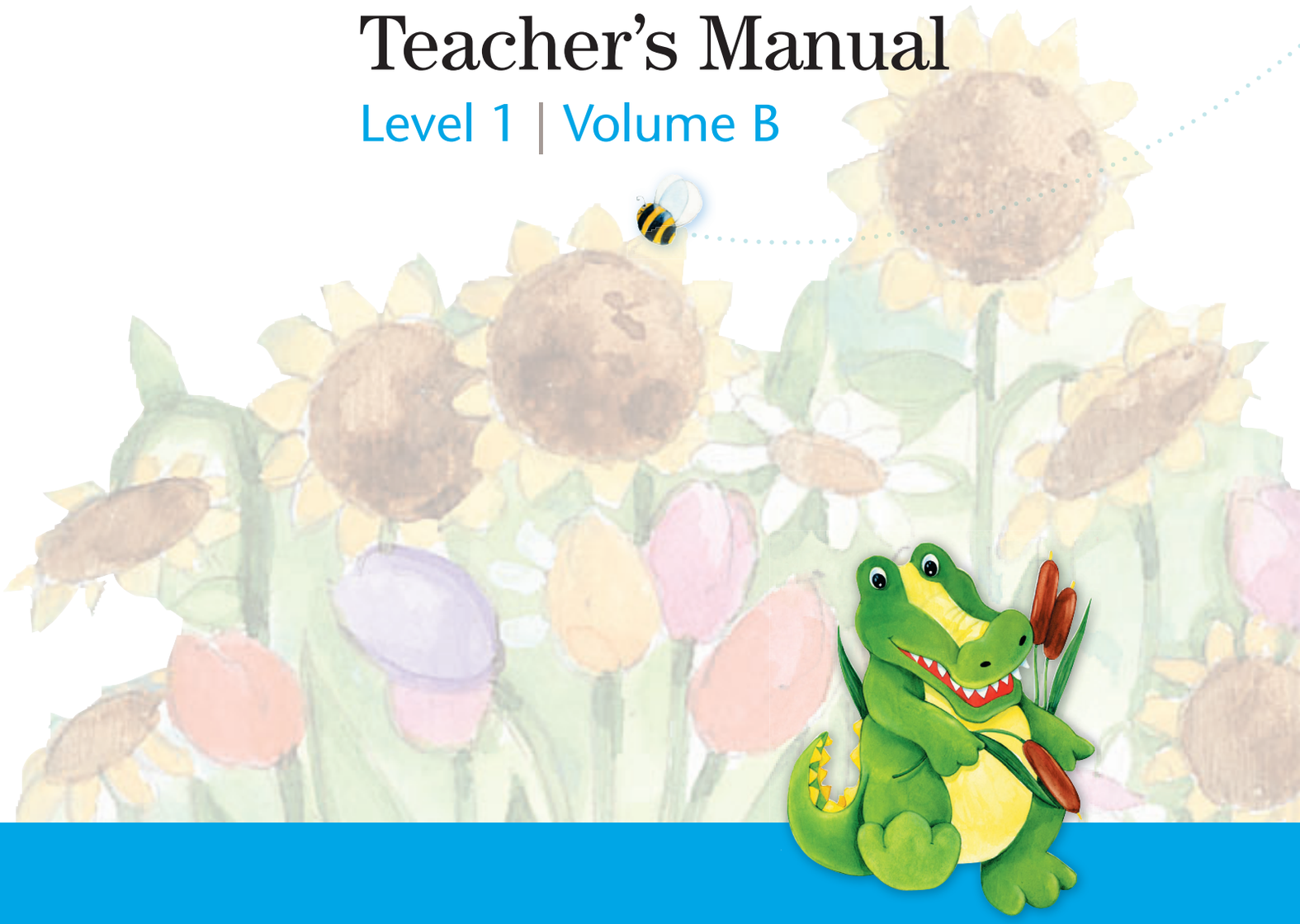
Reading Roots

4th Edition

Teacher's Manual

Level 1 | Volume B



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Reading Roots

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

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

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Level 1

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Introduction Reading Roots

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.

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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.

Phonemic Awareness

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

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

Word Skills (Phonics and Sight Words)

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

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

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

Fluency

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

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

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Comprehension

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

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

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

Writing

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

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

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

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

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

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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

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.

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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.

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.

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

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.

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Celebration Cheers

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

Roller Coaster Pretend to be sitting in a roller coaster car. Pantomime going up a steep hill and make a "chug, chug, chug" sound. When you go down the hill, throw your arms above your head and say, "Whoooooooooo!"

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!"

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.

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

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.

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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.

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

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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

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

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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.

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.

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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

- 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.

Zero Noise Signal

- 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 <u>think</u> about the answer and then have you <u>pair</u>, 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 <u>share</u> what you and your partner talked about with the entire class.**

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- **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.

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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.

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.

- **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.

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.

- 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.

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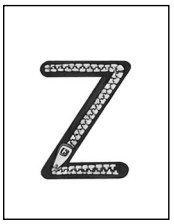
At a Glance

FastTrack Phonics

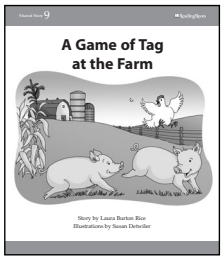
Day 1:
New sound: /sh/



Day 2:
New sound: /z/

Day 3:
New sound: /w/

Shared Story



Shared Story:
A Game of Tag at the Farm
by Laura Burton Rice

Review Sound: /g/

Strategies/Skills:

Previewing

Predicting

STaR

STaR Story:
Come Out and Play
by Maya Ajmera and John D. Ivanko

Students will use background knowledge to help them understand the topic of an expository text.

Students will use the writing strategy Sound Spelling 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 background knowledge and information about a topic provided during STaR lessons.

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

Lesson 9

Day 1

You will need:

Team Celebration

Super Team, Great Team, and Good Team celebration certificates earned in lesson 8

Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 21*

Alphie puppet

Letter-Blending Cards*

Reading Reels for Roots* DVD

Partner Practice Booklet 3

Green index cards, paper, or tagboard*

Shared Story

Shared Story 9: *A Game of Tag at the Farm*

Language development cards for lesson 9*

Key card for "g"*

Word cards*

Reading Reels for Roots* DVD

STaR

STaR story: *Come Out and Play*

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 8. 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.

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Key Card

FastTrack Phonics
Presenting /sh/

Alphabet Chant

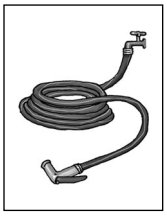
- Teach the students the first two stanzas of the Alphabet Chant.

Teacher's Note: Now that your students know the mnemonic picture name that corresponds to each letter, we begin the lesson with an Alphabet Chant. The chant reinforces the mnemonic pictures through review and kinesthetic movement, but it also teaches alphabetical order. Teach as much of the chant as your students can handle over the next few days. The words and motions are included in the appendix.

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.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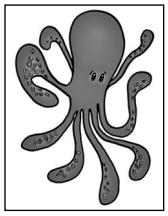
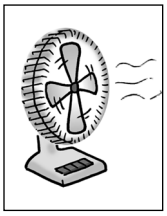

octopus


fan

leaf

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-sh/	*fish*	**/c-l-o-ck/**	*clock*
/sh-i-p/	*ship*	**/sh-e-ll-s/**	*shells*
/sh-i-p-s/	*ships*	**/l-a-p/**	*lap*

Break-It-Down

- Say each of the words below, and have the students respond by saying them like Alphie does.

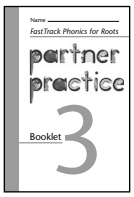
tugs	*/t-u-g-s/*	**silk**	*/s-i-l-k/*
fish	*/f-i-sh/*	**ships**	*/sh-i-p-s/*
wait	*/w-ai-t/*	**brush**	*/b-r-u-sh/*

Animated Alphabet

Read Letter Sounds

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /ng/. **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.



Partner Practice Booklet 3

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, 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 1 in their Partner Practice Booklets, read the words together, and then 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.

Team Celebration Points

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

Quick Erase

- Use the following word sequence:

  king…ring…rang…sang…sing…song…long

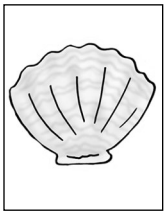
Key Card

Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **Sherry shines her shoes**. Say the phrase with the students, stretching the /sh/ 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.

shirt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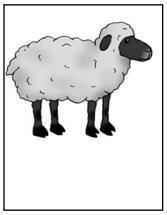
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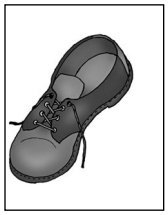
shoe

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Making the Sound—Ask the students to say /sh/. **When I say /sh→sh/, my teeth are together, and I am pushing air out of my mouth. It's a quiet sound. It's the same sound I make when I want you to be quiet. /sh→sh/. Let's stretch it together. /sh→sh/.**

Think-Pair-Share

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

Introduce the New Shape

Animated Alphabet

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 letters make.

- Write the letters "sh" on chart paper beside the picture. **We can write /sh→sh/ using letters we already know. These letters go together to say /sh→sh/. /sh→sh/.**

Stretch and Read with the New Letter

Interactive Whiteboard Users

Method varies

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 ("ship," "shut," and "dash"). 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—Now you're ready to read words with a partner. Have the students turn to page 1 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.

Team Celebration Points

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

sh

Write Letters

New—Let's practice writing /sh→sh/ in the air. Move your finger in the shape of the letters "sh" and say /sh→sh/.

- Have the students write the letters in the air while they say /sh/.
- Have the students write the letters on a partner's hand, arm, or back.
- Have the students write the letters several times 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 kite **/r/** as in rabbit **/l/** as in like
/h/ as in hand **/e/** as in ending

- Have partners check each other's work. When they have finished, write any letters 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.

/c/ as in caterpillar **/g/** as in give
/ng/ (like you hear at the end of "song")

Stretch and Count/Stretch and Spell

- Have the students use Stretch and Count to identify and count the sounds in the word "mat." The students will write the letters on their fingers with their magic pencils. Say: **Now that you can count the sounds and make the letter shapes, you are ready to write the words. Watch me as I stretch and spell /m→m/.** Write the letter "m" on chart paper or a chalkboard. **The next sound is /a→a/. I can write the letter for /a→a/.** Write the letter "a" on the board. **The last sound is /t/. I can write the letter for /t/.** Write the letter "t" on the board. Touch each letter, make the sound for that letter, and then say the word. **/m→ma→at/. I just wrote the word "mat."**

The Sound and the Furry

Video: The Sound and the Furry—Introduce and play the Stretch and Spell segment. **Let's watch Alphie and his friends learn to stretch and spell. This will help us learn to spell words.**

- **Now you're ready to spell words. I'll say a word, then we'll use Stretch and Count to count the sounds and practice making the letters. Then we'll write the word in our partner writing books.**
- Have the students stretch and count, then stretch and spell, the following words. Make sure that partners check each other's work.

  With the new letter:

  ship **shot** **shop**

  With familiar letters:

  hat **leg** **run**

- After partners have checked each other's work, have the whole class tell you how to spell the words. Write them on the board as the class dictates them to you. Ask the students to correct their work by crossing out errors and writing in the correct spelling.

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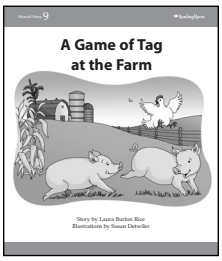


Shared Story

Previewing

- Display the front cover, and read the title of the Shared Story. **Let's preview the story by thinking about the title and the front cover picture. Remember, that will help us understand the story better when we read it.**
- **The title of this story is *A Game of Tag at the Farm*. This is a farm. I see pigs** (point) **and a chicken.** Point. **It looks like the pigs are chasing each other. Maybe they are playing a game. The title is *A Game of Tag at the Farm*. It sounds like the animals are playing tag on the farm. Do you think animals play games?** (WGR) **We'll have to read the story to find out who is playing tag.**

*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

city/country	gas
fence	pig pen
cousin	farm
map	

Option A: Teacher Overview

- **Now let's look through the book to see if we can find out more of what this story is going to be about.**
- Display page 3. **The children are at the farm. Here are Matt and Tim** (point)**, and this is their cousin Mag.** Point. **They are watching the pigs.**
- Display page 4. **Uh oh! It looks like the children have fallen into the pig pen. Look at the pigs! Do you think they want to play with the children?** (WGR)
- Display page 6. **You can play tag by chasing someone and trying to catch him or her. It looks like Tim is playing tag with a pig. Would you play tag with a pig?** (WGR)
- **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

farm	pig
pig pen	fence
run	tag

Option B: Video Word Play

- **Now we're going to play a video that will help us find out more about the story.**
- Show the video Word Play for Shared Story 9 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

Animated Alphabet

- **Let's practice the special letter we'll see a lot of in today's story.** Play the Animated Alphabet segment for lesson 9 of *Reading Reels for Roots*, or display the key card for "g." Have the students review the alliterative phrase and practice the sound.

The Sound and the Furry

- **Now let's practice reading some words.** Show the Sound It Out video segments for lesson 9.
- Select three to five 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. Then review all the Red Words with the class. Keep the Red Words posted until the students learn them.

Green Words

gas	sags	map
dig	Mag	tags
pigs	pen	run
gets	on	pats

Red Words

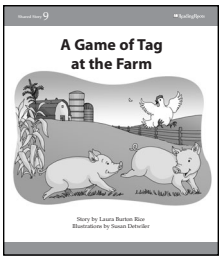
into	look	falls
looks		

Readles

fence	happy

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

Guided Group/Guided Partner Reading

Teacher Shared Story

- Read the first three pages of the story with the students, asking the 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 happens at the farm by reading with your partner. 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.
  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.

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Monitor

- 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 each, and have the students name each card with you.

Think-Pair-Share

- Ask the discussion questions listed on the inside back cover of your Shared Story. Have the students use the Think-Pair-Share strategy to discuss and listen to one another's responses. Call on different partnerships to share their answers with the class.
  1. **Why do Matt and Tim go to the farm?** *[They want to visit their cousin Mag.]*
  2. **What happens when they sit on the fence?** *[The fence sags. The children fall into the pig pen.]*
  3. **What do the pigs do when the children fall into the pig pen? Why?** *[The pigs run because they are scared.]*
  4. **How do the children have fun with the pigs?** *[They play tag together.]*
- Ask the students if their predictions were accurate or the book surprised them.
- Choose two students to prepare to read for tomorrow's Reading Celebration.
- Close with a quick review of the word wall.

STaR

STaR Words

imagination	exploring
hike	competing

Background Words

race	ladder
pretending	computer

STaR Story:

Come Out and Play

Written by Maya Ajmera and John D. Ivanko

Summary: *This expository text contains photographs of playing children from more than thirty-five countries. Each photo illustrates what life is like in various countries and shows how playing is a universal trait. It shows how many conventional activities, such as swinging and jumping, are enjoyed in different countries. Other more exotic games, such as "bao" in Ethiopia or "catch-the-wolf" in Canada, are featured. The last two pages summarize and reflect on the many kinds of toys and the importance of imagination and friendship.*

Teacher's Note: The pages of this book are not numbered. Before reading, number the pages beginning with page 2, which starts "To play means…."

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 discussed in various parts of the story. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Come Out and Play*.** Have the students repeat the title with you. **Look at the picture on the cover. What does it look like the children in the picture are doing?** Wait for the students' responses. **How do you think they feel?** Wait for the students' responses.
- **This book is an expository text. We read two other expository books, *Birds and Ice Cream: The Full Scoop*. How are expository texts different from other books?** Wait for the students' responses. **An expository text tells us about something that is real. This book doesn't have illustrations; it has photographs. The authors want to show real children playing.**
- Pages 28 and 29: **Other features in this expository text are headings and captions. A heading is a title that tells us what this part of the book is going to be about. A heading on this page is "All Kinds of Toys." It also has captions next to each picture. In this page, the heading next to each photograph tells us the country where the picture was taken.** Point to the pictures. **This picture was taken in China and this one in Bulgaria.**
- Page 11: **The boy in this picture is exploring. "Exploring" means to look into and discover new places.**
- Page 15: **The children in this picture are going for a hike. A "hike" means taking a long walk. Where do you think these children are going for a hike?** Wait for the students' responses.

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- 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
imagination	10	when we create something in our minds	We use our *imagination* when we play house.
exploring	11	to look into and discover new places or things	**Picture Walk, page 11**
hike	15	taking a long walk	**Picture Walk, page 15**
competing	20	to be in a contest	Erika likes *competing* in the swimming contest.

- 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
race	4	contest to see who is faster	Jen and Becky had a *race* to see who could run the fastest.
ladder	5	something used to reach tall things	Heather climbed a *ladder* to reach for a book on the top shelf.
pretending	10	playing make-believe	We are *pretending* to be birds.
computer	20	an electronic machine that stores information	Noah played a game on the *computer*.

This book is about play. There are many different ways of playing. One way we can play is by running a race. A race is a contest to see who is faster. Have you ever been in a race? The students can respond with a show of hands. Invite the students to describe races in which they have participated. If the students have difficulty responding, prompt them with questions such as: What kind of a race was it? Who did you race against? Who won the race?

Sometimes when we play, we pretend we are someone or something else. Pretending is when we make believe. Do you pretend when you play? What do you like pretending?

A ladder is an item used to reach tall things. For example, I can use a ladder to reach for a book in the bookcase that is too tall for me. What else can we use ladders for?

A computer is an electronic machine that saves information. You can play a game with a computer. What else can you do with a computer?

Interactive Reading

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

Pages 2, 5 — Read the text across the top of pages 2–5. Then go back to pages 2 and 3 to read the accompanying captions on those pages.

