trip</i>	<i>Farmer Duck</i>	Martin Waddell and Helen Oxenbury
17	<i>Bug Alert!</i>	<i>Head Louse</i>	Karen Hartley, Chris Macro, and Philip Taylor
18	<i>Fang</i>	<i>Buster</i>	Denise Fleming
19	<i>The Pest in the Tent</i>	<i>Let's Go Camping!</i>	Brody Coleson
20	<i>May I Borrow Your Ice Cream?</i>	<i>Let's Be Friends Again!</i>	Hans Wilhelm
21	<i>The Noisy Morning</i>	<i>Bear Snores On</i>	Karma Wilson
22	<i>Hiccups</i>	<i>The Tortoise and The Hare</i>	An Aesop fable adapted by Janet Stevens
23	<i>Fish in Class</i>	<i>What's It Like to Be a Fish?</i>	Wendy Pfeffer and Holly Keller
24	<i>Late!</i>	<i>The Grouchy Ladybug</i>	Eric Carle
25	<i>And Then What Happened?</i>	<i>Cloudy With a Chance of Meatballs</i>	Judi Barrett

Shared Story and STaR Story Title List

Level 3

Lesson	Shared Story	STaR Story	Author
26	<i>Let's Go Fishing</i>	<i>Dear Mr. Blueberry</i>	Simon James
27	<i>The Camping Trip</i>	<i>The Three Billy Goats Gruff</i>	Paul Galdone
28	<i>Is There an Alligator in the Pond?</i>	<i>Trosclair and the Alligator</i>	Peter Huggins
29	<i>Leaves Fall</i>	<i>Trees Around the World</i>	Lucy Wilson
30	<i>Cupcakes</i>	<i>Baking a Wonderful Wacky Cake</i>	Catalina Castillo
31	<i>Ride a Bike</i>	<i>Vera Rides a Bike</i>	Vera Rosenberry
32	<i>Home with a Cold</i>	<i>The Big Snow</i>	Berta and Elmer Hader
33	<i>Slippery Steps</i>	<i>Callie Cat, Ice Skater</i>	Eileen Spinelli
34	<i>The Ice Storm</i>	<i>"On a Night of Snow"</i>	A poem by Elizabeth Coatsworth
35	<i>Did That Tree Eat My Kite?</i>	<i>Dear Tooth Fairy</i>	Alan Durant
36	<i>Who Is Wilfred?</i>	<i>Extra! Extra! Writing a Newspaper Article</i>	Jack Gallagher
37	<i>Planting Seeds in May</i>	<i>Camille and the Sunflowers</i>	Laurence Anholt

Level 4

Lesson	Shared Story	STaR Story	Author
38	<i>The Land of the Midnight Sun</i>	<i>Living in the Arctic</i>	Allan Fowler
39	<i>The Three Wishes</i>	<i>Sausages</i>	Jessica Souhami
40	<i>The Artists of Benin City</i>	<i>Crafting Fun for a Rainy Day</i>	Kwami Conteh
41	<i>Anansi, the Spider</i>	<i>Rehema's Journey</i>	Barbara A. Margolies
42	<i>A Farm in China</i>	<i>The Empty Pot</i>	Demi
43	<i>Woo Zen, a Cinderella Story</i>	<i>Er-lang and the Suns</i>	Tony Guo, Euphine Cheung, and Karl Edwards
44	<i>A Trip to the Inca Kingdom</i>	<i>We're from Brazil</i>	Emma Lynch
45	<i>The Magic Lake</i>	<i>At Home in the Rain Forest</i>	Diane Willow
46	<i>Pen Pals in the U.S.A.</i>	<i>Country Kid, City Kid</i>	by Julie Cummins
47	<i>How Turtle Flew South for the Winter</i>	<i>What Is in the Ocean?</i>	by Kathleen Collins
48	<i>Paul Bunyan's Pancakes</i>	<i>Pecos Bill</i>	by Bill Balcziaik

Each of the Reading Roots Shared Stories focuses on various reading skills and strategies. The list below identifies where skills are introduced for the first time.

Level 1

Shared Story Number	Letter Focus	Title	Skill
4	d	<i>Show and Tell</i>	Previewing Understanding the concept of a sentence Using periods at the end of sentences
5	t	<i>A Card for Dad</i>	Using periods correctly
6	i	<i>Miss Sid Meets Sad Sam</i>	Recognizing exclamation points Recognizing question marks
7	n	<i>The Ice Cream Man</i>	
8	p	<i>Pit-Pat</i>	Predicting Adding “s” to third person verbs
9	g	<i>A Game of Tag at the Farm</i>	
10	o	<i>The Painters</i>	
11	c	<i>The Costume Party</i>	Understanding the use of quotation marks
12	k, ck	<i>Kim’s Visit</i>	
13	_nt, _nd	<i>The Field Trip</i>	
14	u	<i>The Rainy Day</i>	
15	ng	<i>The Mysterious Song</i>	Adding “ing” to the end of a verb

Level 2

Shared Story Number	Letter Focus	Title	Skill
16	"s__" s blended with other consonants	<i>The Class Trip</i>	Introducing the word pattern "_all"
17	b	<i>Bug Alert!</i>	Understanding the prefix "un"
18	f	<i>Fang</i>	Identifying and describing new characters
19	e	<i>The Pest in the Tent</i>	Understanding the past tense "ed" ending
20	l	<i>May I Borrow Your Ice Cream?</i>	Introducing the contraction "I'll"
21	"_l" l blended with other consonants	<i>The Noisy Morning</i>	Recognizing "ed" and "ing" endings on verbs
22	h	<i>Hiccups</i>	Understanding the use of parentheses
23	sh	<i>Fish in Class</i>	Introducing the word pattern "_all"
24	r	<i>Late!</i>	
25	ee, ea	<i>And Then What Happened?</i>	Understanding the tall tale genre

Level 3

Shared Story Number	Letter Focus	Title	Skill
26	"_r" r blended with other consonants	<i>Let's Go Fishing</i>	Introducing contractions Identifying and discussing story setting Introducing question words "who," "where," and "what"
27	_lp, _mp, _ft	<i>The Camping Trip</i>	Practicing consonant blends
28	j	<i>Is There an Alligator in the Pond?</i>	
29	v	<i>Leaves Fall</i>	
30	a__e	<i>Cupcakes</i>	
31	i__e	<i>Ride a Bike</i>	
32	o__e, oe	<i>Home with a Cold</i>	
33	y	<i>Slippery Steps</i>	
34	soft c	<i>The Ice Storm</i>	
35	ch	<i>Did That Tree Eat My Kite?</i>	
36	w	<i>Who Is Wilfred?</i>	
37	ay, ai	<i>Planting Seeds in May</i>	

Level 4

Shared Story Number	Letter Focus	Title	Skill
38	aw	<i>The Land of the Midnight Sun</i>	Understanding geographical information Getting factual information from text Summarizing to identify main ideas Understanding paragraphs Understanding “est” ending
39	th	<i>The Three Wishes</i>	Recognizing fairy tale genre Understanding and describing narrative story plot Understanding comparisons with “more than” and “less than” Discriminating “there” and “their” Using prefix “dis”
40	qu	<i>The Artists of Benin City</i>	Changing “y” to “i” before adding “es”
41	-ight, -ould	<i>Anansi, the Spider</i>	Recognizing folktale genre
42	oo (moon)	<i>A Farm in China</i>	
43	z	<i>Woo Zen, a Cinderella Story</i>	Recognizing fairy tale genre
44	oa (boat) ow (blow)	<i>A Trip to the Inca Kingdom</i>	Understanding historical information
45	x	<i>The Magic Lake</i>	Recognizing legend genre
46	oo (book)	<i>Pen Pals in the U.S.A.</i>	
47	ir, or, ar, er, ur	<i>How Turtle Flew South for the Winter</i>	
48	u__e, ue	<i>Paul Bunyan’s Pancakes</i>	

Objectives

Level 1

Lesson	STaR Story	Text	Objective
1	<i>Are You My Mother?</i> by P. D. Eastman	narrative	Students will write sentences about the main character of the story.
2	<i>There's an Alligator Under My Bed</i> by Mercer Mayer	narrative	Students will identify the main character's feelings in the story.
3	<i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema	narrative	Students will identify the setting of the story.
4	<i>How to Be a Good Dog</i> by Gail Page	narrative	Students will identify how the main character's feelings change in the story.
5	<i>Sophie and the Mother's Day Card</i> by Kaye Umansky	narrative	Students will identify important events in the story.
6	<i>Birds</i> by Caroline Arnold and Patricia J. Wynne	expository	Students will identify important information in a text.
7	<i>Ice Cream: The Full Scoop</i> by Gail Gibbons	expository	Students will answer questions about important parts of the text.
8	<i>Six-Dinner Sid</i> by Inga Moore	narrative	Students will ask questions about important story details.
9	<i>Come Out and Play</i> by Maya Ajmera and John D. Ivanko	expository	Students will use background knowledge to help them understand the topic of an expository text.
10	<i>Jamaica Louise James</i> by Amy Hest and Sheila White Samton	narrative	Students will identify the setting in a story.
11	<i>The Costume Party</i> by Victoria Chess	narrative	Students will identify the problem and solution in the story.
12	<i>The Relatives Came</i> by Cynthia Rylant and Stephen Gammel	narrative	Students will predict what will happen next in a story.
13	<i>The Ant and the Elephant</i> by Bill Peet	narrative	Students will compare characters in a story.
14	<i>Mud Puddle</i> by Robert Munsch and Sami Suomalainen	narrative	Students will understand dialogue in a story.
15	<i>Beaks!</i> by Sneed B. Collard III and Robin Brickman	expository	Students will make predictions about the main idea in an expository text.