Page 3 — Point to the picture of a sack race. **Have you ever been in a sack race?** Wait for the students' responses. **Was it difficult?** Wait for the students' responses. **You are thinking about what you already know about jumping in a sack race. Good readers think about what they already know while they read.**

Page 5 — Point to the ladder. Use Think-Pair-Share to ask the students: **How is this ladder different from the ladders we know?**

Think-Pair-Share

Pages 6, 7 — **The children in the book throw, kick, and go after balls when they play.** Use Think-Pair-Share to ask the students: **How do you like to play with balls?**

Pages 8, 9 — **Stilts are poles that have a rest for the foot so you can stand taller. The children in the book play with trucks, strings, and stilts.** Use Think-Pair-Share to ask the students: **What toys do you use to play?**

Page 10 — **"Imagination" is one of the STaR words. These pictures show children using their imaginations when they play. For example, this boy is pretending he is a farmer. This girl and these children are pretending to care for a make-believe baby. Imagination is when we create something in our minds. This boy is not really a farmer, and these children in Spain are not caring for a real baby.** Use Think-Pair-Share to ask the students: **How do you use your imagination when you play?**

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Page 11 **"Exploring" is one of the STaR words. I read that this boy is exploring unknown lands in Ireland. I wonder what "exploring" is. The picture shows the boy using binoculars. Binoculars are used to see things that are far away. That helps me understand what "exploring" means. "Exploring" is looking into and discovering new places. What places have you explored?**

Page 12 Use Think-Pair-Share to ask the students: **What things do you like to create?**

Page 14 Use Think-Pair-Share to ask the students: **What games do you play inside?**

Page 15 **I read that this boy and girl are going for a hike in the United States. "Hike" is one of the STaR words. Where are these children?** Wait for the students' responses. Right. **It looks like they are by a lake in the mountains. To hike is to go for a long walk, usually in a place that you think is pretty or interesting.**

Page 20 **"Competing" is one of the STaR words. The book says these boys are competing at a game of foosball. Foosball is a table game based on soccer. These boys are competing to see who wins the game.** Use Think-Pair-Share to ask the students: **What games do you play in which you have to compete?**

Pages 22, 23 **These children are playing in a park, a yard, and an alley.** Point to each. Use Think-Pair-Share to ask the students: **Where do you play? While you read or listen to a book, you think about what you already know and remember. That helps you learn more from the book.**

Pages 24, 25 Use Think-Pair-Share to ask the students: **With whom do you play?**

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 **sen**tence. 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 and teams.

Random Reporter

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

Team Celebration Points

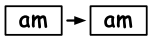
- Award team celebration points to students who successfully share a complete sentence.

STaR Writing

Writing Strategies Bank

Draw a Picture

Draw a Line



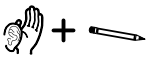
Find and Copy a Word

Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count


Sound Spelling

- 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 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.
- Introduce Sound Spelling using a word with three phonemes. **Today I would like to share a writing strategy called Sound Spelling with you. Sound Spelling is a good way to write words. You can stretch the word, listen to the different sounds, and write the letters for the sounds. I'll write the word "mad." /m…a…d/. The first sound is /m/.** (Write "m.") **/m…a/.** (Write "a.") **/m…a…d/.** (Write "d.") **There it is. Mad.**
- **I made a sentence with the word "exploring." My sentence is, "Sad Sam likes exploring with Matt."**

Suggested strategies:

Sad Sam	Sound Spelling (Point out that names are capitalized.)
likes	Say-Spell-Say
exploring	Write Sounds That You Know ("eplr")
with	Remember a Word
Matt	Find and Copy a Word

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- **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.

Monitor

- 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.

Alphie's Questions:

How can you use your imagination when you play?

What place do you like to explore when you play?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed…
The student responds in an incomplete sentence. ***pretend***	Good answer. Can you say that in a complete sentence? ***You can pretend.***	If the child is unable to respond in a sentence, model a sentence for him. ***We can say, "You can pretend."***
The student responds in a complete, but not very ***elaborate, sentence.*** You can pretend to be a farmer.	Good answer. Can you add some details to your sentence? ***You can pretend to be a farmer planting seeds.***	If the child is unable to add details, prompt with a question about the sentence. ***What does a farmer do?***

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.

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Lesson 9

Day 2

You will need:

FastTrack Phonics

Phonics picture cards from section 22*

Alphie puppet

Letter-Blending Cards*

Reading Reels for Roots* DVD

Partner Practice Booklet 3

Green index cards, paper, or tagboard*

Shared Story

Shared Story 9: *A Game of Tag at the Farm*

Reading Reels for Roots* DVD

Reading Celebration certificates

STaR

STaR story: *Come Out and Play*

Idea tree poster*

Writing Strategies Bank (teacher created)

Partner writing books (teacher acquired)

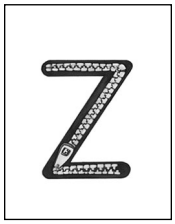
***Not needed for interactive whiteboard users**

Team Celebration Points

Read & Respond

Check Day 1 Homework

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



Key Card

FastTrack Phonics

Presenting /z/

Alphabet Chant

- Teach the students the next two stanzas of the Alphabet Chant.

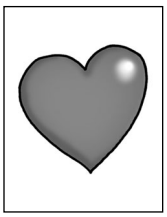
Whole Group Response

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.

shirt

log



heart

eggs

Say-It-Fast

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

/s-e-t/	*set*	**/s-l-e-d/**	*sled*
/t-o-p/	*top*	**/g-r-i-p/**	*grip*
/p-i-g/	*pig*	**/p-o-n-d/**	*pond*

Break-It-Down

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

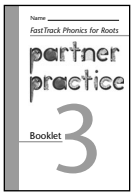
whip	*/wh-i-p/*	**bride**	*/b-r-i-de/*
lid	*/l-i-d/*	**tent**	*/t-e-n-t/*
bed	*/b-e-d/*	**crab**	*/c-r-a-b/*

Animated Alphabet

Read Letter Sounds

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /sh/. 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.



Partner Practice Booklet 3

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 partners have finished, read the letters together as a class.

- Move around the class to observe, provide positive feedback, and assist as needed. When partners have finished, have the class read the letters together or randomly select a partnership to read the letters.

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, read the words together, and then 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 the students who read the challenge words or share a sentence successfully.

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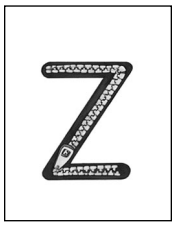
Quick Erase

- Use the following word sequence:

  bug…rug…rush…rash…dash…dish



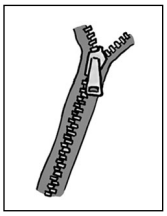
Key Card

Hear the New Sound

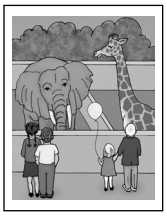
Key Picture—Have Alphie introduce the key card and the alliterative phrase: **Zip the zig-zag zipper.** Say the phrase with the students, stretching the /z/ sound in each word.

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.

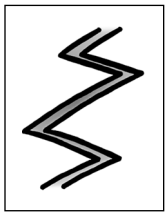
zebra



zipper



zoo



zig-zag

Making the Sound—Ask the students to say /z/. **When I say /z→z/, my teeth are together. My tongue is near the front of my mouth. I push air through my teeth, and it makes a buzzing noise. /z→z/. Let's all say /z→z/ together.**

Think-Pair-Share

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

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 "z," 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 Words with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate with the new letter how to blend sounds together to read words ("zip," "zap," and "fizz"). 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 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.

Z

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Zig right, zag left, zig right, /z→z/.**

- 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 several times 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	**/o/** as in octopus	**/i/** as in insect
/t/ as in town	**/d/** as in dirt	

- 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.
- 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.

/p/ as in pine	**/b/** as in bone	**/s/** as in sink

The Sound and the Furry

Stretch and Count/Stretch and Spell

Video: The Sound and the Furry—Introduce and play the Partner Spelling segment. **Let's watch Alphie and his friends work together to practice spelling. This will show us how to work well together as partners, so we can all learn to spell words.**

- Have the students use Stretch and Count, then Stretch and Spell, to sound out and write the following words.

  With the new letter:

  zip **zig** **zag**

  With familiar letters:

  shop **fish** **lap**

Whole Group Response

- After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.

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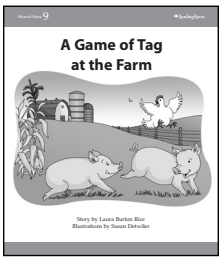

Shared Story

Story Review

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

  1. **Why did Tim and Matt go to the farm?** *[They wanted to visit their cousin Mag.]*
  2. **What happened when the children sat on the fence?** *[The fence sagged. The children fell in the pig pen.]*
  3. **Why did the pigs run?** *[The pigs ran because the children were trying to tag them.]*

Partner Word and Sentence Reading

- Have the students sit with their assigned partners.
- Distribute the Shared Stories, and have partners take turns reading the words and sentences on the inside front cover.

Monitor

- 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.

Partner Reading

- Complete Day 1 Guided Partner Reading if necessary, and then have the students practice reading the entire story with partners.

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 that their partners are reading accurately, and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind the students to sound out words that they find difficult. Model partner helping as needed. Have the students reread the page until they read every word accurately.
- 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.

Team Celebration Points

- Award team celebration points if both partners are able to read the page without any errors.

Partner Story Questions

- Have the students turn to the inside back cover of the Shared Story. Discuss and model how the students will read and answer the comprehension statements and questions with their partners. Model writing an answer with the class before the students begin writing individually. Do not complete the activities as a class.

Monitor

- Circulate to monitor partner work.

Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.

Team Celebration Points

- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 1 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.

Between the Lions

- Show the first *Between the Lions* segment for lesson 9.

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STaR

Think-Pair-Share

STaR Review

Review the title and author of the book 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* Come Out and Play.*]*

What does it mean when people use their imaginations? *[We use our imaginations when we play by pretending to be someone or something.]* **Have you ever used your imagination when you play? How do you use your imagination when you play?**

Display page 4. **Do you like to run a race when you play? What kinds of races have you been in?**

What can we explore when we play? *[We can explore places we don't know when we play.]* **Have you ever explored places when you play?**

Display page 5. **What are ladders usually used for? How do you think the girl feels at the top of the ladder?**

How can we play outside? *[We can go on a hike or ice-skate.]*

Have you ever been on a hike?

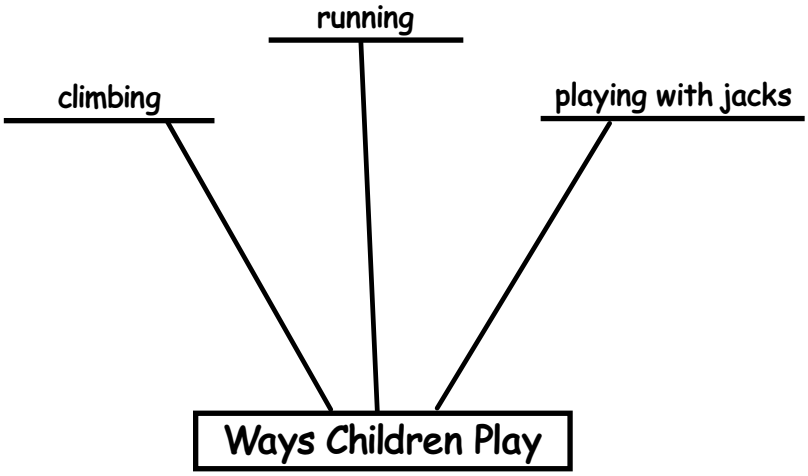
Display page 10. **Do you pretend to be someone or something when you play? What do you pretend to be?**

In what game do the children in the book compete? *[The children in the book compete in foosball.]* **Have you ever competed against your friends in a game? What games do you play in which you compete against your friends?**

Display page 20. **Have you ever played a game on a computer? What game did you play on a computer?**

What are some things in this book you already knew about?

Structure Review



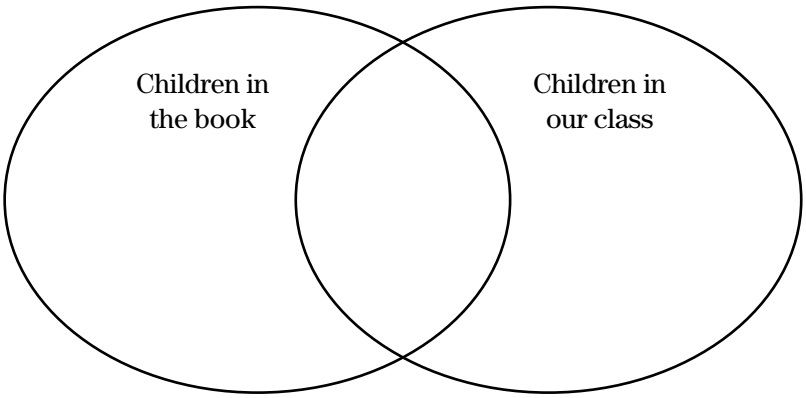
Teacher's Note: At this level, place any appropriate responses on a branch. It is not necessary to further group responses. For example, "running," "climbing," and "playing with jacks" can each have its own branch, even though more sophisticated readers might group "running" and "climbing" into a movement category and "playing with jacks" under a toy category.

- Display and review the idea tree.
- Provide the students with the big topic of the text. **The big topic of this expository text is "The Ways Children Play Around the World."** Write this on the trunk of the idea tree.
- Invite the students to recall information from the text that supports the big topic. **You will now help me add branches to our tree by remembering information from the book.** Add branches for each idea shared, showing pictures or prompting with questions as needed. It is not necessary to include every idea in the book.

Retell

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

Option 1: Graphic Organizer: Compare and Contrast



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- Tell the students how graphic organizers can help them remember a story or text. Explain that we will use this diagram to compare the ways that children in the book like to play with how the children in our class like to play. Display a Venn diagram with one circle labeled "Children in the book" and the other labeled "Children in our class."
- Explain that information about children in the book will go into the first circle and information about children in our class will go in the second circle. If something is true about both the children in the book and the children in our class, we will write it in the area where the circles overlap.

Think-Pair-Share

- Use Think-Pair-Share to have the students share information that is only true about children from the book. *[For example, the children in the book play "bao."]* Write their responses in the first circle. Repeat this process to generate information that only applies to the children in your reading group.
- Ask the students what is the same for both children in the book and children in our class. Fill in the overlapping parts of the circles as the students respond. *[The children in the book are the same as us because we both play outside.]*
- Summarize the similarities and differences between the two groups of children.

Option 2: Reread the book.

Think-Pair-Share

- Ask the following questions as you reread the book. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.

  Do you like to play with balls?

  What things can you create when you play?

  How can you play at a playground?

  What is your favorite toy?

  What is your favorite game?

  How do you think the children in the book feel when they play?

  How do you feel when you play?

STaR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in their partnerships or teams. Ask the students to pick a form of play from the book that they like best or would most like to try. Tell the students to practice talking about their favorite ways to play in complete sentences, telling why they like them or would like to try them. Ask the students to share their sentences in their partnerships and teams.

Random Reporter

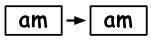
- Use Random Reporter to select students to share their sentences with the class.

STaR Writing

Writing Strategies Bank

Draw a Picture

Draw a Line



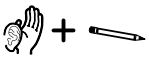
Find and Copy a Word

Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count


Sound Spelling

- Explain to the students that they will now write sentences about their favorite ways to play from the book.
- Review the writing strategies that you have already introduced as you model writing a complete sentence with one of the words. **My sentence will be, "I would like to run in a sack race."**

Suggested strategies:

I	Remember a Word
would	Write Sounds That You Know ("wud")
like	Say-Spell-Say
to	Remember a Word
run	Sound Spelling
in	Sound Spelling
a	Remember a Word
sack	Sound Spelling
race	Draw a Line

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- Reread the entire sentence, touching each word, picture, or line as you do. **I need to remember to put a period at the end.** Add a period.
- 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.
- 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.

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.

Alphie's Questions:

Where could you take a hike?

In what games could you compete?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed…
The student responds in an incomplete sentence. ***woods***	Good answer. Can you say that in a complete sentence? ***You can take a hike in the woods.***	If the child is unable to respond in a sentence, model a sentence for him. ***We can say, "You can take a hike in the woods."***
The student responds in a complete, but not very elaborate, sentence. ***You can take a hike in*** the woods.	Good answer. Can you add some details to your sentence? ***You can take a hike in*** the woods to look for wild animals.	If the child is unable to add details, prompt with a question about the sentence. ***What would you do on a hike?***

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.

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Lesson 9

Day 3

You will need:

FastTrack Phonics

Phonics picture cards from section 23*

Alphie puppet

Letter-Blending Cards*

Reading Reels for Roots* DVD

Partner Practice Booklet 3

Green index cards, paper, or tagboard*

Shared Story

Shared Story 9: *A Game of Tag at the Farm*

Reading Reels for Roots* DVD

Adventures in Writing

Writing Strategies Bank (teacher created)

Partner writing books (teacher acquired)

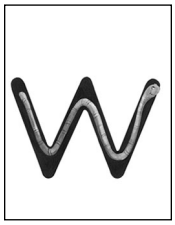
***Not needed for interactive whiteboard users**

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 /w/

Alphabet Chant

- Teach the students the next two stanzas of the Alphabet Chant.

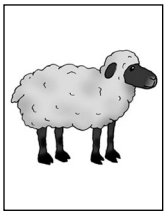
Whole Group Response

Hear Sounds

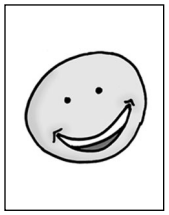
- Show each phonics picture card below, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.

umbrella

zebra



sheep



happy

Say-It-Fast

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

/w-e-b/	*web*	**/w-ai-s-t/**	*waist*
/wh-a-le/	*whale*	**/w-a-v-es/**	*waves*
/w-ai-t/	*wait*	**/wh-ee-l/**	*wheel*

Break-It-Down

- Say each of the words below, and have the students respond by saying them like Alphie does.

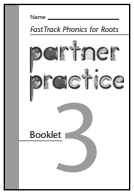
wait	*/w-ai-t/*	**wheat**	*/wh-ea-t/*
whip	*/wh-i-p/*	**rug**	*/r-u-g/*
web	*/w-e-b/*	**waist**	*/w-ai-s-t/*

Animated Alphabet

Read Letter Sounds

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /z/. **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.



Partner Practice Booklet 3

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 then 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.

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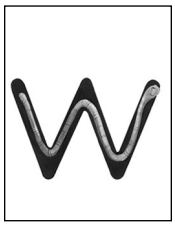
Quick Erase

- Use the following word sequence:

  zip…zap…map…mat…sat…set…bet…bell

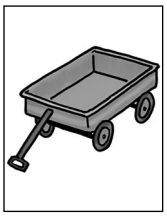


Key Card

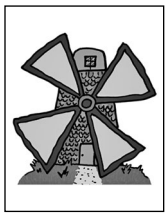
Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **Watch the worm wiggle.** Say the phrase with the students, bouncing the /w/ 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.

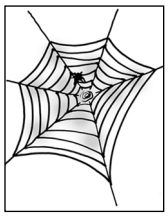


wagon



windmill

watch



web

Making the Sound—Ask the students to say /w/. **When I say /w…w…w/, my lips are close together in a little circle. Then they open up. /w…w…w/. Let's practice that sound together. /w…w…w/.**

Think-Pair-Share

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

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 "w," 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 with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words ("wag," "will," and "win"). 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 3 in their Partner Practice Booklets and 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.

W

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Wiggle down, wiggle up, down and up, /w…w…w/.**

- 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.

/z/ as in zip	**/h/** as in hill	**/l/** as in lips
/sh/ as in shine	**/b/** as in bus	

- 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.
- 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.

/p/ as in pill	**/g/** as in go	**/i/** as in into

Stretch and Count/Stretch and Spell

- Have the students use Stretch and Count, then Stretch and Spell, to sound out and write the following words.

  With the new letter:

  wet **wag** **win**

  With familiar letters:

  zap **shop** **rock**

Whole Group Response

- After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.

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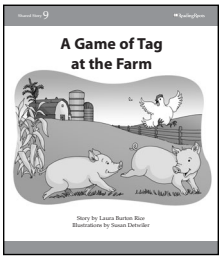

Shared Story

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.**
- 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.

Partner Reading

Focus on Fluency

Reading Smoothly with Expression

- **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, retelling, and reading with expression.
- 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.

All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're telling a story.**
- Lead a Guided Group Rereading of the story. Focus on reading the story with rich expression. Celebrate by leading a class cheer. Choose two students to read for the next story's Reading Celebration.

Between the Lions

- Show the second *Between the Lions* segment for lesson 9.

STaR

Vocabulary Review: Silly or Sensible?

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

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

After providing time for partner discussion, ask the class: **Was it silly or sensible? Show me with your hands.** Ask the students to raise their hands normally if the sentence is sensible or in a silly way (e.g., wiggling fingers, flopping their 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. It took three hours for Mindy and her family to drive to their **neighbor's** house. *[silly]*
2. Macaroni and cheese and chicken nuggets are two of Mark's favorite ice cream **flavors**. *[silly]*
3. Dad took us on a **hike** to the basement during spring break. *[silly]*
4. José takes karate lessons **twice** a week. *[sensible]*
5. It is very **hard** to play hide and seek; you just have to hide while I count to ten. *[silly]*
6. Ty was so tired that his mother put him to sleep on a **ladder**. *[silly]*
7. The boy's mother is taking him to the **vet** because he has a fever. *[silly]*
8. Alice and Matt will go **exploring** in the woods after lunch; they have never been there before. *[sensible]*
9. Tammy went to see a plumber because she started to **cough** a lot. *[silly]*
10. The car my mom drives was made in a **factory**. *[sensible]*

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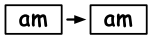
Adventures in Writing

Writing Strategies Bank

Draw a Picture

Draw a Line



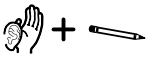
Find and Copy a Word

Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count


Sound Spelling

Prewriting

- Have the students gather in front of the chart paper. Introduce the activity. **Today we're going to write about what you like to do when you play.**
- Briefly discuss with the students some of the games the children in the Shared Story and STaR story played. **In our Shared Story, the kids played a game of tag with the pigs on Mag's farm. The children in the STaR story played many different kinds of games, including tag. What were some of the other games the children in the STaR story played?** Wait for the students' responses. Have them discuss whether the kids used toys when they played, played inside or outside, or played structured games.
- Tell the students that they will create lists of their favorite toys, games, and places to play. **Let's think about the things you like to do when you play. When you say them, I will write them in one of these categories: toys, places to play, or games.** Write the headings "Toys," "Places to Play," and "Games" on the board. **What are some things that you like to do when you play?** As the students share their answers, have them decide in which category the answer belongs, and write it in the appropriate place on the chart. Read each item on the list aloud as you write, and have the students repeat it.

- Explain to the students that they will now write about what they like to do. **Today you will write about what you like to do when you play. Let's think about some of the ideas you gave.** Read the name of each category and the items listed for each.
- **I will show you how to write a sentence about playing a game.** Model writing a sentence using a student suggestion from the "Game" category such as "I like to play tag with my friends." Try to include a three-phoneme word with sounds introduced in FastTrack Phonics to model Sound Spelling.

Suggested writing strategies:

I	Remember a Word
like	Say-Spell-Say
to	Remember a Word
play	Stretch and Count (Partial Sound Spelling + placeholders) ("pl_")
tag	Sound Spelling
with	Stretch and Count ("wi_")
my	Remember a Word
friends	Write Sounds That You Know ("fens")

- **Now I will write about something from one of the other categories. I will show you how to write a sentence about a place to play.** Model writing a sentence using a student suggestion from the "Places to Play" category, such as "I hop in a sack race on the playground." Try to include a three-phoneme word with known sounds from FastTrack Phonics to model Sound Spelling.

Partner Planning

- Ask the students to work with their partners to select two things that they would like to write about. Their topics should come from two different categories.
- Have the students work with their partners to create sentences for each topic. Encourage the students to help their partners think about details they could add to their sentences.

Writing

- Have each student write two 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. Provide additional support, if possible, for students who did not master writing sounds on FastTrack Phonics Assessments 1–2.

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Expectations for this lesson include:

Uses Sound Spelling in Writing	Your expectations for the students' use of correct letters and letter groups should be higher for sounds that have already been introduced in FastTrack Phonics.
Uses a Variety of Writing Strategies	Although other strategies should be used when needed, encourage the use of Sound Spelling as a first approach to writing words unless the word is a familiar sight word.
Expresses Ideas	Each student should use information generated by the class and discussion with their partners and team members to create complete sentences that explain two different ways that he or she likes to play.
Writes with Quality and Quantity	Each student should write at least two sentences for this lesson. Ambitious students can add more sentences. Quality sentences will be elaborated with adjectives or reasons that the student likes to play a certain way.

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.
- 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. Display the students' 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.

Team Celebration Points

- 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.

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

- Play a group game, such as Mother May I?, in which children ask and answer questions. Explain to the students that in this game they compete to see who reaches the mother first.
- Divide the class into groups of four or five, so the play moves quickly and the students have multiple opportunities to ask and answer questions.
- Have the students switch roles so they have the chance to both ask and answer questions.

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 create 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.

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At a Glance

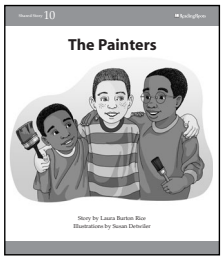
FastTrack Phonics

Day 1:
New sound: /ch/

Day 2:
New sound: /j/

Day 3:
New sound: /v/

Shared Story



Shared Story:
The Painters
by Laura Burton Rice

Review Sound: /o/

Strategies/Skills:

Previewing

Predicting

Adding the "s" to third-person verbs

STaR

STaR Story:
Jamaica Louise James
written by Amy Hest, illustrated by Sheila White Samton

Students will identify the setting in a 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 sentences that make figurative comparisons of places.

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

Lesson 10

Day 1

You will need:

Team Celebration

Super Team, Great Team, and Good Team celebration certificates earned in lesson 9

Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 24*

Alphie puppet

Letter-Blending Cards*

Reading Reels for Roots* DVD

Partner Practice Booklet 3

Green index cards, paper, or tagboard*

Shared Story

Shared Story 10: *The Painters*

Language development cards for lesson 9*

Key card for "o"*

Word cards*

Reading Reels for Roots* DVD

STaR

STaR story: *Jamaica Louise James*

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 9. 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.

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Key Card

FastTrack Phonics
Presenting /ch/

Alphabet Chant

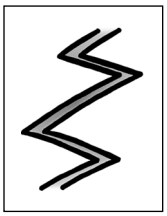
- Teach the students the last three stanzas of the Alphabet Chant.

Hear Sounds

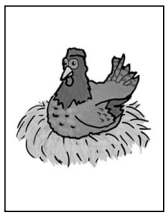
Whole Group Response

- 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.

watch


zig-zag

shoe


hen

Say-It-Fast

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

/ch-ai-n/	*chain*	**/b-ee-ch/**	*beech*
/c-oa-ch/	*coach*	**/i-n-ch/**	*inch*
/b-r-u-sh/	*brush*	**/l-u-n-ch/**	*lunch*

Break-It-Down

- Say each of the words below, and have the students respond by saying them like Alphie does.

mitt	*/m-i-tt/*	**mice**	*/m-i-ce/*
fish	*/f-i-sh/*	**coach**	*/c-oa-ch/*
chain	*/ch-ai-n/*	**beech**	*/b-ee-ch/*

Animated Alphabet

Read Letter Sounds

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /w/. **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.

Partner Practice Booklet 3

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, 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 4 in their Partner Practice Booklets, read the words together, and then 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.

Team Celebration Points

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

Quick Erase

- Use the following word sequence:

  web…wed…bed…bad…had…lad…lid

Key Card

Hear the New Sound

Key picture—Have Alphie introduce the key card and the alliterative phrase: **The chipmunk chooses cheese.** Say the phrase with the students, bouncing the /ch/ sound in each word.

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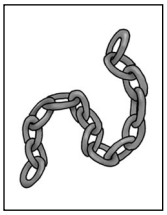
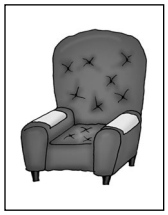
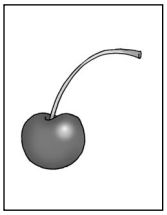
Pictures and objects—Use My Turn, Your Turn to review the names of the pictures on the phonics picture cards. Say the name, and have the students say it after you. Bounce the initial sound in each word three times.


chain


chair


cherry

Making the sound—Ask the students to say /ch/. **When I say /ch…ch…ch/, my lips stick out a little. /ch…ch…ch/. My teeth are together at first, then they open up. /ch…ch…ch/. Let's say that together. /ch…ch…ch/.**

Think-Pair-Share

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

Introduce the New Shape

Animated Alphabet

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 letters make.**

- Write the letters "ch" on the board. **We can write /ch/ using letters we already know. When you see these two letters, you say /ch/.**

Stretch and Read with the New Letter

Interactive Whiteboard Users

Method varies

With the teacher—Use the Letter-Blending Cards to demonstrate with the new letter how to blend sounds together to read words ("chip," "chat," and "check"). 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 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.

Team Celebration Points

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

ch

Write Letters

New—Let's practice writing /ch/ in the air. Move your finger in the shape of the letters "ch" and say /ch/.

- Have the students write the letters in the air while they say /ch/.
- Have the students write the letter group on a partner's hand, arm, or back.
- Have the students write the letter group several times 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.

/w/ as in water	**/r/** as in rug	**/u/** as in under
/k/ as in kangaroo	**/f/** as in fall	

- 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.
- 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.

/p/ as in pencil	**/o/** as in on	**/t/** as in time

Stretch and Count/Stretch and Spell

- Have the students use Stretch and Count, then Stretch and Spell, to sound out and write the following words.

  With the new letter:

  chop rich much

  With familiar letters:

  win zip shop

Whole Group Response

- After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.

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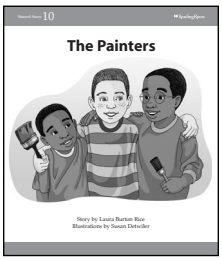

Shared Story

Previewing

- **Let's preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **The title of this story is *The Painters*. I see Matt and Tim** (point) **on the cover of the book. It looks like they have a friend. The friend is Don.** Point. **Don and Tim both have a paint brush.** Point. **I think these boys are the painters, and they are going to paint something.**

Picture Cards

garage	garage door
ladder	mat
money	mop
paint pot	paint stick
rag	paint brush

*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 2. **It looks like the boys are going to paint this door.** Point. **It must be a big tall door because they need a ladder** (point) **to paint all of it. Here is their paint.** Point. **They are mixing up the paint with a stick.** Point to the stick.
- Display page 4. **Oh no! It looks like Pit-Pat and Sad Sam have gotten involved in the painting! Now there's a big mess!**

Whole Group Response

- Display page 6. **Sad Sam is getting cleaned up with a mop. Do you think this is a good idea?** (WGR)
- **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

paint	mop	up
ladder	paint pot	

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 10 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.

Animated Alphabet

The Sound and the Furry

Green Words

hops	mops	stop
up	Don	rag
stick	pot	pick
rocks	top	mom

Red Words

fall	of	sees

Readles

ladder	paint

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 10 of *Reading Reels for Roots*, or display the key card for "o." Have the students review the alliterative phrase and practice the sound.
- **Now let's practice reading some words.** Show the Sound It Out video segment(s) for lesson 10 (optional).
- Select three to five 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, and 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 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.
- Point out words with the third-person "s" ending, and stretch and read them with the class. Stress the final /s/ sound at the end of each word.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.

Monitor →

- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind the students to say every sound in the Green Words.

Guided Group/Guided Partner Reading

Teacher Shared Story →

- Read the first three pages of the story with the students, asking the 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 Matt and Tim paint by reading with your partner. What do you think they will paint?** (T-P-S) **Let's go back to the beginning of the story and read it all the way through.**

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- Follow the Guided Partner Reading steps to lead the students through a reading of the entire book.
  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 restates.
  3. The partners reread in unison for fluency.
  4. The teacher leads a short discussion of the page to check comprehension using the questions at the bottom of the page.
  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.

Monitor

- 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 each, and have the students name each card with you.

Think-Pair-Share

- Ask the discussion questions listed on the inside back cover of your Shared Story. Have the students use the Think-Pair-Share strategy to discuss and listen to one another's responses. Call on different partnerships to share their answers with the class.
  1. **What are the boys going to paint?** *[The boys are going to paint the garage door.]*
  2. **How does Sad Sam get covered with paint?** *[Pit-Pat jumps on the ladder and knocks the paint pot (can) down on Sad Sam.]*
  3. **How do the boys clean up Sad Sam?** *[The boys try using a rag. Then they try using a mop.]*
- Discuss with the students whether their predictions were accurate or the book surprised them.
- Choose two students to prepare to read for tomorrow's Reading Celebration.

STaR Words

plaque	worry
subway	collection

Background Words

scared	idea
begins	shout

STaR

STaR story:

Jamaica Louise James

Written by Amy Hest
Illustrated by Sheila White Samton

Summary: *This is the story of Jamaica Louise James, an eight-year-old girl who had a great idea. Jamaica painted many pictures since her mother and grandmother gave her a set of paints for her birthday. Every day her grandmother came home and talked about the people she saw at work, while Jamaica painted. On her grandmother's birthday, Jamaica and her mother descended the stairs of the subway station where her grandmother worked in a token booth. As a surprise for her grandmother, Jamaica and her mother taped the girl's artwork to the walls, transforming the gloomy station into a colorful gallery that makes the subway riders smile.*

Teacher's Note: The pages of this book are not numbered. Before reading, number the pages. Page 2 starts "I was the one with the cool idea…."

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 *Jamaica Louise James*. Look at the picture on the cover. The title of the story is a name. I wonder if the girl on the cover is Jamaica Louise James. Do you think the girl on the cover might be Jamaica Louise James?** Wait for the students' responses.
- **Today we are going to talk about setting. The setting is where the story takes place. What was the setting of *Six-Dinner Sid*?** Use Think-Pair-Share to have the students respond.
- **What do you think is the setting of this story?** Wait for the students' responses.
- Page 3: **Look at this <u>plaque</u> that has Jamaica Louise James's name on it. A <u>plaque</u> is a special sign. Why do you think this plaque has Jamaica's name on it?** Wait for the students' responses. **We'll find out when we read.**
- Pages 14 and 15: **This picture shows a <u>subway</u>. A <u>subway</u> is an underground train. Many big cities have <u>subways</u>. Do you think the <u>subway</u> might be the setting of this story…where the story happens?** Wait for the students' responses.

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

STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
plaque	3	a special sign	**Picture Walk, page 3**
worry	11	feel upset, troubled	Do you *worry* before you take a test?
subway	15	underground train	**Picture Walk, page 15**
collection	16	a group of things	Annie's doll *collection* contains dolls from many different countries.

- 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
idea	2	something you imagine or picture in your mind	Amity has an *idea* for her mother's birthday.
begins	6	starts	Sheila *begins* playing soccer at 2:00 p.m. and ends at 3:00 p.m.
scared	13	to be afraid	Matt is *scared* of the dark, so he sleeps with a light on.
shout	23	yell	**Demonstrate "shout."**

This book is about a girl who had an idea. An idea is something you imagine or picture in your mind. You can have an idea of what to draw or an idea of what to play. Does anyone have an idea that they would like to share with the class? Invite the students to describe their ideas briefly. If the students have limited language ability, prompt them with questions such as: **What is your idea? How did you get that idea?**

To "begin" means to start. I will begin reading the book in a few minutes. What is something you begin doing?

To be scared is to be afraid of something. For example, I am scared of mice. What is something you are scared of?

Demonstrate shouting. **What am I showing you right now? I am shouting. When do people shout?** Prompt student answers as necessary.

Interactive Reading

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

Page 2 — Use Think-Pair-Share to ask the students: **What do you think Jamaica's cool idea is?**

Page 3 — Point to the plaque in the illustration. **"Plaque" is one of our STaR words. This illustration helps me understand what a plaque is. A plaque is a special sign. This plaque has Jamaica's full name on it. The plaque has something to do with her idea.**

Page 4 — **The book says that Jamaica's mother tells her to get to the point of the story, but she likes "lacing up the details." "Lacing up the details" means to include all the details.**

Page 7 — **This is Jamaica's drawing.** Use Think-Pair-Share to ask the students: **What do you think this drawing is about?** Wait for the students' responses. **Very good! This looks like a drawing of Jamaica's neighborhood.**

Pages 8, 9 — Use Think-Pair-Share to ask the students: **What is the setting for this part of the story?** Provide the following sentence stem: **This part of the story takes place in** *[Jamaica's home]***.** Have the students repeat the complete answer with you. **How can you tell?**

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Think-Pair-Share

Page 11 **"Worry" is one of our STaR words. The book says, "Paint sets cost a lot, I worry." What does "worry" mean? Worry is to feel upset or troubled.** Use Think-Pair-Share to ask the students: **What is Jamaica worried about?** *[Mama and Grammy spent a lot of money on the paint set.]*

Use Think-Pair-Share to ask the students: **What do you think Jamaica might do with her new paint set?**

Page 13 **"Subway" is one of our STaR words. The book says that Grammy goes down and down into the subway station. What does this help you understand about subways?** Wait for the students' responses. **This helps you understand that a subway is an underground train. Subways are common in big cities.**

Page 15 Use Think-Pair-Share to ask the students: **Why doesn't Jamaica like the subway station?**

Page 16 **"Collection" is one of our STaR words. The book says, "Every day I add a picture to my collection." What is a collection? A collection is a group of objects. In this case, Jamaica's collection is made of pictures she has painted.** Use Think-Pair-Share to ask the students: **Do you think Jamaica's cool idea has to do with her collection of paintings?**

Pages 18, 19 **What do you see on these pages? What is the setting of this part of the story?** Provide the following sentence stem: **This part of the story takes place in** *[the subway station]***.** Have the students repeat the complete answer with you. **How do you know?**

Page 23 **What do Jamaica and her mother shout when Grammy comes clomping down the steps?** Use Whole Group Response to have the students answer.