STaR Story Objectives

Level 2

Lesson	STaR Story	Text	Objective
16	<i>Farmer Duck</i> by Martin Waddell and Helen Oxenbury	narrative	Students will describe different parts of the story.
17	<i>Head Louse</i> by Karen Hartley, Chris Macro, and Philip Taylor	expository	Students will identify topic sentences and main ideas in the text.
18	<i>Buster</i> by Denise Fleming	narrative	Students will describe how and why a character's feelings change from the beginning to the end of a story.
19	<i>Let's Go Camping!</i> by Brody Coleson	expository	Students will identify the topic, main idea, and supporting details in an expository text.
20	<i>Let's Be Friends Again!</i> by Hans Wilhelm	narrative	Students will identify the theme of the story. They will give supporting evidence for this theme.
21	<i>Bear Snores On</i> by Karma Wilson	narrative	Students will retell the story in logical order.
22	<i>The Tortoise and The Hare</i> An Aesop fable adapted by Janet Stevens	narrative	Students will identify the moral of the story. They will tell the difference between the theme and the moral.
23	<i>What's It Like to Be a Fish?</i> By Wendy Pfeffer and Holly Keller	expository	Students will identify text features (e.g., pictures, diagrams) that help them understand the main ideas.
24	<i>The Grouchy Ladybug</i> by Eric Carle	narrative	Students will identify facts and opinions in the text.
25	<i>Cloudy With a Chance of Meatballs</i> by Judi Barrett	narrative	Students will identify humorous parts of the story.

STaR Story Objectives

Level 3

Lesson	STaR Story	Text	Objective
26	<i>Dear Mr. Blueberry</i> by Simon James	narrative	Students will discuss the differences between narrative and expository texts.
27	<i>The Three Billy Goats Gruff</i> by Paul Galdone	narrative	Students will identify how the setting of a story affects the characters.
28	<i>Trosclair and the Alligator</i> by Peter Huggins	narrative	Students will identify the theme of a story and whether it is real or fantasy.
29	<i>Trees Around the World</i> by Lucy Wilson	expository	Students will identify the topic of a text and tell why they think the author wrote about it.
30	<i>Baking a Wonderful Wacky Cake</i> by Catalina Castillo	expository	Students will identify the order of information in the text and tell why the author wrote it in this order.
31	<i>Vera Rides a Bike</i> by Vera Rosenberry	narrative	Students will identify the sequence of events in the story and tell why the author wrote the story in this order.
32	<i>The Big Snow</i> by Berta and Elmer Hader	narrative	Students will identify the main purpose of the story and tell how the author supports it.
33	<i>Callie Cat, Ice Skater</i> by Eileen Spinelli	narrative	Students will identify the moral of the story and give evidence that supports it.
34	<i>"On a Night of Snow"</i> A poem by Elizabeth Coatsworth	narrative	Students will interpret figurative language in a poem.
35	<i>Dear Tooth Fairy</i> by Alan Durant	narrative	Students will describe characters in the story. They will compare characters to themselves and tell how that makes them feel about the character.
36	<i>Extra! Extra! Writing a Newspaper Article</i> by Jack Gallagher	expository	Students will describe the importance of question words like "who," "what," "why," "when," "where," and "how."
37	<i>Camille and the Sunflowers</i> by Laurence Anholt	narrative	Students will tell why certain events are important to the solution of the problem in the story.

STaR Story Objectives

Level 4

Lesson	STaR Story	Text	Objective
38	<i>Living in the Arctic</i> by Allan Fowler	expository	Students will summarize the main ideas of the text.
39	<i>Sausages</i> by Jessica Souhami	narrative	Students will summarize the important events in a story.
40	<i>Crafting Fun for a Rainy Day</i> by Kwami Conteh	expository	Students will understand the process described in the text. They will identify clue words that help them to understand the sequence.
41	<i>Rehema's Journey</i> by Barbara A. Margolies	narrative	Students will identify questions that they have about the story and how the author answers the questions.
42	<i>The Empty Pot</i> by Demi	narrative	Students will identify various sentence structures in the story and tell how these affect the story.
43	<i>Er-lang and the Suns</i> by Tony Guo, Euphine Cheung, and Karl Edwards	narrative	Students will identify words that help them to understand the genre of the story. Students will tell how this genre differs from others.
44	<i>We're from Brazil</i> by Emma Lynch	expository	Students will identify historical information in the text and how they know these are facts.
45	<i>At Home in the Rain Forest</i> by Diane Willow	expository	Students will identify facts in an expository text.
46	<i>Country Kid, City Kid</i> by Julie Cummins	narrative	Students will make comparisons within the story and tell why the author presented the information this way.
47	<i>What Is in the Ocean?</i> by Kathleen Collins	expository	Students will present short reports composed of at least six sentences that provide information on a topic with main ideas and supporting details and maintain a clear focus.
48	<i>Pecos Bill</i> retold by Bill Balczak	narrative	Students will identify elements that help them recognize the tall-tale genre. Students will tell how this genre differs from others.

Scope and Sequence

Adventures in Writing lessons are structured so that students can begin writing from the beginning of the program. The lessons increase in complexity so that students progress from writing short, simple words and phrases to thinking about, planning, and polishing their writing. The writing goals for each level of the program are listed below:

Level 1

During STaR Writing on Days 1 and 2, a series of emergent writing strategies are introduced over the course of the Reading Roots lessons in level 1. As each new strategy is introduced, the teacher adds it to a Writing Strategies Bank that is maintained and referenced for all writing activities in all parts of the lesson.

Adventures in Writing goals in level 1:

Prewriting:	Learn the purpose of prewriting. Learn different ways to prewrite including story review, brainstorming, list making, and partner/team/group discussion.
Peer Discussion:	Learn how to discuss writing topics with peers to generate writing ideas and plan writing.
Word-Level Writing:	Complete sentence stems with a word or a short phrase. Use phonetic spelling and writing strategies to write words.
Sentence-Level Writing:	Write up to two simple sentences independently using phonetic spelling and writing strategies.
Peer Editing:	Learn how to give and receive constructive comments about writing. Learn how to use a partner's comments to improve or edit writing.

Level 2

Although the Writing Strategies Bank is still used as a reference for the students, in level 2 the teacher encourages the students to use more sophisticated strategies, such as sound spelling, to write words. Also in level 2, there is an increased emphasis on having partners provide information to each other about how to elaborate their written or oral sentences to make the language more interesting.

Adventures in Writing goals in level 2:

Prewriting:	Use brainstorming, list making, and discussion for prewriting.
Peer Discussion:	Learn how to discuss writing topics with peers to generate writing ideas and plan writing.
Sentence-Level Writing:	Write at least three sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex.
Self-Editing:	Check for capitalization, spelling, and punctuation.
Peer Editing:	Give and receive constructive comments about writing. Use a partner's comments to improve or edit writing.

Level 3

In level 3, the concepts of self- and peer-editing are introduced. Over the course of the lessons in level 3, the teacher will introduce a series of items to check, such as capitalization and punctuation, on an Editing Checklist that the students will use as they review their work. Like the Writing Strategies Bank, new items are added to the list as they are introduced. The students practice the editing process in each lesson by helping one of the Reading Roots puppets to edit his or her paper before checking their own. The students are encouraged to work together in their partnerships to find and correct errors.

Adventures in Writing goals in level 3:

- Prewriting:** Use brainstorming, list making, and discussion for prewriting. Organize prewriting notes and phrases into categories.
- Peer Discussion:** Discuss writing topics with peers to generate writing ideas and plan writing.
- Sentence-Level Writing:** Write at least six sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex.
- Self-Editing:** Learn how to make additional edits to writing such as looking for omitted words, considering word choice, and considering sentence structure.
- Peer Editing:** Give and receive constructive comments about writing. Use a partner's comments to improve or edit writing.