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 **sen**tence. 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 and teams.

Random Reporter

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

Team Celebration Points

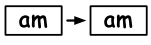
- Award team celebration points to students who successfully share a complete sentence.

STaR Writing

Writing Strategies Bank

Draw a Picture

Draw a Line



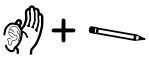
Find and Copy a Word

Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count


Sound Spelling

- 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 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 "collection." My sentence is, "I help my sister organize her stamp collection."**

Suggested strategies:

I	Remember a Word
help	Sound Spelling
my	Find and Copy a Word
sister	Write Sounds That You Know ("sistr")
organize	Draw a Line
her	Remember a Word
stamp	Sound Spelling
collection	Write Sounds That You Know ("clecn")

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- **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.

Alphie's Questions:

What does the plaque at the subway station say?

Why does Jamaica worry about her birthday present from Mama and Grammy?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed…
The student responds in an incomplete sentence. ***Jamaica***	Good answer. Can you say that in a complete sentence? ***The sign says Jamaica's name.***	If the child is unable to respond in a sentence, model a sentence for him. ***We can say, "The sign says Jamaica's name."***
The student responds in a complete, but not very elaborate, sentence. ***The sign says Jamaica's name.***	Good answer. Can you add some details to your sentence? ***The sign says, "Jamaica Louise James, age 8."***	If the child is unable to add details, prompt with a question about the sentence. ***What is Jamaica's full name, and how old is she?***

Oral-Language Scoring Rubric

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

Team Celebration

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

Read & Respond

Homework

Have the students read 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.

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Lesson 10

Day 2

You will need:

FastTrack Phonics

Phonics picture cards from section 25*

Alphie puppet

Letter-Blending Cards*

Reading Reels for Roots* DVD

Partner Practice Booklet 3

Green index cards, paper, or tagboard*

Shared Story

Shared Story 10: *The Painters*

Reading Reels for Roots* DVD

Reading Celebration certificates

STaR

STaR story: *Jamaica Louise James*

Story star poster*

Sequence cards

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.

Key Card

FastTrack Phonics

Presenting /j/

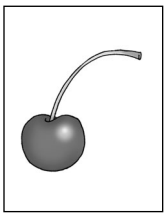
Alphabet Chant

- Have the students recite and perform the Alphabet Chant.

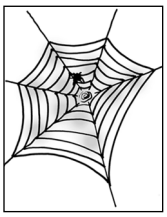
Whole Group Response

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.

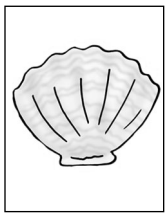


cherry



web

zebra



shell

Say-It-Fast

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

/j-ee-p/	*jeep*	**/j-e-t/**	*jet*
/j-u-g/	*jug*	**/d-u-ck/**	*duck*
/f-l-a-g/	*flag*	**/ch-o-m-p/**	*chomp*

Break-It-Down

- Say each of the words below, and have the students respond by saying them like Alphie does.

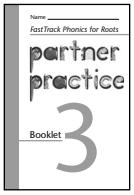
jeep	*/j-ee-p/*	**flap**	*/f-l-a-p/*
jet	*/j-e-t/*	**plate**	*/p-l-a-te/*
jug	*/j-u-g/*	**crib**	*/c-r-i-b/*

Read Letter Sounds

Animated Alphabet

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /ch/. **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.



Partner Practice Booklet 3

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, 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 5 in their Partner Practice Booklets, read the words together, and then 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.

Team Celebration Points

- Award team celebration points to students who read the challenge words or share a sentence successfully.

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Quick Erase

- Use the following word sequence:

  chip…chop…hop…top…stop…shop…ship…hip

Key Card

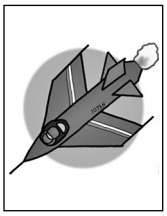
Hear the New Sound

Key picture—Have Alphie introduce the key card and the alliterative phrase: **Jane jumps for joy.** Say the phrase with the students, bouncing the /j/ 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.

Jack-in-the-box

jeep



jet

jug

Making the sound—Ask the students to say /j /. **When I say /j…j…j/, my lips stick out a little. My tongue is near the top of my mouth, and it moves when I open my mouth. /j/. Some air comes out in a little puff. Let's say that sound together. /j…j…j…j/.** Make sure that the students do not add a vowel and say "juh."

Think-Pair-Share

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

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 "j," 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 with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate with the new letter how to blend sounds together to read words ("jump," "jog," and "Jack"). 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 5 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.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Down Jane's back, up to her toes. Jump to the ball, /j…j…j/.**

- 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 several times 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.

/ch/ as in chart	**/z/** as in zoo	**/sh/** as in ship
/e/ as in ending	**/b/** as in big	**/k/** as in kangaroo
/s/ as in sit	**/u/** as in umbrella	

- 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.
- 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.

Stretch and Count/Stretch and Spell

- Have the students use Stretch and Count, then Stretch and Spell, to sound out and write the following words.

  With the new letter:

  jet **Jack** **Jim**

  With familiar letters:

  chip **wet** **shop**

Whole Group Response

- After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.

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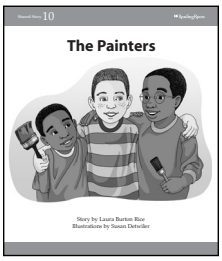

Shared Story

Story Review

- **Yesterday we read a new story. I want to see how much you remember about that story.** Review the title of the story and the characters with the students. Ask the following review questions. Call on different partnerships to share their answers with the class. (T-P-S)
  1. **What were the boys going to paint?** *[The boys were going to paint the garage door.]*
  2. **What did Pit-Pat do?** *[Pit-Pat climbed the ladder. She tipped the paint pot.]*
  3. **What happened to Sad Sam?** *[Sad Sam got covered with paint.]*

Partner Word and Sentence Reading

- Have the students sit with their assigned partners. Designate a Partner A and Partner B in each pair.
- Distribute the Shared Stories, and have partners take turns reading the words and sentences on the inside front cover.

Monitor

- 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.

Partner Reading

- Complete Day 1 Guided Partner Reading if necessary, and then have the students practice reading the entire story with their partners.

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 they are having trouble. The helping partners will also retell what happened on that page. Remind the students to sound out words that they find difficult. Model partner helping as needed. Have the students reread the page until they read every word accurately.

- 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.

Team Celebration Points

- Award team celebration points if both partners are able to read the page without any errors.

Partner Story Questions

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

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.

Team Celebration Points

- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 1 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.

Between the Lions

- Show the first *Between the Lions* segment for lesson 10 (optional).

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STaR

STaR Review

Think-Pair-Share

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* Jamaica Louise James.*]* **What does Jamaica like to do?** *[Jamaica likes to paint.]*

What does the plaque at the subway station say? *[The plaque at the subway station says, "Jamaica Louise James, age 8."]* **Have you ever seen a plaque? What did it say? Where did you see it?**

Display page 2. **What is Jamaica's cool idea? Have you ever had a cool idea? What was your idea?**

Why does Jamaica worry when her Grammy and Mama give her the paint set? *[Jamaica worries because paint sets cost a lot of money.]* **What is something that worries you? What do you do when you worry?**

Display pages 6 and 7. **Where does this story begin?**

Where does Grammy work? *[Grammy works at the subway station.]* **Have you ever seen or been on the subway? What does the subway look like?**

Display pages 12 and 13. **What makes Jamaica scared? Are you scared of something? What scares you?**

What is Jamaica's collection? *[Jamaica's collection is her paintings.]* **What does Jamaica do with her collection?** *[Jamaica hangs her collection in the subway station.]* **Have you ever collected something? What was your collection?**

Display page 23. **What do Mama and Jamaica shout to Grammy? What other words can you shout when you want to surprise someone?**

Where does this story take place? *[This story takes place at Jamaica's home and at the subway station.]*

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

- 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 two different settings: Jamaica's home and the subway station.]*

- T-P-S: **Who are some of the characters in the story?** *[Jamaica, Grammy, and Mama.]*
- T-P-S: **What is the problem in the story?** *[Jamaica is worried that the paint set costs a lot of money, so she wants to do something nice with her paintings.]*
- T-P-S: **What was the solution? How was the problem solved?** *[Jamaica and Mama hang Jamaica's paintings at the subway station where Grammy works. Now the station looks better and more colorful.]*

Retell

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

Option 1: Sequencing

Sequence Cards

birthday cake
painting
subway wall

- Hand out a picture to each group of students. Tell, or remind, the students about the importance of knowing the order of events in a story.
- Tell the students to talk in groups about what order the pictures go in. Prompt the students with the sequence words "beginning," "middle," and "end" for stories or "first," "next," and "last" for expository texts.
- Ask the class which picture goes first, or at the beginning. Ask that group to stand at the front of the class holding their picture so the rest of the class can see it. Continue in this manner until all the groups are in the correct sequence.
- Reinforce the story's sequence with sequence words.

  Example:

  Beginning: birthday cake

  Middle: painting

  End: subway wall

Teacher's Note: Choose one of the following options for sequencing the STaR story that best meets the needs of your students.

1. **A set of cards for each group**
   - Divide the students into groups.
   - Distribute a set of sequence cards to each group.
   - Allow a few minutes for the students to place the cards in sequential order within their groups.
   - Have the groups compare the order in which they placed their cards.
   - Encourage the students to discuss any discrepancies and explain why they put the cards in the order they did.

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2. One card for each group

- Divide the students into groups based on the number of cards in the set. (For example, if there are five cards, make five groups.)
- Distribute one sequencing card per group.
- Have the groups discuss which part of the story each of their cards portrays.
- Have a member from each group place the group's card in the correct place in the sequence.

3. Work with a partner

- Place the sequencing cards on the chalkboard ledge in random order.
- Use Think-Pair-Share to have the students determine the correct order of the cards.
- Invite partnerships to identify which card shows what happened in the beginning, middle, and end of the story.

Option 2: Reread the story.

- Ask the following questions as you reread the story. Use Think-Pair-Share to have the students discuss their answers. Encourage the students to answer in complete sentences.

  Why do you think Jamaica likes "lacing up the details" when she tells a story?

  How does Jamaica feel when Mama and Grammy give her the paint set?

  What is the subway station like?

  How does Grammy feel when she sees Jamaica's paintings hanging in the subway station?

  Why do you think the mayor had a plaque made with Jamaica's name on it?

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 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.

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

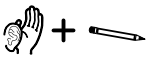
am → am
Find and Copy a Word

Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count


Sound Spelling

- Explain to the students that they will now write sentences about their favorite parts of the story.
- Review the writing strategies that you have already introduced as you model writing a complete sentence with one of the words. **My sentence will be, "My favorite part of the story is when people like the subway."**

Suggested strategies:

My	Remember a Word
favorite	Write Sounds That You Know ("fvrt")
part	Stretch and Count (partial sound spelling + placeholders) ("p_t")
of	Remember a Word
the	Find and Copy a Word
story	Draw a Line
is	Remember a Word
when	Write Sounds That You Know ("wen")
people	Draw a Picture
like	Say-Spell-Say
the	Find and Copy a Word
subway	Stretch and Count ("subw_")

- Reread the entire sentence, touching each word, picture, or line as you do.

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- 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.
- 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.

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.

Alphie's Questions:

Where does Jamaica's grandmother work?

What was Jamaica's collection made of?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed…
The student responds in an incomplete sentence. *subway*	Good answer. Can you say that in a complete sentence? ***She works in the subway.***	If the child is unable to respond in a sentence, model a sentence for him. ***We can say, "She works in the subway."***
The student responds in a complete, but not very elaborate, sentence. ***She works in the subway.***	Good answer. Can you add some details to your sentence? ***Grammy gives people tokens for quarters in the subway.***	If the child is unable to add details, prompt with a question about the sentence. ***What does Grammy do when she goes to work in the subway?***

Oral-Language Scoring Rubric

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

Team Celebration

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

Read & Respond

Homework

Have the students read 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.

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Lesson 10

Day 3

You will need:

FastTrack Phonics

Phonics picture cards from section 26*

Alphie puppet

Letter-Blending Cards*

Reading Reels for Roots* DVD

Partner Practice Booklet 3

Green index cards, paper, or tagboard*

Shared Story

Shared Story: *The Painters*

Reading Reels for Roots* DVD

Adventures in Writing

STaR story: *Jamaica Louise James*

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 /v/

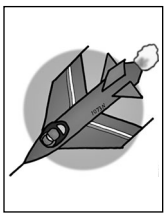
Alphabet Chant

- Have the students recite and perform the Alphabet Chant.

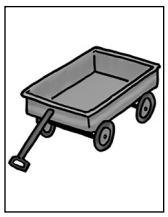
Whole Group Response

Hear Sounds

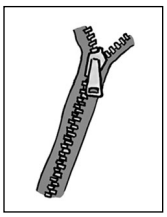
- Show each phonics picture card below, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



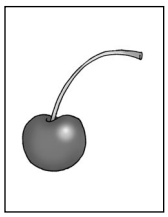
jet



wagon



zipper



cherry

Say-It-Fast

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

/v-a-se/	*vase*	**/w-a-v-es/**	*waves*
/v-i-ne/	*vine*	**/g-l-o-ve/**	*glove*
/h-a-t/	*hat*	**/s-l-a-p/**	*slap*

Break-It-Down

- Say each of the words below, and have the students respond by saying them like Alphie does.

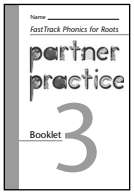
five	*/f-i-ve/*	**sled**	*/s-l-e-d/*
hat	*/h-a-t/*	**drum**	*/d-r-u-m/*
run	*/r-u-n/*	**socks**	*/s-o-ck-s/*

Animated Alphabet

Read Letter Sounds

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /j/. **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.



Partner Practice Booklet 3

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, 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 6 in their Partner Practice Booklets, read the words together, and then 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.

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Quick Erase

- Use the following word sequence:

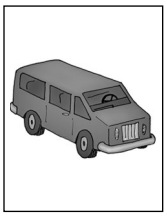
  jet…wet…went…bent…bet…bit…bat…chat

Key Card

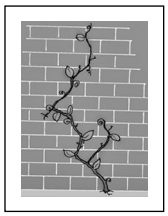
Hear the New Sound

Key picture—Have Alphie introduce the key card and the alliterative phrase: **The vulture veers over valleys.** Say the phrase with the students, stretching the /v/ 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.

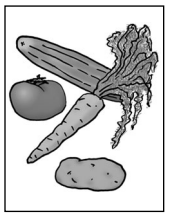


van



vine

vase



vegetables

Making the sound—Ask the students to say /v/. **When I say /v→v/, my teeth touch my bottom lip.** Put your mouth in the /v/ position, and point to it.

- **I make the /v→v/ sound by pushing air between my teeth. The air makes a humming noise. /v→v/. Let's say that sound together. /v→v/. Put your hand on your throat, and feel the hum.**

Think-Pair-Share

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

Animated Alphabet

Introduce the New Shape

Video Option: 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 "v," 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 with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words ("van," "Vic," and "vat"). 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 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.

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.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Down one wing and up the other, /v→v/.**

- 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 several times 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 itch	**/o/** as in on	**/a/** as in alligator
/b/ as in barn	**/h/** as in hip	**/e/** as in elephant
/z/ as in zipper	**/w/** as in wig	

- 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.
- 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.

Stretch and Count/Stretch and Spell

- Have the students use Stretch and Count, then Stretch and Spell, to sound out and write the following words.

  With the new letter:

  van vat vet

  With familiar letters:

  jet chip win

Whole Group Response

With the new letter:

- After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.
- Collect partner writing books weekly to monitor progress.

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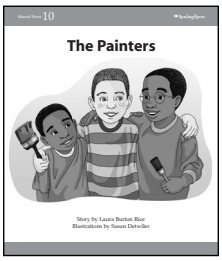


Shared Story

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 partners 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.

Partner Reading

Focus on Fluency

Reading Smoothly with Expression

- **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

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

All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're telling a story.**
- Lead a Guided Group Rereading of the story. Focus on reading the story with rich expression. Celebrate by leading a class cheer. Choose two students to read for tomorrow's Reading Celebration.

Between the Lions

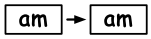
- Show the second *Between the Lions* segment for lesson 10.

Adventures in Writing

Writing Strategies Bank

Draw a Picture

Draw a Line



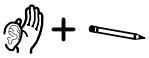
Find and Copy a Word

Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count


Sound Spelling

Prewriting

- Have the students gather in front of the board, and display the STaR story, *Jamaica Louise James*. Introduce the concept of making figurative comparisons.
- **Sometimes the author's words in a story make you think about something else that is like that part of the story. In this story, the author tells about Jamaica sitting on the top step of her building and drawing the things she sees.** Read page 6 of *Jamaica Louise James*, and display pages 6 and 7. **When I hear about Jamaica sitting on the top step, I have a picture in my mind of a girl up high. It makes me think about a mountain. When I listen to the story and the author says that Jamaica is where everyone can see her and she can see everyone, I get a picture in my mind of Jamaica sitting on the top of a mountain because everyone can look up and see what's at the top of a mountain. And if you're on the top of a mountain, you can look down and see what's below. So I can say that when Jamaica is sitting on the top step of her building, it's like she's sitting on the top of a mountain.**
- Write the sentence stem, "When Jamaica sits at the top of the steps, it is like ___" on the board. Read the sentence stem to the class.

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- **What are some other ways that we could finish this sentence? When you hear about Jamaica sitting on the top step of the building, what kind of picture do you see in your mind? Where else could someone sit that is up high?** *[The top of a tree, the top of a building, on a Ferris wheel, etc.]* Use Think-Pair-Share to have the students share their ideas. Record their answers on the board in a list form.
- Model how to write a sentence that compares something from the book with something else that is similar. **I will show you how to write a sentence about the picture you see in your mind when you think about Jamaica at the top of the steps. I see a mountain in my mind, so I will write, "When Jamaica sits at the top of the steps, it is like she is sitting on the top of a mountain."** Complete your sentence stem, using strategies from the Writing Strategies Bank such as those suggested below.

Suggested strategies:

She	Remember a Word
is	Say-Spell-Say
sitting	Write Sounds That You Know ("siti")
on	Sound Spelling
the	Say-Spell-Say
top	Sound Spelling
of	Remember a Word
a	Remember a Word
mountain	Draw a Picture

- **Today you are going to write about the pictures you made in your minds when you heard the description of Jamaica on the step. Let's look at some of the ideas you gave about the pictures you made in your minds when I read about Jamaica sitting on the top step of her building.** Read the list of images you recorded on the board. Have the students repeat them. **Think about which idea you would like to write about.**

Partner Planning

- Have the students sit with their partners to discuss and plan their ideas about which image they would like to write about.
- Have them work with their partners to create sentences with their ideas. Encourage the students to help their partners think about details they could add to their sentences.

Writing

- Have the students copy the sentence stem and complete their sentences in their partner writing books.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the students' use of writing strategies 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 students who did not master writing sounds on FastTrack Phonics Assessments 1 or 2.

Expectations for this lesson include:

Uses Sound Spelling in Writing	The students should be able to use sound spelling successfully for words composed of sounds that have been introduced in FastTrack Phonics.
Uses a Variety of Writing Strategies	Although other strategies should be used when needed, encourage the use of sound spelling as a first approach for writing words, unless the word is a familiar sight word.
Expresses Ideas	The students should be able to complete the sentence stem with an idea that makes sense.
Writes with Quality and Quantity	In this lesson, the students are only expected to write one sentence. Quality writers will elaborate the ideas listed on the board with descriptive language.

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.

Team Celebration Points

- Award team celebration points to students who share a writing strategy that they used or who read their writing to the class.

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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.

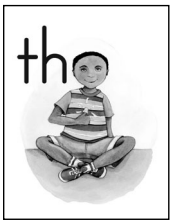
Extension Activity *(optional)*

- Have the students dramatize the story *Jamaica Louise James*.
- Divide the students into groups of four or five to dramatize the story.
- Ask the students to talk in their groups to decide who will be Jamaica, Grammy, Mama, and the people at the subway station.
- If there is time, have the students change roles and act the story out again.

At a Glance

FastTrack Phonics

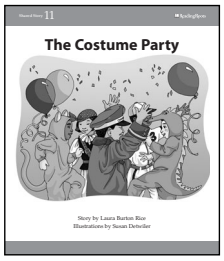
Day 1:
New sound: /y/



Day 2:
New sound: /th/

Day 3:
New sound: /q/

Shared Story



Shared Story:
The Costume Party
by Laura Burton Rice

Review Sound: /c/

Strategies/Skills:

Previewing

Predicting

Understanding the use of quotation marks

STaR

STaR Story:
The Costume Party
written and illustrated by Victoria Chess

Students will identify the problem and solution 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 sentences to describe costumes.

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

Lesson 11

Day 1

You will need:

Team Celebration

Super Team, Great Team, and Good Team celebration certificates earned in lesson 10

Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 27*

Alphie puppet

Letter-Blending Cards*

Reading Reels for Roots* DVD

Partner Practice Booklet 3

Green index cards, paper, or tagboard*

Shared Story

Shared Story 11: *The Costume Party*

Language development cards for lesson 11*

Word cards*

Reading Reels for Roots* DVD

STaR

STaR story: *The Costume Party*

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 10. 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.

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Key Card

FastTrack Phonics
Presenting /y/

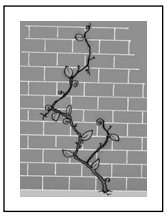
Alphabet Chant

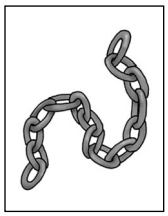
- Have the students recite and perform the Alphabet Chant.

Whole Group Response

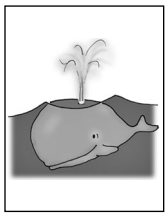
Hear Sounds

- 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.


vine


chain

Jack-in-the-box


whale

Say-It-Fast

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

/y-e-s/	*yes*	**/b-r-i-d-e/**	*bride*
/y-e-ll/	*yell*	**/c-a-n-e/**	*cane*
/b-l-o-ck/	*block*	**/s-t-o-p/**	*stop*

Break-It-Down

- Say each of the words below, and have the students respond by saying them like Alphie does.

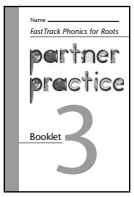
eggs	*/e-gg-s/*	**yell**	*/y-e-ll/*
pickle	*/p-i-ck-le/*	**lunch**	*/l-u-n-ch/*
cup	*/c-u-p/*	**shake**	*/sh-a-ke/*

Animated Alphabet

Read Letter Sounds

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /v/. **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.



Partner Practice Booklet 3

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, read the letters together as a class.

Stretch and Read

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

With a partner—Have the students turn to page 7 in their Partner Practice Booklets, read the words together, and then 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.

Team Celebration Points

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

Quick Erase

- Use the following word sequence:

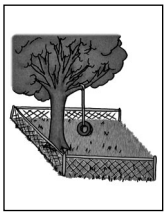
  hit…hat…vat…van…pan…pin…chin…chip…hip

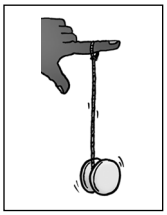
Key Card

Hear the New Sound

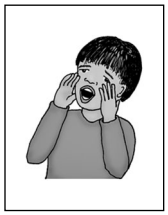
Key Picture—Have Alphie introduce the key card and the alliterative phrase: **Yank the yellow yo-yo.** Say the phrase with the students, bouncing the /y/ sound in each word.

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.


yard


yo-yo

yawn


yell

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Making the Sound—Ask the students to say /y/. **When I say /y…y…y/, my mouth is open just a little, and my tongue is near the top. My tongue touches the sides of my teeth. /y/. My mouth opens a little more at the end of the sound. /y/. Let's say that sound together. /y…y…y…y/.**

Think-Pair-Share

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

Introduce the New Shape

Animated Alphabet

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 "y," 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

Interactive Whiteboard Users

Method varies

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 ("yap," "yet," and "yuck"). 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 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.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Slant right down one string and way down the other, /y…y…y/.**

- 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 several times 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.

/c/ as in caterpillar **/k/** as in kangaroo **/r/** as in ran
/f/ as in find **/sh/** as in shine

- 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.
- 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.

/p/ as in pin **/t/** as in tiger **/u/** as in up

Stretch and Count/Stretch and Spell

- Have the students use Stretch and Count, then Stretch and Spell, to sound out and write the following words.

  With the new letter:

  yap **yak** **yip**

  With familiar letters:

  vet **jam** **chip**

Whole Group Response

- After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.

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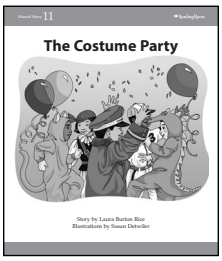

Shared Story

Previewing

- **Let's preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **The title of this story is *The Costume Party*. I can see that the children are all dressed up in different costumes. Here is a dragon costume** (point)**, here is a policeman costume** (point)**, and here is a cat costume.** Point. **I can guess that this story is going to tell about a costume party.**

*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

badge	costume
cap	baseball player
cot	police helmet
pirate	dragon
twins	tail of socks
policeman	
police equipment	
police jacket	

Option A: Teacher Overview

- **Now let's look through the book to see if we can find out more of what this story is going to be about.**

  Display page 3: **I can see that Matt and Tim both have costumes. Matt is a cat** (point)**, and Tim is a baseball player.** Point. **This is their friend Nick. Nick looks sad. He must be sad because he doesn't have a costume. Nick's friends help him think of a costume to wear to the costume party. If we read the rest of the book, we can find out what Nick's costume is.**
- **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

costume party	
costume	
baseball player	
dragon	tail
pirate	cap
policeman	jacket
helmet	badge

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 Plays for Shared Story 11 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

Animated Alphabet

- **Let's practice the special letter we'll see a lot of in today's story.** Play the Animated Alphabet segment for lesson 11 of *Reading Reels for Roots*, or display the key card for "c." Have the students review the alliterative phrase and practice the sound.

The Sound and the Furry

- **Now let's practice reading some words.** Show the Sound It Out video segment(s) for lesson 11.
- Select three to five 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, and then review all the Red Words with the class. Keep the Red Words posted until the students learn them.

Green Words

Ann	cap	cot
pin	can	bat
Nick's	hat	

Red Words

says	you
be	he

Readles

baseball player	
dragon	tail
pirate	policeman
jacket	badge

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 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.
- After the students have read the first sentence, say: **Let's look at that sentence again. I see some special marks in that sentence that we haven't seen before.**
- Make a set of quotation marks on the chalkboard. **These marks are called quotation marks. Quotation marks.** Have the class repeat after you. **Quotation marks tell us when someone is speaking. The words inside the quotation marks tell us exactly what someone said.**
- Write the sentence on the board. **This sentence begins: Nick says. Then we see some words in quotation marks. The words in quotation marks tell us the exact words that Nick said. What did Nick say?** *["Matt is a cat. I cannot be a cat."]*
- Have the students continue and read the sentences to each other.

Monitor →

- 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.

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Guided Group/Guided Partner Reading

Teacher Shared Story

- Read the first three pages of the story with the students, asking the 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 happens at the costume party by reading with your partner. 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 entire book.
  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.
  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 each, and have the students name each card with you.

Think-Pair-Share

- Ask the discussion questions listed on the inside back cover of your Shared Story. Have the students use the Think-Pair-Share strategy to discuss and listen to one another's responses. Call on different partnerships to share their answers with the class.
  1. **Why are the children dressing up?** *[They are going to a costume party.]*
  2. **Name some of the costumes in the story.** *[Some of the costumes in the story are a cat, a baseball player, a dragon, a pirate, and a policeman.]*
  3. **Why is Nick happy at the end of the story?** *[Nick is happy because he finally thought of a costume that no one else has. He can be a policeman.]*
- Discuss with the students whether their predictions were accurate or the book surprised them.
- Choose two students to prepare to read for tomorrow's Reading Celebration.
- Close with a quick review of the word wall.

STaR Words

moment	amuse
advice	beverages

Background Words

family	costume
party	prize

STaR

STaR story:

The Costume Party

Written and illustrated by Victoria Chess

Summary: *After many days of rain, Madame Coco and her family (five dogs) are bored. She decides to have a costume party like those she remembers from her youth. First she looks in the attic for old costumes but realizes that they will have to make their own. The preparation of costumes, decorations, and refreshments make for days filled with excitement. No other guests have been invited, but the party is a huge success. The prize for the best costume, a kitten, is shared by all. At the end of the story, we learn that the good weather returned, and the next year, they had another party when it rained again.*

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 "This is Madame Coco…."

Preview

- Display the front cover of the book, and read the title and author, while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *The Costume Party*. The STaR story and the Shared Story have the same title, but they are different.** Display both books so a comparison can be made. **Look at the picture on the cover. How is the STaR story the same as the Shared Story?** Wait for the students' responses. **Right. In both books, the characters are wearing costumes.**
- **How is the STaR story different from the Shared Story?** Wait for the students' responses. **The STaR story is different from the Shared Story because dogs, not children, are wearing costumes.**
- **Many stories have a problem. A problem is something that is wrong or causing trouble. For example, the problem in the Shared Story is that Nick doesn't have a costume for the party. However, during the story, the problem is solved. There is a solution. How is the problem solved in the Shared Story? Wait for the students' responses. Right. Nick goes as a policeman to the costume party. Listen as we read our STaR story to see if these characters also have a problem.**

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- Page 4: **How do you think the woman in this picture feels? Why?**
- Page 10: **Look at the picture. The man is bringing the beverages. Beverages are drinks. What kinds of beverages do you think the man is bringing? Why?**
- Read aloud the STaR words below, and ask the students to repeat them after you. If possible, post the words on cards, or display 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
moment	2	very small period of time, instant	Sherlese stopped for a *moment* to say hello to her neighbor and then hurried off to school.
amuse	3	entertain and have fun	Brendan likes to build with blocks to *amuse* himself when there's no one to play with.
advice	8	opinion, suggestion	Jane asked Miss Lydia for *advice* about her science project.
beverages	9	drinks	**Picture Walk, page 9**

- 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
family	1	a group of people or animals living together	The raccoon *family*, a mom and her four babies, lives in the park.
costume	4	special clothes to pretend you are someone or something else	I made my pirate *costume* with an eye patch and special hat.
party	4	a group of people or animals having fun together	When I got to the *party*, everyone was playing games and having fun.
prize	7	something won in a contest	The *prize* for the best sandcastle is a gold medal.

This book is about a party. We have parties to celebrate. A party is a group of people or animals having fun together. Did you ever have a party? The students can respond with a show of hands. Invite the students to describe their parties briefly. If the students have limited language ability, prompt them with questions such as: What were you celebrating? Whom did you invite?

This party is a costume party. The guests will be wearing costumes. A costume is special clothing you wear to pretend you are someone or something else. Have you ever worn a costume? What was your costume?

The story is about Madame Coco and her family. A family is a group of people or animals living together. Usually they are related. However, in this case Madame Coco's family is five dogs. Who is part of your family?

A prize is something you win in a contest. Have you ever won a prize? What was the prize?

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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: W**ho is part of Madame Coco's little family?**

Page 2 **"Moment" is one of our STaR words. The book says that it had been raining for days, and the dogs could only go outside for a tiny moment at a time. This helps me understand what "moment" means. A moment is a very small period of time.** Use Think-Pair-Share to ask the students: **Why can't the dogs go out for longer?**

TPR

Page 3 **"Amuse" is one of our STaR words. The book says that they have done everything they could to amuse themselves. To amuse is to entertain and have fun. Show how you look when you are amused.**

Poor Madame Coco! Look at her furniture. When the dogs amused themselves, they chewed up the furniture and made a mess. I don't think Madame Coco liked the way the dogs amused themselves.

Use Think-Pair-Share to ask the students: **What is the problem in the story?** Provide a sentence stem for the students to state the problem such as: **"The problem in the story is** *[Madame Coco's family can't go outside because of the rain]***."**

Page 5 **"Wonderful" means excellent.** Use Think-Pair-Share to ask the students: **What wonderful idea does Madame Coco have to solve the problem?** Provide a sentence stem for the students to state the solution such as: **"Madame Coco's idea to solve the problem is** *[to have a costume party]***."**

Page 7 Use Think-Pair-Share to ask the students: **What do you think would be a good prize for the dogs?**

Page 8 **I read that it took a lot of planning and advice from Madame Coco. "Advice" is one of our STaR words. Look at the illustration.** Point out the papers with the pictures of food, balloons, etc., and explain that the papers all have ideas for things needed for the party. **Madame Coco is helping the dogs decide what to have to eat at the party. But what does "advice" mean? Well, advice is an opinion or suggestion that helps you.**

TPR

Page 9 **"Beverages" is one of our STaR words. The book says that there would be games, decorations, snacks, and beverages. I know a snack is a light meal. But what are beverages? Well, beverages are drinks.** Use Think-Pair-Share to ask the students: **What kind of beverages do you think there would be at the party?** Wait for the students' responses. **Let's pretend we're having a beverage at Madame Coco's costume party.**

Page 1	Use Think-Pair-Share to ask the students: **What snacks did the butcher deliver?** Wait for the students' responses. **Yes, the butcher brought meats for the dogs.** Use Think-Pair-Share to ask the students: **Do you think the dogs will enjoy the snacks that the butcher delivered?**
Page 1	Use Think-Pair-Share to ask the students: **Who do you think will win the prize for the best costume?**
Page 19	Use Think-Pair-Share to ask the students: **Do you think Madame Coco and her family will have another costume party?**

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 **sen**tence. 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 and 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

am → am
Find and Copy a Word

str
Write Sounds That You Know

mat
Remember a Word

Say-Spell-Say

Stretch and Count

+
Sound Spelling

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- 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.
- 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 "moment." My sentence is, "I stopped running for a moment to catch my breath."**

Suggested strategies:

I	Remember a Word
stopped	Write Sounds That You Know ("stopd")
running	Stretch and Count ("runi_")
for	Remember a Word
a	Remember a Word
moment	Find and Copy a Word
to	Remember a Word
catch	Stretch and Count
my	Remember a Word
breath	Draw a Line

- **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.

Alphie's Questions:

Why can Madame Coco's family only go out for a moment?

What does Madame Coco's family do to amuse themselves?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed…
The student responds in an incomplete sentence. ***rain***	Good answer. Can you say that in a complete sentence? ***It is raining.***	If the child is unable to respond in a sentence, model a sentence for him. ***We can say, "It is raining."***
The student responds in a complete, but not very elaborate, sentence. ***It is raining.***	Good answer. Can you add some details to your sentence? ***The dogs can't stay outside long because it is raining and they will get wet.***	If the child is unable to add details, prompt with a question about the sentence. ***Why does the rain keep the dogs from staying outside?***

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.

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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.

Lesson 11

Day 2

You will need:

FastTrack Phonics

Phonics picture cards from section 28*

Alphie puppet

Letter-Blending Cards*

Reading Reels for Roots* DVD

Partner Practice Booklet 3

Green index cards, paper, or tagboard*

Shared Story

Shared Story 11: *The Costume Party*

Reading Reels for Roots* DVD

Reading Celebration certificates

STaR

STaR story: *The Costume Party*

Story star poster*

Writing Strategies Bank (teacher created)

Partner writing booklets (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 /th/

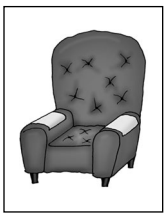
Alphabet Chant

- Have the students recite and perform the Alphabet Chant.