Level 4

The writing process in level 4 unfolds over two days. The students continue to use strategies from the Writing Strategies Bank as needed and refer to the Editing Checklist when reviewing their papers. However, they no longer practice editing with puppet papers before working with their partners. As a part of the editing process, the students also begin to use an Adventures in Writing Scoring Guide to ensure that their papers meet the criteria for earning a top score of 8 points for the team score sheet average.

Adventures in Writing goals in level 4:

- Prewriting:** Use brainstorming, list making, and discussion for prewriting. Organize prewriting notes and phrases into categories.
- Peer Discussion:** Discuss writing topics with peers to generate writing ideas and plan writing.
- Sentence-Level Writing:** Write six or more sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex.
- Paragraph Writing:** Understand paragraphs and their format. Write sentences in the form of a paragraph.

Adventures in Writing goals in level 4: *(continued)*

- Self-Editing:** Learn how to make additional edits to writing such as looking for omitted words, considering word choice, and changing sentence structure.
- Peer Editing:** Give and receive constructive comments about writing. Use a partner’s comments to improve or edit writing.
- Publishing:** Make a final copy for display and sharing with the class.

Objectives

Level 1

Lesson	Skill
1	Students will write sentences about the main character of the story.
2	Using a sentence starter, students will write complete sentences to provide the solution to a problem.
3	Students will write complete sentences using antonyms.
4	Students will write complete sentences using adjectives to describe people.
5	Students will write sentences in response to questions.
6	Students will write sentences that describe story characters.
7	Students will write answers to questions about desserts.
8	Each student will write two sentences to contribute to a team book that explains how to take care of a cat.
9	Students will write complete sentences using background knowledge and information about a topic provided during STaR lessons.
10	Students will write sentences that make figurative comparisons of places.
11	Students will write sentences to describe costumes.
12	Students will use lists of objects and a sentence starter to write sentences about a place they will go and what they will pack.
13	Students will write sentences about where they would like to go on a field trip and the types of things they would do there.
14	Students will write sentences that explain a way to get clean after one has gotten dirty.
15	Students will write sentences that provide a clue and a different ending to the Shared Story.

Level 2

Lesson	Skill
16	Students will write postcards to a friend that tell about the things they can do on a class trip.
17	Students will write descriptive sentences about the contents of a student's backpack.
18	Students will create character webs to help them write descriptive sentences about Fang.
19	Students will write about their plans for a camping trip.
20	Students will write about sharing something with a friend.
21	Students will write about ways to wake up Bob, a story character.
22	Students will write advice for a friend who has the hiccups.
23	Students will write about the contents of a fish tank.
24	Students will use sequencing words to write about different things they do to get ready for school in the morning.
25	Students will write tall tales.

Level 3

Lesson	Skill
26	Students will work together to write about a fishing trip they went on with a friend.
27	Students will write about a camping trip.
28	Students will write about a swimming trip that they will take with a friend.
29	Students will write descriptions of trees during different seasons.
30	Students will write recipes for cupcakes.
31	Students will write directions for riding a bicycle.
32	Students will write about how to take care of a pet.
33	Students will write directions that tell how to make a snowman.
34	Students will write about fun indoor and outdoor activities that they can do on a snowy day.
35	Students will write riddles.
36	Students will interview classmates and write articles.
37	Students will write instructions for planting seeds.

Level 4

Lesson	Skill
38	Students will describe the Arctic.
39	Students will write about three wishes.
40	Students will write the steps to make a clay animal.
41	Students will describe their lives.
42	Students will use character webs to write descriptions of a story character.
43	The students will write letters asking for help with a problem.
44	Students will write about a typical day.
45	Students will write poems (a cinquain about a story character).
46	Students will write about a place they have visited.
47	Each student will write a paragraph about a plant or animal that lives in the ocean.
48	Students will write tall tales about themselves.

Section Tab

1	/m/	mermaid, moon, mop, mitt
2	/a/	match, mitt, moon, mop, ant, apple, ax
3	/s/	mermaid, moon, ant, apple, seven, sun, suit, sock
4	/d/	six, mother, ant, sock, desk, duck, door, doll
5	/t/	door, soap, mittens, apple, tiger, teeth, ten, tie
6	/i/	ax, suit, duck, tire, insect, inch, igloo
7	/n/	seven, desk, tent, inch, nurse, nose, nails, nine
8	/p/	nuts, ten, door, insect, pillow, pie, pickle, pig
9	/g/	pig, igloo, tiger, nose, goat, gum, gate, girls
10	/o/	insect, nails, popcorn, goat, octopus, ox
11	/c/	ox, pig, goose, nurse, car, cake, camel, cane
12	/k/	gate, octopus, popcorn, coat, key, kite, kitten, kitchen
13	/u/	octopus, kite, sock, cane, umbrella, under, up
14	/r/	umbrella, gate, cookies, kitten, rooster, rug, rope, rake
15	/b/	cap, kitchen, umbrella, ruler, bus, bug, book, balloon

Section Tab

16	/f/	bed, rope, up, key, fire, fish, fan, five
17	/e/	boat, feet, rake, under, eggs, edge, echo
18	/l/	eggs, run, five, book, ladder, lamp, leaf, lion
19	/h/	log, bike, edge, fish, hand, hat, heart, happy
20	/ng/	five, echo, hat, lion, ring, king, swing
21	/sh/	hose, octopus, fan, leaf, shirt, shell, sheep, shoe
22	/z/	shirt, log, heart, eggs, zebra, zipper, zoo, zig-zag
23	/w/	umbrella, zebra, sheep, happy, wagon, windmill, watch, web
24	/ch/	watch, zig-zag, shoe, hen, chain, chair, cherry
25	/j/	cherry, web, zebra, shell, Jack-in-the-box, jeep, jet, jug
26	/v/	jet, wagon, zipper, cherry, van, vine, vase, vegetables
27	/y/	vine, chain, Jack-in-the-box, whale, yard, yo-yo, yawn, yell
28	/th/	chair, valentine, yarn, jug, thimble, thermometer, thumb
29	/q/	thimble, vegetables, yawn, jeep, quarter, queen, question mark, quilt
30	/x/	van, thumb, yo-yo, quilt, box, ox, six, fox

Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
ball	4	card	5	cake	R 8
basset hound	4	crayons	5	cat	8
bike	4	glue	5	dog	8
cap	4	happy	R 5	fish	8
cat	R 4	home	5	hamster	8
dad	4	house	5	horse	8
daisy	4	inside	5	milk	8
dog	4	love	5	paw	8
fireman	4	school bus	5	picture	R 8
football	4	barks	R 6	present	8
happy	R 4	cage	6	rabbit	8
jump rope	4	cage	R 6	turtle	8
kite	4	cage door	6	city/country	9
leaves	4	fly/flies	R 6	cousin	9
letter	4	friends	6	farm	9
map	4	parrot	6	fence	9
mask	4	tree	6	fence	R 9
nest	4	tree	R 6	gas	9
parrot	4	wings	6	happy	R 9
pig	4	bell	7	map	9
pine cones	4	cage	7	pig	9
present	4	happy	R 7	pig pen	9
quilt	4	ice cream	7	rooster	9
raincoat	4	ice cream man	7	garage	10
robe	4	ice cream truck	7	garage door	10
shells	4	mess	7	ladder	10
skateboard	4	neighbor	7	ladder	R 10
sleeping bag	4	neighborhood	7	mat	10
spider	4	treat	7	money	10
tent	4	window	7	mop	10
tricycle	4	bird	8	paint	R 10
turtle	4	cake	8	paint brush	10

R = Readle card

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Cards in **bold text** are needed only in Reading Roots 4th Edition, print format.

Lesson Index for Levels 1 and 2 Language Development Cards . . .

Card	Lesson	Card	Lesson	Card	Lesson
paint pot	10	policeman R	11	window	12
paint stick	10	stethoscope	11	ant	13
rag	10	tail R	11	bear	13
badge	11	tail of socks	11	bee	13
badge R	11	teacher	11	camel	13
baker	11	twins	11	cat	13
baking pans	11	violin	11	dog	13
baseball player	11	watering can	11	duck	13
baseball player R	11	beach	12	elephant	13
cap	11	blouse	12	fish	13
chalkboard and chalk	11	boots	12	frog	13
construction worker	11	clothes	12	giraffe	13
costume	11	coat	12	hornbill bird	13
cot	11	dress	12	horse	13
doctor	11	hat	12	lion	13
dragon	11	living room	12	mouse	13
dragon R	11	mittens	12	picnic box	13
film	11	shirt	12	rhinoceros	13
fisherman	11	shoes	12	rooster	13
fishing pole	11	skirt	12	shovel	13
florist	11	socks	12	shovels R	13
hammer	11	suit	12	tiger	13
jacket R	11	suitcase	12	turtle	13
musician	11	suitcase R	12	whale	13
photographer	11	swimsuit	12	zebra	13
pirate	11	tie	12	bucket	14
pirate R	11	toothbrush	12	bucket R	14
police equipment	11	toothbrush R	12	dog biscuit	14
police helmet	11	toys	12	dog biscuit R	14
police jacket	11	toys R	12	floor R	14
police officer	11	tree	12	mop	14
policeman	11	tree R	12	mud	14

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Lesson Index for Levels 1 and 2 Language Development Cards . . .

Card	Lesson	Card	Lesson	Card	Lesson
rag	14	bug	17	pen pal	19
rain	14	bus	17	pest	19
baker	15	hand	17	tent	19
children	15	insect	17	ball	20
construction worker	15	stick	17	boots	20
doctor	15	tank	17	cookies	20
fisherman	15	ball	18	dollar	R 20
florist	15	bushes	18	dollar bill	20
hear	R 15	dog	18	hand	20
house	15	fangs	18	house	R 20
house	R 15	ground	18	ice cream cone	20
ladder	15	hero	18	jump rope	20
ladder	R 15	jungle gym	18	kitchen	20
mop	15	jungle gym	R 18	lap	20
musician	15	leaves	18	leg	20
photographer	15	leaves	R 18	log	20
police officer	15	mud	18	pants	20
sidewalk	15	playground	18	sunglasses	20
teacher	15	recess	18	toothbrush	20
tree	15	St. Bernard	18	airport	21
tree	R 15	teeth	18	beach	21
ball	16	beds	19	birds	R 21
duck	16	camp out	19	cafeteria	21
farm	16	dark	19	clock	21
mud	16	deck	19	dog biscuit	21
pond	16	England	19	farm	21
rock	16	hard-boiled eggs	19	flock of birds	21
stick	16	heard	R 19	floor	R 21
tree stump	16	letter	R 19	pillow	21
backpack	17	letters	19	playground	21
book	R 17	month	19	pond	21
books	R 17	neck	19	window	21

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Lesson Index for Levels 1 and 2 Language Development Cards . . .

Card	Lesson	Card	Lesson	Card	Lesson
beetle	22	tortoise	22	breakfast	24
boots	22	umbrella	22	bus door	24
coat	22	unicorn	22	cafeteria	24
crab	22	water	R 22	cap	24
deer	22	woolly hat	22	clock	24
ear muffs	22	aquarium	23	cookies	24
glass	22	decorations	23	cookies	R 24
goat	22	fish	23	door	R 24
hill	22	flashlight	23	eyes	24
jacket	22	net	23	eyes	R 24
ladybug	22	octopus	23	house	R 24
mittens	22	pebbles	23	lunch	24
moose	22	plants	23	rocks	24
potato sack	22	sandwich	23	sandwich	24
principal	22	scissors	23	sandwich	R 24
rabbit	22	shells	23	teeth	24
raincoat	22	ship	23	bee	25
rhinoceros	22	sunglasses	23	fisherman	25
rubber boots	22	tank	23	giant	25
sandals	22	tomatoes	23	good-bye	R 25
scarf	22	towel	23	leash	25
shorts	22	water	23	seeds	25
snail	22	yo-yo	23	sheep pen	25
sunglasses	22	book	R 24	steep hill	25
sweater	22	books	24	stream	25
swimsuit	22	books	R 24		

R = Readle card

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Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
airport	21	cafeteria	21	deer	22
ant	13	cafeteria	24	doctor	11, 15
aquarium	23	cage R	6	dog	4, 18
backpack	17	cage	6, 7	dog	8, 13
badge R	11	cage door	6	dog biscuit	14, 21
badge	11	cake R	8	dog biscuit R	14
baker	11, 15	cake	8	dollar R	20
baking pans	11	camel	13	dollar bill	20
ball	4, 20	camp out	19	door R	24
ball	16, 18	cap	4	dragon R	11
barks R	6	cap	11, 24	dragon	11
baseball player	11	card	5	dress	12
baseball player R	11	cat R	4	duck	13
basset hound	4	cat	8, 13	duck	16
beach	12, 21	chalkboard and chalk	11	ear muffs	22
bear	13	children	15	elephant	13
beds	19	city/country	9	England	19
bee	13, 25	clock	21, 24	eyes	24
beetle	22	clothes	12	eyes R	24
bell	7	coat	12, 22	fangs	18
bike	4	construction worker	11, 15	farm	9, 16
bird	8	cookies	20	farm	21
birds R	21	cookies R	24	fence R	9
blouse	12	cookies	24	fence	9
book R	17, 24	costume	11	film	11
books R	17, 24	cot	11	fireman	4
boots	12, 20, 22	cousin	9	fish	8, 13, 23
breakfast	24	crab	22	fisherman	11, 15
bucket R	14	crayons	5	fisherman	25
bucket	14	dad	4	fishing pole	11
bug	17	daisy	4	flashlight	23
bus	17	dark	19	flock of birds	21
bus door	24	deck	19	floor R	14, 21
bushes	18	decorations	23	florist	11, 15

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Alphabetical Index for Levels 1 and 2 Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
fly/flies	R 6	inside	5	month	19
football	4	jacket	22	moose	22
friends	6	jacket	R 11	mop	10, 14, 15
frog	13	jump rope	4, 20	mouse	13
garage	10	jungle gym	R 18	mud	14, 16, 18
garage door	10	jungle gym	18	musician	11, 15
gas	9	kitchen	20	neck	19
giant	25	kite	4	neighbor	7
giraffe	13	ladder	R 10, 15	neighborhood	7
glass	22	ladder	10, 15	nest	4
glue	5	ladybug	22	net	23
goat	22	lap	20	octopus	23
good-bye	R 25	leash	25	paint	R 10
ground	18	leaves	4	paint brush	10
hammer	11	leaves	18	paint pot	10
hamster	8	leaves	R 18	paint stick	10
hand	17, 20	leg	20	pants	20
happy	R 4, 5, 7, 9	letter	4	parrot	4
hard-boiled eggs	19	letter	R 19	parrot	6
hat	12	letters	19	paw	8
hear	R 15	lion	13	pebbles	23
heard	R 19	living room	12	pen pal	19
hero	18	log	20	pest	19
hill	22	love	5	photographer	11, 15
home	5	lunch	24	picnic box	13
hornbill bird	13	map	4	picture	R 8
horse	8, 13	map	9	pig	4, 9
house	5, 15	mask	4	pig pen	9
house	R 15, 20, 24	mat	10	pillow	21
ice cream	7	mess	7	pine cones	4
ice cream cone	20	milk	8	pirate	11
ice cream man	7	mittens	12	pirate	R 11
ice cream truck	7	mittens	22	plants	23
insect	17	money	10	playground	18

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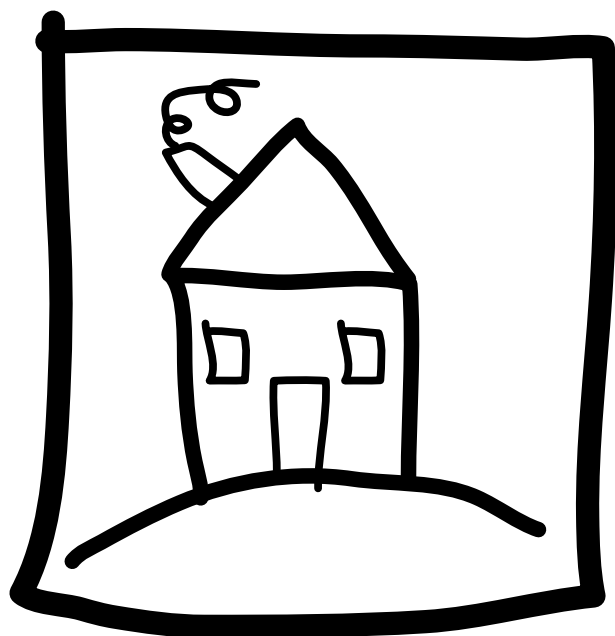
Alphabetical Index for Levels 1 and 2 Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
playground	21	seeds	25	tent	4
police equipment	11	sheep pen	25	tent	19
police helmet	11	shells	4	tie	12
police jacket	11	shells	23	tiger	13
police officer	11, 15	ship	23	tomatoes	23
policeman	11	shirt	12	toothbrush	12
policeman R	11	shoes	12	toothbrush R	12
pond	16	shorts	22	toothbrush	20
pond	21	shovel	13	tortoise	22
potato sack	22	shovels R	13	towel	23
present	4	sidewalk	15	toys R	12
present	8	skateboard	4	toys	12
principal	22	skirt	12	treat	7
quilt	4	sleeping bag	4	tree	6, 12, 15
rabbit	8, 22	snail	22	tree R	6, 12, 15
rag	10, 14	socks	12	tree stump	16
rain	14	spider	4	tricycle	4
raincoat	4, 22	St. Bernard	18	turtle	4, 8
recess	18	steep hill	25	turtle	13
rhinoceros	13	stethoscope	11	twins	11
rhinoceros	22	stick	16, 17	umbrella	22
robe	4	stream	25	unicorn	22
rock	16	suit	12	violin	11
rocks	24	suitcase R	12	water R	22
rooster	9, 13	suitcase	12	water	23
rubber boots	22	sunglasses	20, 22, 23	watering can	11
sandals	22	sweater	22	whale	13
sandwich	23	swimsuit	12, 22	window	7, 12, 21
sandwich R	24	tail R	11	wings	6
sandwich	24	tail of socks	11	woolly hat	22
scarf	22	tank	17, 23	yo-yo	23
school bus	5	teacher	11, 15	zebra	13
scissors	23	teeth	18, 24		