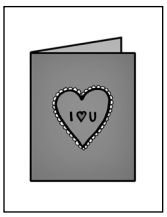
Whole Group Response

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.



chair



valentine

yarn

jug

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Say-It-Fast

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

/t-ee-th/	*teeth*	**/b-r-i-de/**	*bride*
/t-e-n/	*ten*	**/b-r-u-sh/**	*brush*
/t-e-n-t/	*tent*	**/c-oa-s-t/**	*coast*

Break-It-Down

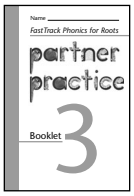
- Say each of the words below, and have the students respond by saying them like Alphie does.

book	*/b-oo-k/*	**teeth**	*/t-ee-th/*
tub	*/t-u-b/*	**lunch**	*/l-u-n-ch/*
web	*/w-e-b/*	**rocks**	*/r-o-ck-s/*

Animated Alphabet

Read Letter Sounds

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /ly/. **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.



Partner Practice Booklet 3

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 8 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 8 in their Partner Practice Booklets, read the words together, and then 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

- Use the following word sequence:

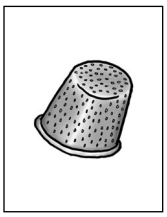
  wet…yet…let…leg…lag…wag…wig…zig

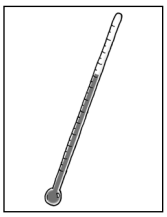
Key Card

Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **Theo has a thimble on his thumb.** Say the phrase with the students, stretching the /th/ 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.


thimble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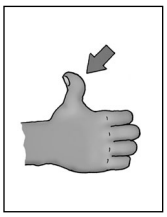
thumb

Making the Sound—Ask the students to say /th/. **When I say /th/, I put my tongue between my teeth. I push air out in the space between my tongue and teeth. /th→th/. Let's say that sound together. /th→th/.**

Think-Pair-Share

Students' Words—Use Think-Pair-Share to have the students share words that have the /th/ 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 letters make.

- Write the letters "th" on the board. **We can write /th/ using letters we already know. When you see these two letters, you say /th/.**

Interactive Whiteboard Users

Method varies

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 ("this," "that," and "math"). 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 8 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.

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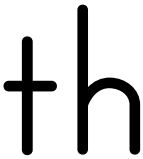
Monitor

- 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.



Write Letters

New—Let's practice writing /th/ in the air. Move your finger in the shape of the letters "th," and say /th/.

- Have the students write the letters in the air while they say /th/.
- Have the students write the letter group in the air while they recite the writing cue for each letter.
- Have the students write the letter group on a partner's hand, arm, or back.
- Have the students write the letter group several times 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.

/u/ as in under	**/v/** as in van	**/sh/** as in shoe
/w/ as in wash	**/y/** as in yellow	

- 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.

/g/ as in gift	**/o/** as in otter	**/s/** as in silly

Stretch and Count/Stretch and Spell

- Have the students use Stretch and Count, then Stretch and Spell, to sound out and write the following words.

  With the new letter:

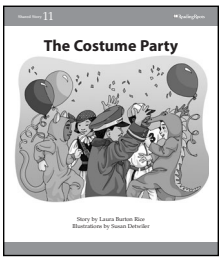
  then **with** **thud**

  With familiar letters:

  yes **van** **jet**

Whole Group Response

- After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.



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. **Where are the children going?** *[They are going to a costume party.]*
2. **What will they wear to the party?** *[They will each wear a different costume.]*
3. **Name the different costumes in the book.** Display pictures from the Shared Story, if necessary, to help the students recall each character and his or her costume.

Partner Word and Sentence Reading

- Have the students sit with their assigned partners.
- Distribute the Shared Stories, and have partners take turns reading the words and sentences on the inside front cover.

Monitor

- 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.

Partner Reading

- Complete Day 1 Guided Partner Reading if necessary, and then have the students practice reading the entire story with their partners.

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 that their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind the students to sound out words that they find difficult. Model partner helping as needed. Have the students reread the page until they read every word accurately.
- 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.

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- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.

Team Celebration Points

- Award team celebration points if both partners are able to read the page without any errors.

Partner Story Questions

- Have the students turn to the inside back cover of the Shared Story. Discuss and model how the students will read and answer the comprehension statements and questions with their partners. Model writing an answer with the class before the students begin writing individually. Do not complete the activities as a class.

Monitor

- Circulate to monitor partner work.

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.

Team Celebration Points

- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 1 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.

Between the Lions

- Show the first *Between the Lions* segment for lesson 11 (optional).

STaR

STaR Review

Think-Pair-Share

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* The Costume Party.*]* **Why can't the dogs go outside for more than a moment?** *[The dogs can't go outside for more than a moment because it's raining.]* **Have you ever been able to go outside for only a moment? Why couldn't you go out for more than a moment?**

Display page 1: **Who are the members of Madame Coco's family? Who are the members of your family?**

What do the dogs do to amuse themselves before Madame Coco's idea? *[The dogs amuse themselves by making the house messy.]* **Have you ever had to amuse yourself on rainy days?**

Display page 5: **Why did Madame Coco tell her family about having a costume party? Have you ever been to a costume party?**

What kind of advice did Madame Coco give the dogs? *[Madame Coco gives the dogs advice about snacks, games, and decorations.]* **Have you ever asked someone for advice? What advice did you ask for?**

Display page 6: **What did Madame Coco discover about the costumes in the attic?**

What beverages did the milkman deliver for the party? *[He delivered milk for beverages at the party.]* **Have you ever had beverages at a party? What beverage did you drink?**

Display page 18: **What was the prize for the best costume? Did the dogs like the prize?**

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

- 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?** *[Madame Coco's home.]*
- T-P-S: **Who are some of the characters in the story?** *[Madame Coco; her five dogs: Nico, Claude, Daisy, Rose, and Fanny; the butcher, the milkman, and Oscar the kitty.]*

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- T-P-S: **What is the problem in the story?** *[It has been raining for days, and Madame Coco and her family are bored.]*
- T-P-S: **What was the solution? How was the problem solved?** *[They decided to have a costume party.]*

Retell

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

Option 1: Interactive Story Circle

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

Examples:

Page 1: This is Madame Coco and her family.

Page 2: It has been raining for days, and they could only go outside for a moment.

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.

How do the dogs feel about not being able to go outside?

Why isn't Madame Coco amused?

What other things could Madame Coco and her family have done to solve the problem?

How do the dogs feel before the costume party?

Do you think the dogs like the prize they got for their costumes?

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 the students to share their sentences in their partnerships and teams.
- Ask them to tell to which part of the story star their sentences relate.

Random Reporter

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

Team Celebration Points

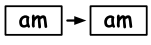
- Award team celebration points to students who successfully share a complete sentence.

STaR Writing

Writing Strategies Bank

Draw a Picture

Draw a Line



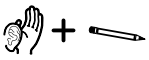
Find and Copy a Word

Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count


Sound Spelling

- Explain to the students that they will now write sentences about their favorite parts of the story.
- Review the writing strategies that you have already introduced as you model writing a complete sentence with one of the words. **My sentence will be, "I liked the part when Madame Coco gave the dogs a kitty."**

Suggested strategies:

I	Remember a Word
liked	Say-Spell-Say
the	Remember a Word
part	Write Sounds That You Know ("prt")
when	Write Sounds That You Know ("wen")
Madame	Find and Copy a Word
Coco	Find and Copy a Word
gave	Write Sounds That You Know ("gv")
the	Remember a Word
dogs	Stretch and Count ("do_s")
a	Remember a Word
kitty	Write Sounds That You Know ("kit")

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- 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 writing notebooks. Circulate as they write, discussing the strategies that the students have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used the strategies that you have introduced. Display the writing on a special writing celebration bulletin board.

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.

Alphie's Questions:

What is Madame Coco's advice about?

Who delivers the beverages for the party?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed…
The student responds in an incomplete sentence. *party*	Good answer. Can you say that in a complete sentence? ***Madame Coco gave the dogs advice about the party.***	If the child is unable to respond in a sentence, model a sentence for him. **We can say, "Madame Coco gave the dogs advice about the party."**
The student responds in a complete, but not very elaborate, sentence. ***Madame Coco gave the dogs advice about the party.***	Good answer. Can you add some details to your sentence? ***Madame Coco gave the dogs advice about food and decorations for the costume party.***	If the child is unable to add details, prompt with a question about the sentence. ***What things did she give them advice about?***

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 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.

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Lesson 11

Day 3

You will need:

FastTrack Phonics

Phonics picture cards from section 29*

Alphie puppet

Letter-Blending Cards*

Reading Reels for Roots* DVD

Partner Practice Booklet 3

Green index cards, paper, or tagboard*

Shared Story

Shared Story 11: *The Costume Party*

Language development cards for lesson 11*

Word cards*

Reading Reels for Roots* DVD

Adventures in Writing

Shared Story: *The Costume Party*

STaR story: *The Costume Party*

Writing Strategies Bank (teacher created)

Partner writing booklets (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 /q/

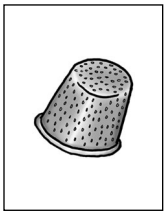
Alphabet Chant

- Have the students recite and perform the Alphabet Chant.

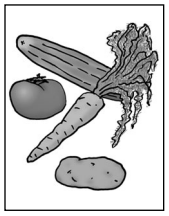
Whole Group Response

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.



thimble



vegetables

yawn

jeep

Say-It-Fast

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

/sh-i-p-s/	*ships*	**/t-r-a-de/**	*trade*
/c-a-ne/	*cane*	**/v-a-s-e/**	*vase*
/c-oa-t/	*coat*	**/w-ai-s-t/**	*waist*

Break-It-Down

- Say each of the words below, and have the students respond by saying them like Alphie does.

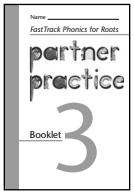
teeth	*/t-ee-th/*	**dress**	*/d-r-e-ss/*
fate	*/f-a-te/*	**apple**	*/a-pp-le/*
moon	*/m-oo-n/*	**logs**	*/l-o-g-s/*

Read Letter Sounds

Animated Alphabet

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /th/. **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.



Partner Practice Booklet 3

With a partner—Have the students turn to page 9 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.

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 9 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.

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 partners who read words or shared sentences successfully.

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Quick Erase

- Use the following word sequence:

  bath…math…mat…met…jet…yet…vet…vat…chat

Key Card

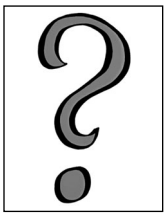
Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **The queen is quite quiet.** Say the phrase with the students, bouncing the /q/ sound in each word.

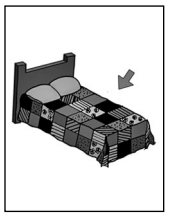
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the phonics picture cards. Say the name, and have the students say it after you. Bounce the initial sound in each word softly and slowly three times.

quarter

queen



question mark



quilt

Making the Sound—Ask the students to say /q/. **When I say /q…q…q/, my mouth is making two sounds. I hear /k/ at the beginning. Then I hear /w/ at the end. /q…q…q/. This is a two-part sound. /q…q…q/. Let's bounce the sound together. /q…q…q/.**

Think-Pair-Share

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

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 "q," 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 with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate with the new letter how to blend sounds together to read words. Remind the students that the letter "q" always goes together with the letter "u" to make words ("quit," "quack," and "quilt"). 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 9 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.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Left around the queen and way down her staff, /q…q…q/.**

- 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 several times 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.

/th/ as in thumb	**/l/** as in lock	**/m/** as in man
/e/ as in echo	**/t/** as in time	

- 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.
- 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.

/o/ as in octopus	**/s/** as in sand	**/b/** as in band

Stretch and Count/Stretch and Spell

- Have the students use Stretch and Count, then Stretch and Spell, to sound out and write the following words.

  With the new letter:

  quit **quiz** **quack**

  With familiar letters:

  bath **yet** **sing**

Whole Group Response

- After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.

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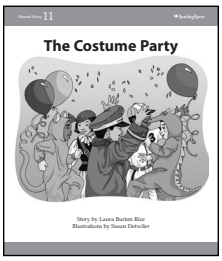


Shared Story

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 partners 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 that can be used to sound out difficult words or to read sight words.

Partner Reading

Focus on Fluency

Reading Smoothly with Expression

- **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

- Monitor the students as they participate in partner reading. Make sure that the students are taking turns and reading with expression.
- Model specific reading strategies and reading with expression as necessary.

All Together Now

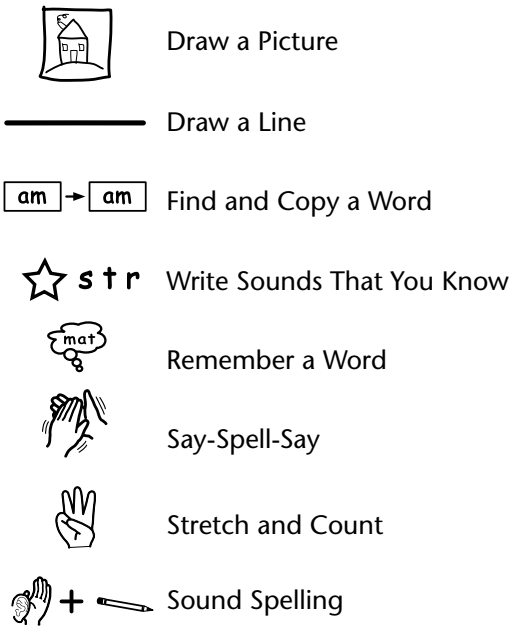
- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. Let's use a nice clear voice that sounds as though we're telling a story.**
- Lead a Guided Group Rereading of the story. Focus on reading the story with rich expression. Celebrate by leading a class cheer. Choose two students to read for tomorrow's Reading Celebration.

Between the Lions

- Show the second *Between the Lions* segment for lesson 11.

Adventures in Writing

Writing Strategies Bank



Prewriting

- Have the students gather in front of the board. Introduce the activity. **We read two stories about dressing up in costumes. Today you are going to pretend that you are going to a costume party, and you will write about the costume that you will wear. However, your costume should be a surprise, so you can't tell what it is. You will just describe it and see if your classmates can guess what it is.**
- Briefly review the Shared Story and the STaR story. Ask the students to identify the costumes described in the stories. Display pages from the stories to remind the students what the characters wore and how the costumes looked.
- **Now let's pretend that we are going to a costume party. What kind of costume would you like to wear?** Allow the students to brainstorm with their teammates for a few minutes; then call on volunteers to name some costumes. As they name each costume, list it on the chart, read it, and have the students repeat. Model strategies from the Writing Strategies Bank, as needed by your students.

Suggestions

cat	Sound Spelling
dragon	Write Sounds That You Know ("dgon")
pirate	Find and Copy a Word
policeman	Write Sounds That You Know ("plsman")
nurse	Draw a Picture
cowboy	Remember a Word

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- Select a costume from the list, and ask the students what items they would need to make this costume. Use Think-Pair-Share to have the students respond. Then model writing a sentence with the information. **You have some good ideas for costumes. One of your ideas is a cowboy. If you want to dress up as a cowboy, what do you need for your costume?** *[Possible responses: boots, hat, bandana.]*
- **Now I will write a sentence about making the costume. Remember that I do not want to tell what my costume is yet so others will have to guess. My sentence will be, "For my costume, I will need to wear brown leather boots."** Model using strategies from the Writing Strategies Bank as you write your sentence.

Suggestions:

For	Remember a Word
my	Remember a Word
costume	Find and Copy a Word
I	Remember a Word
will	Write Sounds That You Know ("wil")
need	Stretch and Count placeholder + Partial Sound Spelling ("n_d")
to	Remember a Word
wear	Stretch and Count placeholder + Partial Sound Spelling ("w_r")
brown	Write Sounds That You Know ("brn")
leather	Stretch and Count placeholder + Partial Sound Spelling ("le_r")
boots	Write Sounds That You Know ("bts")

Reread the entire sentence, touching each word, picture, or line as you do.

Partner Planning

- Have team members sit together. Provide time for each team to select a costume about which they would like to write.
- Ask each team to discuss its costume choice and decide what items are needed to create the costume. Have team members make a group list of the items needed for their costume in their partner writing books.
- Write the topic sentence on the chart: **"I have a costume."** Have the students copy the topic sentence at the top of their pages.
- Ask team members to decide which details they will include to describe their costume and who will write a sentence about each one.

Writing

- Have each student write a sentence that tells about the costume his or her team chose.
- 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 the students who did not master writing sounds on FastTrack Phonics Assessments 1 and 2.

Expectations for this lesson include:

Uses Sound Spelling in Writing	The students should be able to use sound spelling successfully for words composed of sounds that have been introduced in FastTrack Phonics.
Uses a Variety of Writing Strategies	The students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. The students should comfortably use other strategies from the Writing Strategies Bank when necessary.
Expresses Ideas	The sentence should describe an item that would be reasonable to use to make the chosen costume.
Writes with Quality and Quantity	Although each student is only asked to copy the topic sentence and add one additional sentence for his or her assignment, that sentence idea should combine with those of others on the team to best describe the costume. Quality sentences will be elaborated with descriptive language or the purpose for including the item.

- If there is time, allow the students to draw a picture of their costumes next to their descriptions.

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 teammates read. Remind the other team members to share something they like about the sentence or to help add more details to the sentence.
- 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.
- Invite a team to come before the class and share their sentences. Let the class guess the costume described. Allow other teams to share as time allows.
- 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

- Award team celebration points to students who share a writing strategy that they used or who read their writing to the class.

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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)*

- Play a game of charades. Have the students think about costumes they would like to wear to a costume party. Then have them act as the characters who would be dressed in the costumes they chose.
- Divide the class into groups of four or five so the game moves quickly and each student has an opportunity to act out his or her character.

At a Glance

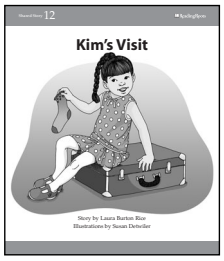
FastTrack Phonics

Day 1:
New sound: /x/

Day 2:
FTP Assessment 3
SOLO Assessment 3

Day 3:
Review lesson

Shared Story



Shared Story:
Kim's Visit
by Laura Burton Rice

Review Sound: /k/

Strategies/Skills:

Previewing

Predicting

Understanding question marks

Adding "s" to third-person verbs

STaR

STaR Story:
The Relatives Came
written by Cynthia Rylant, illustrated by Stephen Gammel

Students will predict what will happen next in a 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 use lists of objects and a sentence starter to write sentences about a place they will go and what they will pack.