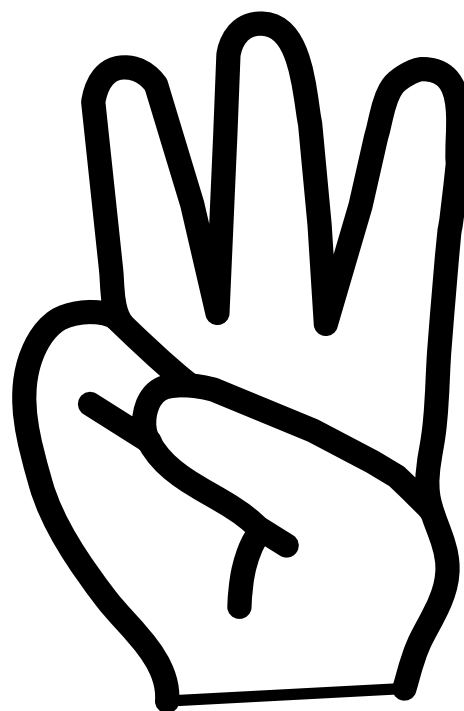
R = Readle card

All cards are used in Reading Roots 3rd Edition.

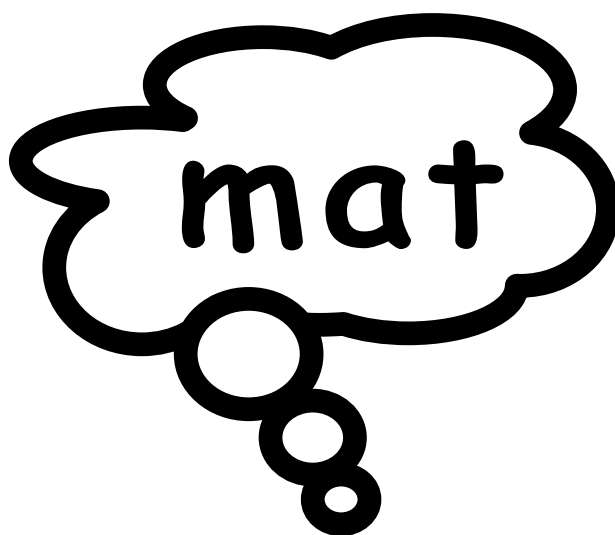
Cards in **bold text** are needed only in Reading Roots 4th Edition, print format.



Draw a Picture



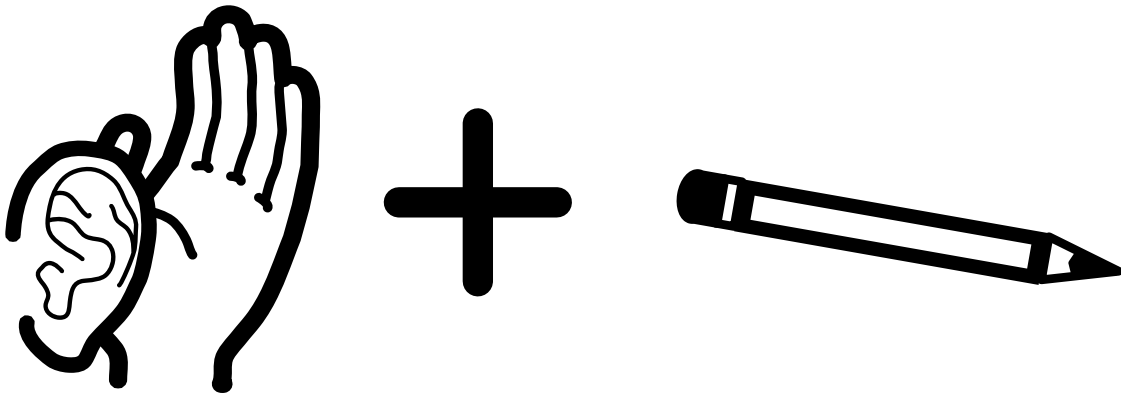
Stretch and Count



Remember a Word



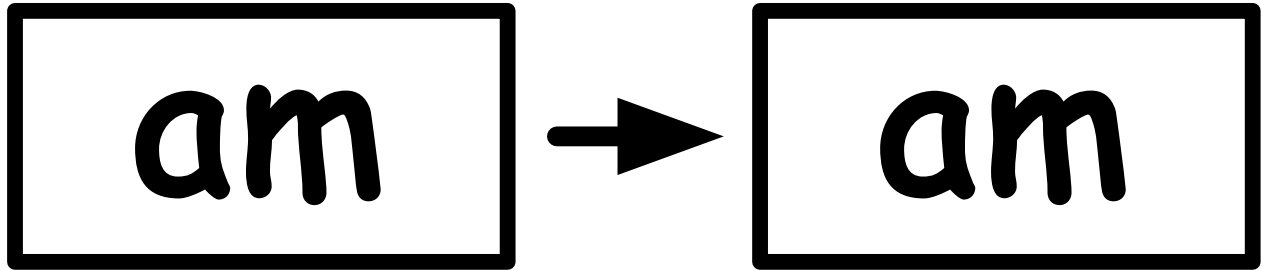
Say-Spell-Say



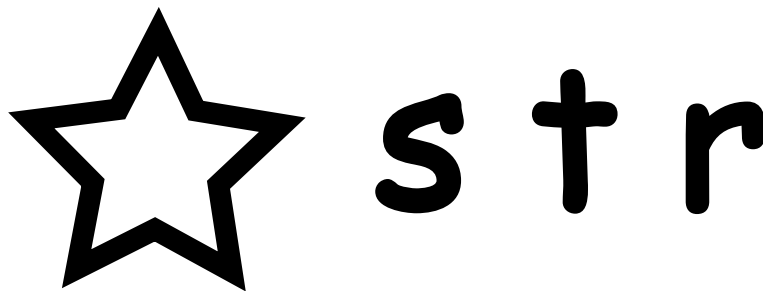
Sound Spelling



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Read & Respond

for Reading Roots



Dear Parents: Each night, your child will be bringing home a Shared Story for reading class homework. This is a story that will be used in class for three days. Please read with your child each day and help your child to complete the homework tasks outlined below.

Ask your child to write one or two favorite words from the story on the back. Please sign and return the form.

Be sure to celebrate this progress!

Child's Name

Date

Shared Story Title

1

1st EVENING

Have your child read the words and sentences on the inside front cover of the story. Ask them to sound out the green words, and play Say-Spell-Say with the red words.

Signature

(Please send the book back to school with your child.)

2

2nd EVENING

Have your child read the partner story questions and answers on the inside back cover of the story. Ask your child to find the place in the story where the answer for each question is supported.

Signature

(Please send the book back to school with your child.)

3

3rd EVENING

Have your child read the Shared Story to you. Ask your child to tell what happened after each page.

Signature



Read & Respond

for Reading Roots



Dear Parents: Each night, your child will be bringing home a Shared Story for reading class homework. This is a story that will be used in class for three days. Please read with your child each day and help your child to complete the homework tasks outlined below.

Ask your child to write one or two favorite words from the story on the back. Please sign and return the form.

Be sure to celebrate this progress!

Child's Name

Date

Shared Story Title

1

1st EVENING

Have your child read the words and sentences on the inside front cover of the story. Ask them to sound out the green words, and play Say-Spell-Say with the red words.

Signature

(Please send the book back to school with your child.)

2

2nd EVENING

Have your child read the partner story questions and answers on the inside back cover of the story. Ask your child to find the place in the story where the answer for each question is supported.

Signature

(Please send the book back to school with your child.)

3

3rd EVENING

Have your child read the Shared Story to you. Ask your child to tell what happened after each page.

Signature

1.

2.

3.

1.

2.

3.



Leer y Responder

para Reading Roots



Leer y Responder

para Reading Roots



Estimados padres: La tarea diaria de la clase de lectura involucra el uso de un Cuento Compartido, que su hijo(a) llevará a casa. Este cuento será usado en clase durante tres días. Por favor, ayude a su hijo(a) a completar la tarea asignada para cada uno de estos tres días, y firme el formulario *Leer y Responder* para que su hijo(a) lo pueda devolver a la escuela.