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

Lesson 12

Day 1

You will need:

Team Celebration

Super Team, Great Team, and Good Team celebration certificates earned in lesson 11

Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 30*

Alphie puppet

Letter-Blending Cards*

Reading Reels for Roots* DVD

Partner Practice Booklet 3

Green index cards, paper, or tagboard*

Shared Story

Shared Story 12: *Kim's Visit*

Language development cards for lesson 12*

Key card for "k"*

Word cards*

Reading Reels for Roots* DVD

STaR

STaR story: *The Relatives Came*

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 11. 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.

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Key Card

FastTrack Phonics

Presenting /x/

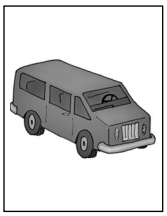
Alphabet Chant

- Have the students recite and perform the Alphabet Chant.

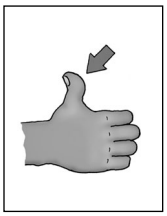
Whole Group Response

Hear Sounds

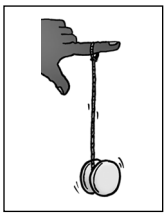
- Show each phonics picture card below, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.



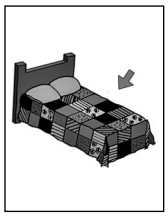
van



thumb



yo-yo



quilt

Say-It-Fast

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

/z-oo/	*zoo*	**/y-e-ll/**	*yell*
/t-en-t/	*tent*	**/s-i-l-k/**	*silk*
/p-i-g/	*pig*	**/o-x/**	*ox*

Break-It-Down

- Say each of the words below, and have the students respond by saying them like Alphie does.

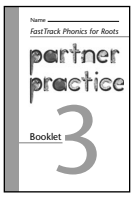
nuts	*/n-u-t-s/*	**mop**	*/m-o-p/*
lock	*/l-o-ck/*	**late**	*/l-a-te/*
glove	*/g-l-o-ve/*	**fish**	*/f-i-sh/*

Animated Alphabet

Read Letter Sounds

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /q/. **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.



Partner Practice Booklet 3

With a partner—Have the students turn to page 10 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 10 in their Partner Practice Booklets, read the words together, and then 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.

Team Celebration Points

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

Quick Erase

- Use the following word sequence:

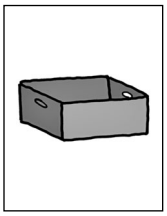
  chin…shin…thin…than…that…rat…ran…Jan

Key Card

Hear the New Sound

Key Picture—Have Alphie introduce the key card and the alliterative phrase: **The excited fox exercises.** Say the phrase with the students, bouncing the /x/ 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 /x/ sound in each word three times. Remind the students that the /x/ sound usually occurs at the end of a word.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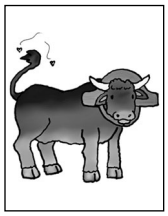
ox

six

fox

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Making the Sound—Ask the students to say /x/. **When I say /x…x…x/, I am really making two sounds. I can hear /k/ at the beginning and /s/ at the end. /x…x…x/. This is another two-part sound. /x…x…x/. Let's all say the sound together. /x…x…x…x/.**

Think-Pair-Share

Students' Words—Use Think-Pair-Share to have the students share words that have the sound /x/.

Introduce the New Shape

Animated Alphabet

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 "x," 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 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 ("fox," "six," and "ax"). 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 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.

- 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.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Left hand to right toe, right hand to left toe, /x…x…x/.**

- 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 several times 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.

/ng/ as at the end of ring	**/q/** as in queen	**/n/** as in net
/p/ as in pipe	**/t/** as in tongue	

- 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.
- 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.

/y/ as in yell	**/w/** as in win	**/i/** as in it

Stretch and Count/Stretch and Spell

- Have the students use Stretch and Count, then Stretch and Spell, to sound out and write the following words.

  With the new letter:

  fox ax six

  With familiar letters:

  ring sing quiz

Whole Group Response →

- After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.

Monitor →

- Collect the partner writing books weekly to monitor progress.

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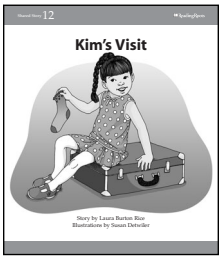

Shared Story

Previewing

- **Let's preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **The title of this story is *Kim's Visit*. This must be Kim.** Point. **I can tell she is taking a trip because she has her suitcase.** Point. **You take a suitcase with you when you go somewhere for a visit. We'll have to read the story to find out where she goes for her visit.**

*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 2. **Here is Kim's suitcase. We can see that she has packed some socks** (point)**, her toothbrush and toothpaste** (point)**, and some toys.** Point.
- Display page 4. **Kim's cousin Nan picks up her suitcase, and it pops open! Everything falls out!**
- Display page 5. **It looks like Pit-Pat is having some fun playing in Kim's things. I wonder what Pit-Pat will do?** (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.

Video Words

sick	suitcase
clothes	packs
socks	toys
sack	toothbrush

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 12 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.

Animated Alphabet

The Sound and the Furry

Green Words

asks	lots	kisses
pops	back	Kim's
packs	socks	kids
nods	picks	sick

Red Words

hi	she
give	all

Readles

suitcase	toys
toothbrush	tree

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 12 of *Reading Reels for Roots*, or display the key card for "k." Have the students review the alliterative phrase and practice the sound.
- **Now let's practice reading some words.** Show the Sound It Out video segments for lesson 12.
- Select three to five 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, and 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 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.
- Point out words with the third-person "s" ending, and stretch and read them with the class. Stress the final /s/ sound at the end of each word.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Point out the third sentence on the list. **Let's look carefully at this sentence. I see some symbols that we need to learn more about.**
- Make a set of quotation marks on the chalkboard. **Remember these? These are called quotation marks. Quotation marks tell us when someone is speaking. The words inside the quotation marks tell us exactly what someone said.**

Monitor →

- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind the students to say every sound in the Green Words.

Guided Group/Guided Partner Reading

Teacher Shared Story →

- Read the first three pages of the story with the students, asking the comprehension and predictive questions at the bottom of the page.
- Before page 3, write a question mark on the board. **This is a question mark. We use a question mark at the end of a sentence when we are asking a question. We read questions a little differently. Listen to me read the sentence and ask a question.** Read the sentence with a rising intonation at the end to indicate a question is being asked. Have the students join you.

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- **Today I am not going to read the whole story with you. You will find out what happens during Kim's visit by reading with your partners. 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 entire book.
  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.
  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.

Monitor →

- 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 each, and have the students name each card with you.

Think-Pair-Share →

- Ask the discussion questions listed on the inside back cover of your Shared Story. Have the students use the Think-Pair-Share strategy to discuss and listen to one another's responses. Call on different partnerships to share their answers with the class.
  1. **Why does Kim visit her cousins?** *[Kim visits her cousins because her mother is sick.]*
  2. **What does Pit-Pat do when the suitcase pops?** *[Pit-Pat grabs a sock and runs up a tree.]*
  3. **How does Kim get her things back?** *[Don gets Pit-Pat out of the tree. The kids pick things up and pack her suitcase.]*
- Discuss with the students whether their predictions were accurate or the book surprised them.
- Choose two students to prepare to read for tomorrow's Reading Celebration.
- Close with a quick review of the word wall.

STaR Words

relatives	traveled
supper	particular

Background Words

summer	drove
hug	sleep

STaR

STaR story:

The Relatives Came

Written by Cynthia Rylant
Illustrated by Stephen Gammel

Summary: *One summer, "the relatives" come up from Virginia. When they arrive, there are hugs, laughing, and shining faces inside and outside the house. The relatives stay for weeks and weeks of eating, playing, fixing up, and sleeping, with everyone squeezed in. When the relatives end their visit, the house feels too big and too quiet. Back in Virginia, the relatives dream about next summer.*

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 in the summer…."

Preview

- Display the front cover of the book, and read the title and author, while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *The Relatives Came*. <u>Relatives</u> are people in the same family. There are mothers, fathers, sisters, brothers, aunts, uncles, and cousins.**
- **What do you think this book is about?** Wait for the students' responses. **What do you think will happen?** Wait for the students' responses. **Our ideas of what this book will be about are called predictions. Predictions are important because they make us curious about what will happen, so we want to keep reading. We also use predictions in everyday life.**
- Pages 4 and 5: **What does it look like the relatives are doing?** Use Think-Pair-Share to have the students respond. **The relatives are <u>traveling</u>. "<u>Traveling</u>" means going from one place to another. Where do you think these people are <u>traveling</u>?** Wait for the students' responses.
- Pages 12 and 13: **The relatives are having a big <u>supper</u>. <u>Supper</u> is a meal served in the evening. What do you think they are having for <u>supper</u>? Another word people use for supper is "dinner."**
- **When I read the story, we will find out if our predictions are correct.**

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- 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
relatives	1	people in a family	Andrea is my cousin. She and I are *relatives*.
traveled	6	went from one place to another	Cody *traveled* to Wisconsin to visit his grandma.
supper	13	meal served in the evening	Becky had *supper* before going to bed.
particular	14	hard to please	Jess is very *particular* about the food she eats.

- 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
summer	1	the season between spring and fall	We are going to the beach this *summer* when school closes.
drove	5	to move in a vehicle	Mom *drove* me to school in our new car.
hug	9	put your arms around someone or something	**Pantomime hugging.**
sleep	15	rest with your eyes closed	**Pantomime sleep.**

This story takes place during the summer. The summer is the season between spring and fall when children have a vacation from school. In some places, it is hot during the summer. What do you do during the summer?

The relatives drive to visit their family. People drive in a car when they go somewhere far away.

Demonstrate hugging. In the story, the relatives hug one another. **When you hug someone you put your arms around the person. Why do you hug someone?** Prompt student answers as necessary.

Demonstrate sleep. **What am I showing you right now? I am sleeping. When we sleep, we close our eyes and rest. When do you sleep?**

Interactive Reading

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

Think-Pair-Share

Page 1 **"Relatives" is one of our STaR words. The book says, "It was the summer of the year when the relatives came." But what does "relatives" mean? Relatives are people in the same family.** Use Think-Pair-Share to ask the students: **Can you name some relatives?** Wait for the students' responses. **Relatives can be mothers, fathers, sisters, brothers, grandmothers, grandfathers, aunts, uncles, and cousins.**

The story also says that it is during the summer. Use Think-Pair-Share to ask the students: **What do you think the weather is like?**

Page 2 Use Think-Pair-Share to ask the students: **Why did the relatives pack food and drinks?** Have the students make a prediction based on their answers. Provide a sentence stem such as, **"I think they packed drinks and crackers because** *[they might get hungry]***."**

Pages 4, 5 **"Traveled" is one of our STaR words. Look at this illustration. It helps me understand what "traveled" means.** Point out the car in various locations on the long, winding road. **I can see the car went from one place to another on the long road.** Use Think-Pair-Share to ask the students: **How far have the relatives traveled?**

Page 7 Have the students make a prediction based on the illustration. **Look at the children in the yard. They're waving to the relatives. Let's make a prediction about what will happen next.** Provide a sentence stem such as, **"I predict the children will** *[run to the car]***."**

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Page 13 **"Supper" is one of our STaR words. This illustration helps me understand what supper is. The relatives arrived at night, and now they are eating a meal. This helps me understand that supper is a meal served in the evening.** Use Think-Pair-Share to ask the students: **What are they having for supper?**

Use Think-Pair-Share to ask the students: **What do you think the relatives will do next?** Have the students make a prediction based on the information. Provide a sentence stem such as, **"I think the relatives will** *[go to sleep]***."**

Page 14 **"Particular" is one of our STaR words. The book says, "The relatives weren't particular about beds." What does "particular" mean? In this case, "particular" means hard to please. But the book says that they weren't particular. The relatives are so happy to see one another that they are easy to please and not fussy about where they sleep.** Use Think-Pair-Share to ask the students: **Why is it good that the relatives are not particular about beds?**

Page 19 Use Think-Pair-Share to ask the students: **What are some of the things that the relatives do together?**

Page 21 Use Think-Pair-Share to ask the students: **What do you think will happen next?** Have the students make a prediction. Provide a sentence stem such as, **"I think the relatives will** *[go home]***."**

Page 24 Use Think-Pair-Share to ask the students: **Where are the relatives traveling to?** Provide a sentence stem such as, **"The relatives are traveling** *[back to Virginia]***."**

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 **sen**tence. 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 and teams.

Random Reporter

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

Team Celebration Points

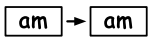
- Award team celebration points to students who successfully share a complete sentence.

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

Sound Spelling

- 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.
- 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 "supper." My sentence is, "I do my homework every night after supper."**

Suggested strategies:

I	Remember a Word
do	Stretch and Count ("d_")
my	Remember a Word
homework	Write Sounds That You Know ("hmwrk")
every	Draw a Line
night	Stretch and Count ("n_t")
after	Write Sounds That You Know ("aftr")
supper	Find and Copy a Word

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- **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.

Alphie's Questions:

Where did the relatives go?

How long did the relatives travel to get there?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed…
The student responds in an incomplete sentence. ***visit***	Good answer. Can you say that in a complete sentence? ***The relatives went for a visit.***	If the child is unable to respond in a sentence, model a sentence for him. ***We can say, "The relatives went for a visit."***
The student responds in a complete, but not very elaborate, sentence. ***The relatives went for a visit.***	Good answer. Can you add some details to your sentence? ***The relatives went on a trip to visit their family.***	If the child is unable to add details, prompt with a question about the sentence. ***Who were the relatives going to visit?***

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 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.

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Lesson 12

Day 2

You will need:

FastTrack Phonics

Reading Roots Informal Assessment Booklet

Shared Story

Shared Story 12: *Kim's Visit*

Reading Reels for Roots* DVD

Reading Celebration certificates

STaR

STaR story: *The Relatives Came*

Story star poster*

Book Box items: See Retell (teacher acquired)

Writing Strategies Bank (teacher created)

Partner writing books (teacher acquired)

***Not needed for interactive whiteboard users**

Team Celebration Points

Read & Respond

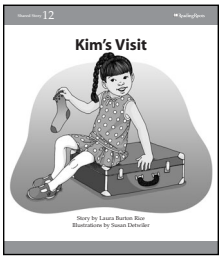
Check Day 1 Homework

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

FastTrack Phonics

Assessment 3

- Administer the FastTrack Phonics Assessment 3 and Structured Oral Language Observation (SOLO) 3 as guided by the Reading Roots Informal Assessment Booklet.



Shared Story

Story Review

Think-Pair-Share

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

  1. **What was wrong with Kim's mom?** *[Kim's mom was sick.]*
  2. **Where did Kim go?** *[Kim went to visit her cousins.]*
  3. **What happened to Kim's sock?** *[Pit-Pat got Kim's sock and took it up a tree.]*

Partner Word and Sentence Reading

- Have the students sit with their assigned partners.
- Distribute the Shared Stories, and have partners take turns reading the words and sentences on the inside front cover.

Monitor

- 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.

Partner Reading

- Complete Day 1 Guided Partner Reading if necessary, and then have the students practice reading the entire story with partners.

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 story again, alternating pages with their partners. Remind the students to listen while their partners read to make sure that their partners are reading accurately and to help if they are having trouble. 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.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy. Have the class congratulate the partnership on its success.

Team Celebration Points

- Award team celebration points if both partners are able to read the page without any errors.

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Partner Story Questions

- Have the students read the entire story, alternating sentences with their partners. Remind the students to listen while their partners read to make sure that their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind the students to sound out words that they find difficult. Model partner helping as needed. Have the students reread the page until they read every word accurately.
- 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.

Team Celebration Points

- Award team celebration points if both partners are able to read the page without any errors.

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.

Team Celebration Points

- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 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.

Between the Lions

- Show the first *Between the Lions segment* for lesson 12.

STaR

STaR Review

Think-Pair-Share

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* The Relatives Came.*]* **Where are the relatives coming from?** *[The relatives are coming from Virginia.]* **Have you ever visited relatives? Whom did you visit? Where do they live?**

Display page 1. **Why did the relatives visit in the summer?**

The relatives traveled to visit their family. How long did it take them to get there? *[The relatives traveled all day and into the night to get there.]* **Have you ever traveled for such a long time to get to a place? How long did it take you to get there?**

Display page 5. **What did the relatives do while they drove?**

Display page 9. **Why did the relatives hug when they saw one another? Whom do you like to hug?**

What did the relatives do after saying hello to one another? *[The relatives had supper.]* **Have you ever had supper with your relatives? What did you have for supper?**

Why weren't the relatives particular about beds? *[The relatives weren't particular about beds because they were so happy to see one another that they didn't care where they slept.]* **Have you ever been particular about something? What are you particular about?**

Display pages 14 and 15. **What did the relatives do after having supper? What time do you usually go to sleep?**

Do you think next summer the relatives might visit one another again? Why (or why not)?

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

- 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 three different settings: the relatives' house, the road, and the other relatives' house.]*

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- T-P-S: **Who are some of the characters in the story?** *[The characters in the story are all the relatives: mothers, fathers, sons, daughters, grandmothers, grandfathers, uncles, aunts, and cousins.]*
- T-P-S: **What is the problem in the story?** *[The relatives from Virginia miss their other family members.]*
- T-P-S: **What was the solution? How was the problem solved?** *[The relatives packed their things in the car and drove to their family's house for a visit.]*

Retell

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

Book Box

station wagon
beds
relatives
suitcases
supper
food items
picture of people hugging
picture of people waving

Option 1: Book Box

- Fill a box or container with the suggested items. Use toys or photographs for larger items. Tell the students that you will pull items out of the Book Box that will help them remember the story or text.
- Pull out the first item, and make sure that each student can see it. Describe the item to the students, and ask questions about the item that elicit information about the story.
- Ask the students to talk in their partnerships about what the item reminds them of from the story.
- Continue pulling items from the box until you have asked questions about all the items.

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.

  How do you think the relatives feel when they start their trip?

  How long did it take the relatives to get where they were going?

  How do you think the relatives feel when they see their other relatives?

  Do you think the relatives had fun together?

  How do you think the relatives feel when it's time to go back home?

  How does the house feel when the relatives from Virginia are gone?

STAR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in their partnerships or teams. Ask the students to pick their favorite parts of the book (e.g., character, event). 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.

Random Reporter

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

Team Celebration Points

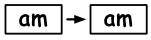
- Award team celebration points to students who successfully share a complete sentence.