Nombre del niño

Fecha

Título del Cuento compartido

1

Primera noche

Pida a su hijo(a) que lea las palabras y las oraciones que aparecen dentro de la cubierta anterior del cuento. Pídale que pronuncie las palabras verdes y que diga-deletree-diga las palabras rojas.

Firma

(Por favor, asegúrese de que su hijo(a) devuelva el libro a la escuela.)

2

Segunda noche

Pida a su hijo(a) que lea las preguntas y respuestas que aparecen dentro de la cubierta posterior del cuento. Pídale que le muestre la parte del cuento que apoya su respuesta.

Firma

(Por favor, asegúrese de que su hijo(a) devuelva el libro a la escuela.)

3

Tercera noche

Pida a su hijo(a) que lea el Cuento Compartido. Después de leer cada página, pídale que le diga qué pasó.

Firma

Nombre del niño

Fecha

Título del Cuento compartido

1

Primera noche

Pida a su hijo(a) que lea las palabras y las oraciones que aparecen dentro de la cubierta anterior del cuento. Pídale que pronuncie las palabras verdes y que diga-deletree-diga las palabras rojas.

Firma

(Por favor, asegúrese de que su hijo(a) devuelva el libro a la escuela.)

2

Segunda noche

Pida a su hijo(a) que lea las preguntas y respuestas que aparecen dentro de la cubierta posterior del cuento. Pídale que le muestre la parte del cuento que apoya su respuesta.

Firma

(Por favor, asegúrese de que su hijo(a) devuelva el libro a la escuela.)

3

Tercera noche

Pida a su hijo(a) que lea el Cuento Compartido. Después de leer cada página, pídale que le diga qué pasó.

Firma

1.

2.

3.

1.

2.

3.

Reading Celebration!



Name

read aloud to the class today
with wonderful expression from

name of book

© 2003 Success for All Foundation

01702E HD0209

Reading Celebration!



Name

read aloud to the class today
with wonderful expression from

name of book

© 2003 Success for All Foundation

01702E HD0209

Reading Celebration!



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01702E HD0209

Reading Celebration!



Name

read aloud to the class today
with wonderful expression from

name of book

© 2003 Success for All Foundation

01702E HD0209

Super Team! Super Team! Super Team!

Team Name

Team Member

Teacher



GREAT TEAM

Team Name

Team Member

Teacher

Great Team!

TEAM NAME

TEAM MEMBER

TEACHER

GOOD TEAM!

Team Name

Team Member

Teacher

GOOD TEAM!

Team Name

Team Member

Teacher

Good Team!

Team Name

Team Member

Teacher

good team

team name

team member

teacher

Team Cooperation Goals

Practice Active
Listening



Explain Your Ideas/
Tell Why



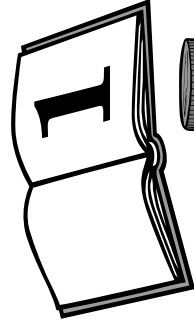
Everyone
Participates



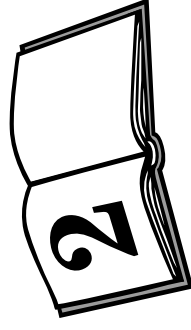
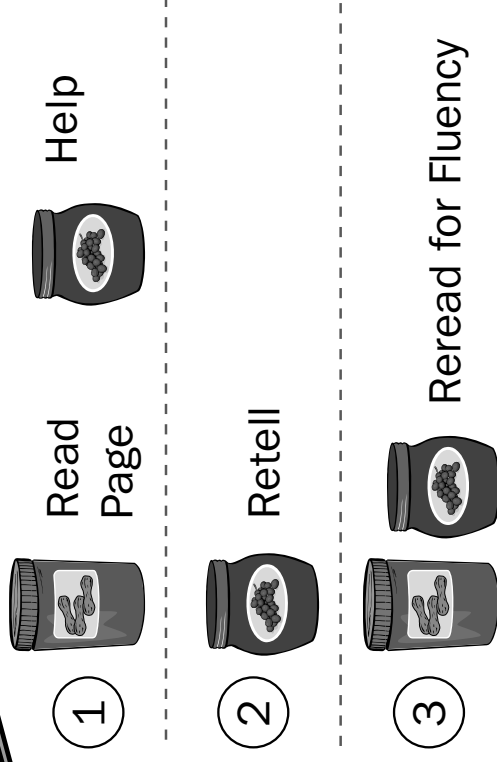
Help and
Encourage Others



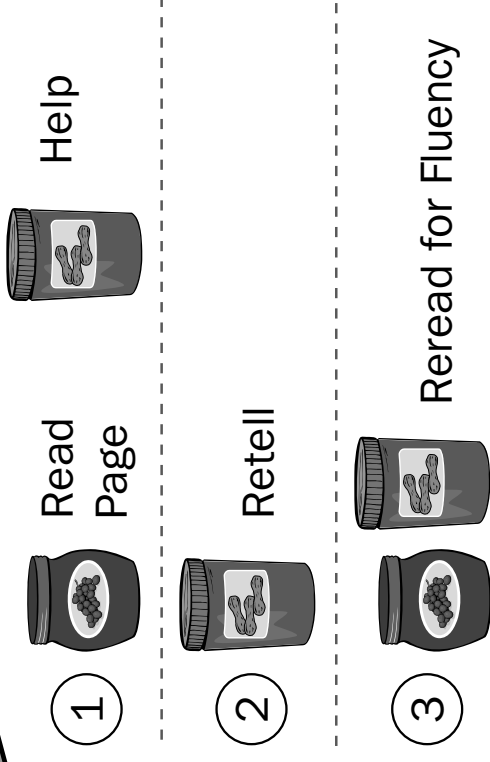
Complete
Tasks



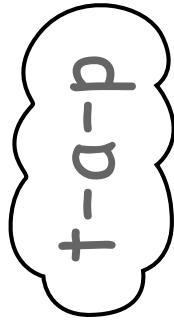
Guided Partner Reading



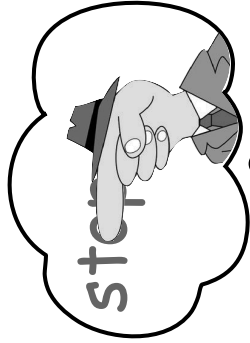
Guided Partner Reading



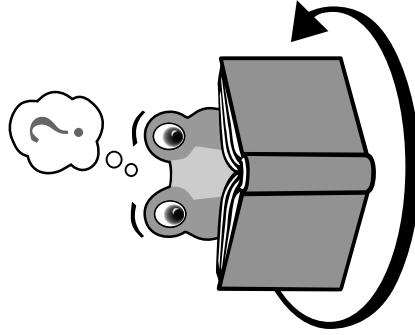
Stuck?



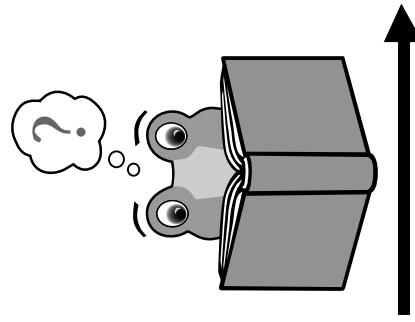
Sound It
Out



Finger
Detective



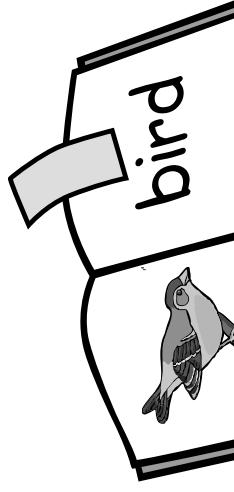
Read Again
and Think



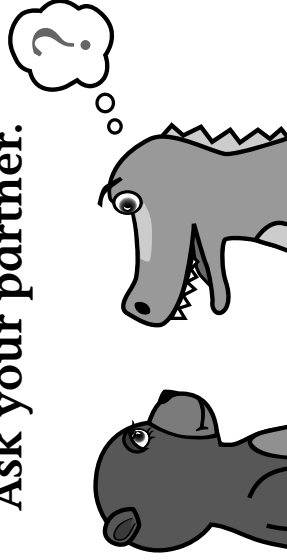
Read On
and Think

Still Stuck?

Put a sticky note on it!



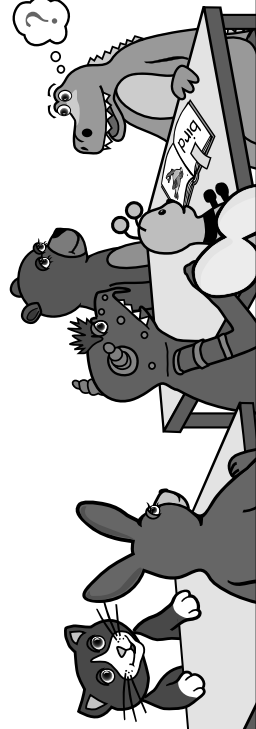
Ask your partner.



Ask your team.



Discuss with the class.



Put a ✓ on the sticky note if you figure it out.

Administering the FastTrack Phonics Assessment

The FastTrack Phonics Assessment is administered periodically to measure each student's progress in a variety of phonemic-awareness or phonics skill areas. There are ten different assessments. You will use the information gathered from the assessments to help guide instructional decisions in your classroom every day.

Because the students' skills increase rapidly throughout the year, each assessment contains a unique set of parts.

Skill	Assessment Part	1	2	3	4	5	6	7	8	9	10
Auditory sound blending	Say-It-Fast	✓	✓								
Auditory sound segmentation	Break-It-Down	✓	✓								
Reading a phoneme for a given grapheme	Reading Sounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Reading phonetic words	Stretch and Read		✓	✓	✓	✓	✓	✓	✓	✓	✓
Writing a grapheme for a given phoneme	Writing Sounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Writing phonetic words	Stretch and Spell			✓	✓	✓	✓	✓	✓	✓	✓

The auditory and reading parts of the assessment are administered to each student individually. You will want to call individual students to your desk or to a separate work area away from the rest of the class. If you are also administering the individual SOLO assessment to measure expressive and receptive vocabularies, you may do so before sending the student back to his or her seat.

The writing parts of the assessment are administered to the whole class at one time. You will want to make sure that the students are comfortably seated at desks or tables. Be sure that the students understand that they need to work on their own. They may not help one another.

How to Administer Each Part

The following instructions describe how each part of the assessment is to be administered. Use the FastTrack Phonics Assessment Items charts to reference the specific words, sounds, letters, or letter groups to be measured in each individual assessment.

Administer the following sections individually:

Say-It-Fast

Say: **We are going to play Say-It-Fast just like we do in our Reading Roots classroom. I am going to say some letter sounds. I want you to listen carefully to all the sounds, and then put them together to make a word.**

Provide a model if necessary. **Let's try one for practice: /s/, /i/, /t/. Do you know what that word is?** If the student answers correctly, move on to the assessment questions. If the student answers incorrectly, say: **That's not quite it. Listen again.** Repeat the word, and show the student how the phonemes blend together to say the word "sit."

Break-It-Down

Say: **We are going to play Break-It-Down just like we do in our Reading Roots classroom. I am going to say a word. I want you to listen carefully to the word and then say each sound very slowly. This is how Alphie speaks. Do you think you can speak like Alphie?**

Provide a model if necessary. **Let's try one together. The word is "man." Man. Can you say each sound that you hear?** If the student is having difficulty, you may provide assistance by saying each sound slowly while he or she joins in.

Reading Sounds

Display the student page for Reading Sounds for the appropriate assessment. Point to each letter on the list, and ask the student to tell you the sound that the letter makes. If the student gives you the letter name, say: **That's right. That's the name of the letter. What sound do you make when you see that letter?** The student may also give you another sound that the letter makes, such as the long vowel sound instead of the short one. In this case, say: **Yes, that's one sound that this letter makes. Can you think of another sound that it makes?**

Use the student pages from previous assessments to reassess any sounds that the student has not yet mastered.

Stretch and Read

Display the student page for Stretch and Read for the appropriate assessment. Say: **Now you're going to read some words.** Ask the student to read the words from the list. You may remind the student that he or she can make each sound (like Alphie) and then say the word.

Administer these two sections in a group setting:

Writing Sounds

Seat the students at desks or tables. Make sure that they understand that this is a time to work individually. Give a piece of writing paper to each student. Ask the students to number their papers from 1 to 10. Or you may want to prepare numbered papers yourself ahead of time. Say: **I am going to make a sound. Listen carefully to the sound. Then, write the letter (or letters) that makes that sound.** Walk around the room to ensure that the students are writing their letters next to the correct numeral on their papers as you call out each sound.

If needed, call out any sounds from previous assessments that several students did not master. These may also be assessed individually during the individually administered section of the assessment.

Stretch and Spell

Say: **Now we will write some words. I'll say a word and then use it in a sentence. You should repeat the word and then say it like Alphie so you can hear all the sounds. Then, write the word.** For assessments 3–9, you may wish to have the students write on the back of the same papers that they used for the Writing Sounds portion of the assessment.

Recording Assessment Data

Using the Reading Roots Data Tools

When administering the assessment, record correct responses in the space provided on the Reading Roots 4th Edition Teacher Cycle Record Form in writing.

Say-It-Fast and Break-It-Down	Record the number of correct responses the student gave (out of five) in the columns labeled "Say-It-Fast" and "Break-It-Down."
Reading Sounds	Place a slash or check mark under the letters that the student read correctly. Use the top row (marked "R" for reading) to record the student's responses.
Stretch and Read	Record the total number of words read correctly in the column labeled "Stretch and Read."
Writing Sounds	Place a slash or check mark under the letters or letter groups that the student wrote correctly. Use the bottom row (marked "W" for writing) to record the student's responses.
Stretch and Spell	Record the total number of words that the student wrote correctly in the column labeled "Stretch and Spell."

Administering the FastTrack Phonics Assessment • • • • •

Once you have collected information for each student, you may enter it into the database. Click the FastTrack Phonics Assessment link in the Reading Roots database to access the entry page for FastTrack Phonics assessment data.

Say-It-Fast and Break-It-Down—Type the number of correct responses the student gave (out of five) in the columns labeled “Say-It-Fast” and “Break-It-Down.”

Reading and Writing Sounds—For Reading Sounds, click the box under each letter or letter group that the student read correctly in the “R” row. For Writing Sounds, click the box under each letter or letter group that the student wrote correctly in the “W” row. Any sounds not yet mastered by the students will be printed next to their names on the next teacher cycle record form. You can go into the database and indicate mastery for any sounds from previous assessments once the students have shown mastery, either in class or during the administration of a subsequent assessment.

Stretch and Read and Stretch and Spell—Type the number of words that the student read or wrote correctly in the columns labeled “Stretch and Read” and “Stretch and Spell.”

Using the FastTrack Phonics Class Assessment Forms

If you are not using the Reading Roots Data Tools, the information about each student’s progress will be recorded on a FastTrack Phonics Class Assessment Form.

Say-It-Fast and Break-It-Down	Record the number of correct responses the student gave (out of five) in the columns labeled “Say-It-Fast” and “Break-It-Down.”
Reading Sounds	Record incorrect responses on the Class Assessment Form by placing a slash mark under the letters the student did not read correctly. Use the top row (marked “R” for reading) to record the student’s responses. Write the total number of correct responses in the “Total” column.
Stretch and Read	Record the total number of words the student read correctly in the column labeled “Stretch and Read.”
Writing Sounds	Record incorrect responses on the Class Assessment Form by placing a slash mark under the letters or letter groups the student did not write correctly. Use the bottom row (marked “W” for writing) to record the student’s responses. Write the total number of correct responses in the “Total” column.
Stretch and Spell	Record the total number of words the student wrote correctly in the column labeled “Stretch and Spell.”

FastTrack Phonics Assessment Items

Reading Roots 4th Edition Level 1

Assessment Number	Say-It-Fast	Break-It-Down	Reading Sounds and Writing Sounds	Stretch and Read
1 <i>Given during RR lesson 4</i>	s-ay [say] g-o [go] ph-o-ne [phone] s-ea-t [seat] c-a-ke [cake]	day [d-ay] my [m-y] ship [sh-i-p] bed [b-e-d] fun [f-u-n]	m, a, s, d, t, i, n, p, g, o	
2 <i>Given during RR lesson 8</i>	d-ay [day] c-u-p [cup] b-l-ue [blue] s-k-i-p [skip] h-a-pp-y [happy]	me [m-e] tray [t-r-ay] hop [h-o-p] chips [ch-i-p-s] step [s-t-e-p]	*c, k, ck, u, r, b, f, e, l, h, ng	tip rug mad cat Sam ant mud dog Tim did

*** Note:** For sounds /c/, /k/, and /ck/, say: **Listen to this sound. /c/. We know there are many ways to write this sound. I want you to show me one way to write the sound /c/.** For the next item, say: **Now I want you to show me another way to write the sound /c/.** For the next item, say: **Can you show me one more way to write the sound /c/?** It does not matter what order the letters are in as long as students have written “c,” “k,” and “ck” on their papers.

Assessment Number	Reading Sounds and Writing Sounds	Stretch and Read <i>Students read from word list</i>	Stretch and Spell
3 <i>Given during RR lesson 12</i>	sh, z, w, ch, j, v, y, th, q, x	vet yes jam bath wet king quit ax sock chop	1. fast —I can run very fast. 2. zap —He waved the magic wand and said, “Zap!” 3. lid —Please close the lid on the peanut butter. 4. hit —My little brother hit me. 5. fish —I bought a fish for my new aquarium. 6. jug —We buy our milk in a jug, not a carton. 7. shop —My sister likes to shop at the mall. 8. fox —The fox caught one of the farmer’s chickens. 9. vest —I like to wear a vest. 10. grin —Funny jokes make me grin.

Reading Sounds: Assessment 1

m

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a

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s

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d

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Reading Sounds: Assessment 2

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Stretch and Read: Assessment 2

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Reading Sounds: Assessment 3

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Stretch and Read: Assessment 3

vet

jam

wet

quit

sock

yes

bath

king

ax

chop

Administering the Structured Oral-Language Observation (SOLO)

Understanding the Structure of the SOLO

The Structured Oral-Language Observation, or SOLO, measures the level to which each student has acquired vocabulary words taught during the STaR portion of the Reading Roots lessons. The highest level of vocabulary acquisition, expressive use, is measured first. Words in a student's expressive vocabulary can be used to communicate in speech and/or writing. To measure expressive vocabulary, the student is shown pictures and asked questions about each one with the goal of providing the opportunity for the student to produce a specific vocabulary word.

The student is then asked to identify pictures that illustrate the words he or she was unable to express, as a measure of receptive vocabulary. Words in a student's receptive vocabulary are understood when read or heard in context, but they cannot be consistently produced by the student.

There are ten different SOLO assessments. Because each assessment is given quickly in a one-to-one setting, we recommend administering the SOLO at the same time that the one-to-one portions of the FastTrack Phonics Assessment are given. For example, a teacher might call individual students to his or her desk to administer Reading Sounds and Stretch and Read for FastTrack Phonics Assessment 3 and also the entire SOLO 3. He or she would then administer the whole-group portions of the FastTrack Phonics Assessment, Writing Sounds and Stretch and Spell, to the entire class at once.

Administering the SOLO

To administer a SOLO assessment, you will need the SOLO Record Form and the student page for that particular assessment. Each SOLO student page contains ten pictures and question prompts. First, use the questions to prompt the student to produce the vocabulary word indicated on the SOLO Record Form. The word is not printed on the student page so the child will not read the word. You may ask additional questions as long as the target vocabulary word is not provided. If the student gives a response that makes sense but is not the specific vocabulary word, ask, “Can you think of another word for that?”



Example:

The target vocabulary word is “costume.”

Teacher: What are the children wearing?

Student: Funny clothes.

Teacher: Yes, it’s funny when we dress up to look like someone or something else. What are those clothes called?

Give full credit if the student produces the correct word, but in a different form, such as in the case of a verb’s tense.

After repeating this process for all ten pictures, go back, and say any words that the student was unable to produce. If the student in the example above was unable to say “costume,” you might say, “Look at all these pictures. Which one shows a costume?”

Scoring the SOLO

Score 3 points for each picture using the formula below.

- Saying the correct word = 3 points
- Saying an appropriate, but different word = 2 points
- Pointing to the illustration = 1 point
- Incorrect/No response = 0 points

The total score (0–30) for each student is recorded in the “STaR Vocabulary” column of the Reading Roots 4th Edition Teacher Cycle Record Form.

SOLO Record Form

Student	SOLO 1											SOLO 2										
	Expressive/Receptive																					
	1	2	3	4	5	6	7	8	9	10	Total Score											
	fly	egg	down	under	alligator	careful	hid	heavy	weather	drought		practice	present	proud	ruined	perfect	skeleton	migrate	feather	factory	ingredients	
	E																					
	R																					
	E																					
	R																					
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	R																					
	E																					
	R																					

SOLO Record Form

[illegible]

SOLO #1

1



What can this bird do?

2



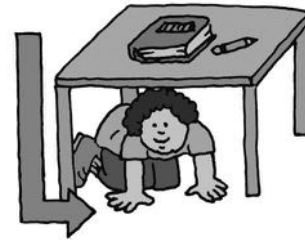
What do you see in this nest?

3



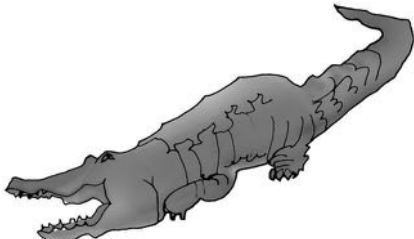
Tell me about this mouse.

4



Where is the boy?

5



Tell me about this animal.

6



You shouldn't play next to the hot fireplace.
You have to be very _____.

7



What did the cat do in the box so he wouldn't be seen?

8



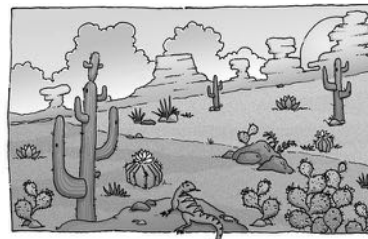
Tell me why the big rock is hard to move.

9



This picture shows four kinds of _____.

10



Please explain why the land in this desert looks so dry.

SOLO #2

1



In order for the musician to become better, he must _____.

2



What do you see in this picture?

3



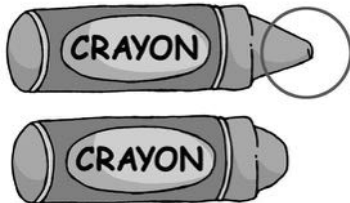
How do you think this boy feels? How can you tell?

4



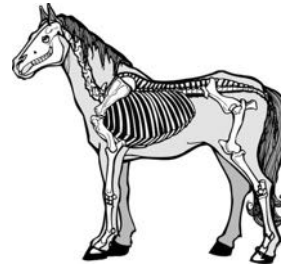
The chair is broken. We can't use it. We can say that it is _____.

5



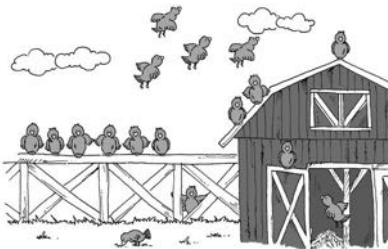
This crayon has never been used.
The point on the crayon is _____.

6



What does this picture show inside the horse?

7



Tell what it is called when birds fly south for the winter.

8



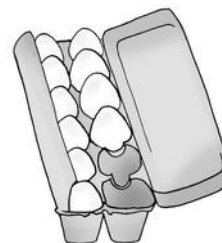
This is what birds have covering their bodies. What is it called?

9



(Point to the buildings in the background.) This is
where ice cream is made. It is a _____.

10



Eggs are one of the _____ used to make cupcakes.

SOLO #3

1



What do we call people who live near each other?

2



This bike belongs to Molly. Molly is the bike's _____.

3



This girl likes to play like she is a pirate. She likes to _____.

4



The boy is telling his friend that he once saw a dragon.
He likes to use his _____.

5



These children are looking for things in the sand.
We can say that they are _____.

6



What is the man doing in this picture?

7



Look at the pictures Jamaica Louise James put on
the subway walls. It is a _____ of her paintings

8



What are the children wearing?

9



Milk is something you drink. It is a _____.

10



Sophia tells her friend that to win the game, she really should
pick up another card. She is giving her friend _____.

Oral Reading and Partner Reading Rubric: 1 = little evidence, 2 = some attempt, 3 = consistent and effective

Writing Rubric: 1 = occasionally, 2 = regularly, 3 = consistently and effectively

Students		FastTrack Phonics Assessment*		Oral Reading (1–3)			Partner Reading (1–3)			STaR AQQ (0–3)	Writing (0–3)			HW (0–5)	Team Scores (70, 80, 90, 100)
			Graphemes not mastered from previous assessments	Reads with Accuracy	Reads Smoothly and Expressively	Used Word Strategies Appropriately	Helps Partner Appropriately	Retells with Accuracy	Takes Turns Appropriately	Oral Expression	Uses A Variety of Writing Strategies	Expresses Ideas	Writes with Quality and Quantity	Read & Respond	
Team:															
1.		R													
		W													
2.		R													
		W													
3.		R													
		W													
4.		R													
		W													
5.		R													
		W													
Team:															
1.		R													
		W													
2.		R													
		W													
3.		R													
		W													
4.		R													
		W													
5.		R													
		W													
Team:															
1.		R													
		W													
2.		R													
		W													
3.		R													
		W													
4.		R													
		W													
5.		R													
		W													

*Enter FastTrack Phonics Assessment information on a FastTrack Phonics Class Assessment Form.





The *Reading Roots 4th Edition Teacher's Manual* consists of four levels with 48 engaging lessons that provide fun and interesting activities centered on literature and grade-level, decodable text. Each lesson contains lessons for phonics instruction, student story reading (Shared Story lessons), children's literature (Story Telling and Retelling [STaR] lessons), and writing (Adventures in Writing).

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



The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.

These programs were originally developed at Johns Hopkins University.



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