STaR Writing

Writing Strategies Bank

Draw a Picture

Draw a Line



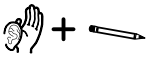
Find and Copy a Word

Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count


Sound Spelling

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

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- Review the writing strategies that you have already introduced as you model writing a complete sentence with one of the words. My sentence will be, **"My favorite part is when the relatives keep hugging each other."**

Suggested strategies:

My	Remember a Word
favorite	Write Sounds That You Know ("fvrt")
part	Stretch and Count ("p_t")
is	Say-Spell-Say
when	Write Sounds That You Know
the	Remember a Word
relatives	Find and Copy a Word
keep	Stretch and Count ("k_p")
hugging	Write Sounds That You Know ("hug")
each	Draw a Line
other	Remember a Word

- Reread the entire sentence, touching each word, picture, or line as you do. **I need to remember to put a period at the end.** Add a period.
- 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.
- 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.

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.

Alphie's Questions:

What did the relatives do after supper?

Why weren't the relatives particular about beds?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed…
The student responds in an incomplete sentence. ***slept***	Good answer. Can you say that in a complete sentence? ***After supper the relatives slept.***	If the child is unable to respond in a sentence, model a sentence for him. ***We can say, "After supper the relatives slept."***
The student responds in a complete, but not very elaborate, sentence. ***After supper the relatives slept.***	Good answer. Can you add some details to your sentence? ***After supper some of the relatives slept on the floor.***	If the child is unable to add details, prompt with a question about the sentence. ***Where did some of the relatives sleep?***

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.

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Lesson 12

Day 3

You will need:

FastTrack Phonics

Worksheet for the selected review lesson (appendix)

Phonics picture cards from sections 21–30 as needed

Shared Story

Shared Story 12: *Kim's Visit*

Reading Reels for Roots* DVD

Adventures in Writing

Shared Story: *Kim's Visit*

STaR story: *The Relatives Came*

Writing Strategies Bank (teacher created)

Partner writing books (teacher acquired)

***Not needed for interactive whiteboard users**

Team Celebration Points

Read & Respond

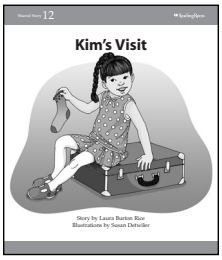
Check Day 2 Homework

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 review lesson that best addresses your students' needs based on the results of FastTrack Phonics Assessment 3. (See the appendix for review lessons.)
  - Optional Review Lesson 10 /sh/
  - Optional Review Lesson 11 /z/ /w/ /j/
  - Optional Review Lesson 12 /ch/
  - Optional Review Lesson 13 /th/
  - Optional Review Lesson 14 /q/
  - Optional Review Lesson 15 /v/ /x/ /y/



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 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 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 that can be used to sound out difficult words or to read sight 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

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

Between the Lions

- Show the second *Between the Lions* segment for lesson 12.

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STaR

Vocabulary Review: Silly or Sensible?

- Read each sentence listed below, asking the students to think about whether it is silly or sensible. Explain that "sensible" means that the sentences makes sense.
- Think-Pair-Share: **Was that sentence silly or sensible? Decide with your partner whether the sentence was silly or sensible and why.**
- After providing time for partner discussion, ask the class: **Was it silly or sensible? Show me with your hands.** Ask the students to raise their hands normally if the sentence is sensible, and in a silly way (i.e., 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.

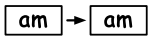
1. Caleb eats anything you give him; he is very **particular** about food. *[silly]*
2. Brianna rides the **subway** to school every day with her mother. *[sensible]*
3. We eat our **beverages** with a fork and spoon. *[silly]*
4. During the **summer**, there are big snowstorms in Texas. *[silly]*
5. I will dress as a pirate to go to Erin's **costume** party. *[sensible]*
6. Justin's big stamp **collection** is made of one single stamp. *[silly]*
7. When mom gives me a **hug**, she doesn't touch me. *[silly]*
8. Amber had to **shout** because it was very quiet in the classroom. *[silly]*
9. Avery only played tag for a **moment** because her grandma came to pick her up. *[sensible]*
10. It took almost two hours for Sam to **travel** from his room to the kitchen. *[silly]*

Adventures in Writing

Writing Strategies Bank

Draw a Picture

Draw a Line



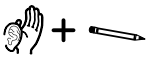
Find and Copy a Word

Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count


Sound Spelling

Prewriting

- Introduce the activity. **In both *Kim's Visit* and *The Relatives Came*, we read about people who go on trips.** Briefly review *Kim's Visit* and *The Relatives Came*. Have the students identify the trips the characters in these stories took and what they brought with them. Display pages from the stories to remind the students what happened if necessary.
- **Today you will write about a trip you will take, and you will write about what you will need to bring.**
- Invite the students to think of places people go on trips. **Let's think about places we go when we take trips. A place that I go to is the beach, so I will write "beach" on the board. What are some other places that people go to on trips?** Allow the students to brainstorm with their partners for a few minutes; then call on volunteers to provide ideas. As the students share their ideas, list them on the chart under the heading "Places to Go on a Trip."

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- Model using strategies from the Writing Strategies Bank as you record the students' responses.

Suggested strategies:

beach	Stretch and Count ("b_ch")
mountains	Draw a Picture
relatives	Find and Copy a Word
camping	Write Sounds That You Know ("campi")
ranch	Sound Spelling

- Guide the students in generating a list of items that you would need to pack for a trip to the beach. **Now we will make a list of the things that we need to take on our trips. I chose the beach for my trip, so I will make a list of things that I need to pack for the beach. What are some things that I should bring?** *[Sunglasses, a towel, suntan lotion, a beach ball.]* Record the students' responses next to the word "beach" on your chart, modeling the use of the writing strategies as needed.
- Show how the list of items needed for a trip to the beach can be written in a sentence. **Now, I will write a sentence about what I need to pack for my trip. I chose to go to the beach, so my first sentences says, "I will go on a trip to the beach." Next, I will write a sentence about what I will pack for my trip. One of the things on the list of things to pack for the beach is a pair of sunglasses. I will write a sentence about taking sunglasses on my trip. My sentence will be, "I will pack a pair of sunglasses to protect my eyes."**
- Reread the sentence, and then add a period at the end. **I must add a period at the end of my sentence.**

Partner Planning

- Have each partnership choose a place to visit, or assign a place from the list. Invite the students to discuss what they will pack for a trip to this place.
- Ask partners to work together to make a list of the things they will need for their trips and write it in their partner writing books. Encourage the students to use strategies from the Writing Strategies Bank as needed as they make their lists.
- Have partners select items from the list that they would like to include in their sentences. The students should help one another to think of information or details about their items that they can include in their sentences to make them interesting.

Writing

- Write the topic sentence starter on the chart: **I will go on a trip to_____.** Have the students copy the sentence starter at the top of their pages and choose a word from the list under the heading "Places to Go on a Trip" to complete their sentences.
- Have each student write a sentence to describe one or more items that he or she will pack to go on a trip to the place he or she has chosen.

- 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 1–3.

Expectations for this lesson include:

Uses Sound Spelling in Writing	The students should be able to use sound spelling successfully for words composed of sounds that have been introduced in FastTrack Phonics.
Uses a Variety of Writing Strategies	The students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. The students should comfortably use other strategies from the Writing Strategies Bank when necessary.
Expresses Ideas	The students should be able to use the information from the board and that they generated during partner discussion to create sentences that tell where they will go and what they will need to bring.
Writes with Quality and Quantity	The students must at least finish the sentence starter to tell where they want to go and add one additional sentence that tells what they will bring. The highest quality sentences will tell why the students want to go to the places they have chosen, tell why they need the item they will bring, and/or include descriptive language.

- If the students finish early, encourage them to add a new sentence about another item or tell more about an item they wrote about.

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.

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- 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.

Team Celebration Points

- 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.

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)*

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 that use the vocabulary words and share them with the class. The other students will then determine whether the new sentences are silly or sensible.

Introducing Letter Groups with Vowels

Up to now during FastTrack Phonics, you have introduced a new letter or consonant letter group ("ch," "sh," "th," or "ng") each day. Beginning in lesson 13, you will begin introducing a series of letter groups that contain vowels. Because these graphemes are more difficult for the students to remember, each letter group is introduced over a period of two days. Sometimes, the first part of such instruction begins on Day 3 of one lesson and continues on Day 1 of the next lesson.

Each vowel digraph, or letter group containing a vowel, is accompanied by a key card that teaches a memorable phrase for that grapheme, such as "Bake a cake," for teaching the "long 'a' plus silent 'e'" combination.

It is recommended that you post each key card in its own display area as it is introduced. Over time, you will create a wall frieze, referred to in the lessons as the letter-group frieze. The frieze needs to be organized so that sounds that are represented by similar spellings, such as "ai," "a_e," and "ay," are grouped together. We recommend the following configuration:

(long a)	(long e)	(long i)	(long o)	(long u)
a_e	ee	i_e	o_e	oo
ay	ea	ie	ow (snow)	ue
ai	_y (puppy)	igh	oa	u_e
		_y (fly)		

(cow)	(toy)	(fur)
ou	oy	ir
ow	oi	ur
		er

_ed
_ing
_ar (car)
or (for)
oo (book)
aw (saw)
c (mice)

This configuration may be altered to better fit the available space in your classroom.

Many phonemes (sounds) can be written by two or more graphemes. For example, "ai," "a_e," and "ay" can all represent the long /a/ sound. These letter groups are introduced initially in independent lessons. In level 4 of Reading Roots, you will teach a series of lessons in which the many ways to spell a particular phoneme are explored and practiced together.

In level 4, you will also introduce two new consonant letters groups: "ph" and "tch."

Refer to the FastTrack Phonics Graphemes chart in the appendix to see which graphemes are presented in each lesson.

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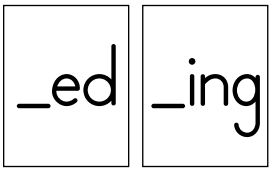
At a Glance

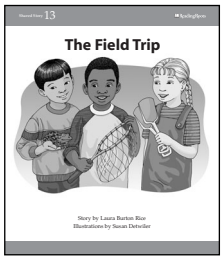
FastTrack Phonics



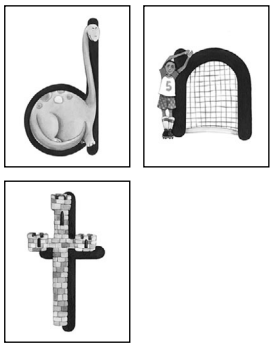
Days 1 and 2:
New sound: /_ed/, /_ing/

Day 3:
New sound: /a_e/

Shared Story



Shared Story:
The Field Trip
by Laura Burton Rice



Review Sound:
/d/, /n/, /t/

Strategies/Skills:

Previewing

Predicting

STaR

STaR Story:
The Ant and the Elephant
written and illustrated
by Bill Peet

Students will compare characters in a 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 sentences about where they would like to go on a field trip and the types of things they would do there.

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

Lesson 13

Day 1

You will need:

Team Celebration

Super Team, Great Team, and Good Team celebration certificates earned in lesson 12

Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 31*

Alphie puppet

Letter-Blending Cards*

Reading Reels for Roots* DVD

Partner Practice Booklet 4

Green index cards, paper, or tagboard*

Shared Story

Shared Story 13: *The Field Trip*

Language development cards for lesson 13*

Key cards for "d" and "n"*

Word cards*

Reading Reels for Roots* DVD

STaR

STaR story: *The Ant and the Elephant*

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 12. 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.

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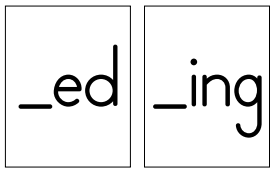

Key Cards

FastTrack Phonics
Presenting /_ed/, /_ing/

Break-It-Down

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

pig	*/p-i-g/ (3)*	**sled**	*/s-l-e-d/ (4)*
rug	*/r-u-g/ (3)*	**add**	*/a-dd/ (2)*
green	*/g-r-ee-n/ (4)*	**bed**	*/b-e-d/ (3)*

Class Review—Sounds and Words

Review sounds—Quickly review the key cards from previous lessons by showing each card and having the students say the letter sound in unison. Set aside any cards that the students do not know instantaneously. Review these cards daily until the students know them. Review the letter phrases and writing cues for any letters that are especially difficult for the students.

Animated Alphabet

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

Model Stretch and Read—Stretch and read the words below. Use the Finger Detective, if needed, to read the words in parts.

slump string chips

Partner Practice—Sounds and Words

Partner Practice Booklet 4

With a partner—Have the students open their Partner Practice Booklets to page 1. **You are going to practice reading letter sounds with your partner. At the top of the page, you will see an empty box. You are going to use this box to write your own letters. Think of some letters that you need to practice. Write those letters in the top box of your booklet.** (You may want to have your students practice writing the letters on another piece of paper first.) If your most recent assessment shows that some students have not mastered all the sounds from previous lessons, make sure that the students include those sounds in their lists.

- **Now you and your partner can take turns reading letter sounds together. Look at the letters in the top box. One partner will point to the letters. The other partner will make the sound for each letter. Then partners will switch roles.**

Monitor

- You need to make sure that you and your partner can read all the letter sounds. Point to the letters in a mixed-up order to make sure that your partner knows every sound. Circulate to monitor partner work. (If the students finish reading all the sounds in the top box, they may go on to the second box of sounds.)
- Then ask the students to turn to page 2 in their Partner Practice Booklets, and have them read the words in the top box with their partners. Remind partners to initial each other's books when both partners have read each word correctly twice. After the students have read the words, have them make up sentences that use the words. This will help the students recognize words in their Partner Practice Booklets as words they already know and use.

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

Monitor

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

Team Celebration Points

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

Quick Erase

- Use the following word sequence:

  chin…thin…thick…sick…stick…stack…tack…shack

Hear the New Sound

ed

Sound words—Say each pair of sentences below, and have the students repeat them. Emphasize the /d/ sound at the end of "mailed," "hugged," and "rained" in the second sentence of each pair.

My Turn, Your Turn

Teacher: **Today I will mail a letter.**
Students: *Today I will mail a letter.*

Teacher: **Yesterday I mailed a letter.**
Students: *Yesterday I mailed a letter.*

Teacher: **mail, mailed**
Students: *mail, mailed*

Teacher: **Today I will hug my dog.**
Students: *Today I will hug my dog.*

Teacher: **Yesterday I hugged my dog.**
Students: *Yesterday I hugged my dog.*

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My Turn, Your Turn

Teacher: **hug, hugged**
Students: *hug, hugged*

Teacher: **Today it will rain.**
Students: *Today it will rain.*

Teacher: **Yesterday it rained.**
Students: *Yesterday it rained.*

Teacher: **rain, rained**
Students: *rain, rained*

- Ask: **What sound did we add to "mail," "hug," and "rain"? [/d/.] When we want to say something already happened, we often add a /d/ sound to an action word.**
- **Let's try some more. I will say a word, and you add the /d/ sound.**

Teacher: **jump**
Students: *jumped*

Teacher: **hop**
Students: *hopped*

Teacher: **cry**
Students: *cried*

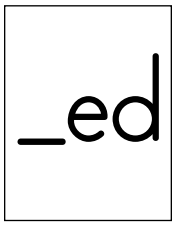
Teacher: *rake*
Students: **raked**

Teacher: **stop**
Students: *stopped*

Teacher: **wish**
Students: *wished*

Teacher: **bat**
Students: *batted*

Teacher: **nod**
Students: *nodded*



Key Card

Introduce the Letter Group

- Display the key card for "_ed" and say: **This is what /d/ looks like when it is added to the end of the word to show that something happened earlier. When I look at the letters "ed" at the end of a word, I say /d/. Say this after me:**

  /d/ At the end, "ed" says /d/. "_ed"

- Post the key card for "_ed" in the letter-group frieze.

Interactive Whiteboard Users

Method varies

Stretch and Read with the New Sound

With the teacher—Use the Letter-Blending Cards to read the first word in each pair below, and write the word on a green card. Then write "ed" at the end of the word, and read the whole word. Use the Finger Detective to cover and uncover the "ed" several times, and read the uncovered part of the word each time.

jump	**jumped**
help	**helped**
tap	**tapped**
stop	**stopped**
melt	**melted**
bat	**batted**

Teacher's Note—When you write "tapped," point out that you doubled the "p." Tell the students that, for some words, the last letter is doubled when an ending is added but the base word sounds the same.

- As the students add "ed" to "melt," comment that when you add "ed" to words ending with "t" or "d," you can hear the "e" just a little. Have them practice this by saying "melted" and "batted."

Partner Practice Booklet 4

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. Partners will check each other's work. Ask partners to initial each other's books when they can read the words successfully.

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

Team Celebration Points

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

Write Letters and Words

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

/ch/ as in cheese	**/sh/** as in shoes
/th/ as in thin	**/v/** as in vulture
/w/ as in worm	**/x/** as at the end of fox

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

jump	**jumped**
help	**helped**
hop	**hopped**

- When the students have finished, have the class, as a group, tell you how to write the words. Write them on the board so the students can check their work.

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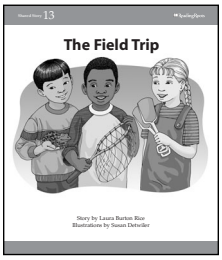

Think-Pair-Share

Shared Story

Previewing

- **Let's preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **The title of this story is *The Field Trip*. I can see three children: Nick** (point)**, Matt** (point)**, and Nan** (point)**. I can guess that these children are going on a field trip. Nan has shovels** (point)**, Matt has a net** (point)**, and Nick has a frog! I wonder if Nick caught the frog on the field trip? Where could you catch a frog?** (T-P-S) **I wonder what Matt plans to catch in his net?** (T-P-S) **Since Nan has shovels, she must be planning to dig for something. What do you think she will dig for?** (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

picnic box
shovel

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. **Here are the children with their teacher, Ms. Tad. She is helping them pack some things for the field trip. This must be a school field trip.** Display page 2. **You can see the field trip is outside. I can see a pond back here. It looks like all the children are digging in the ground!** Display page 3. **Matt is trying to catch a frog!** Display page 7. **Nan has found some ants!**
- **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

ant	mat	pack
dig	sick	can
picnic	bus	frog
sand	shovels	

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 13 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.

Animated Alphabet

The Sound and the Furry

Green Words

ants	hand	pants
wet	pond	with
box	dips	frog
nip	sand	kicks
off	picnic	
Matt's	net	

Red Words

her	out
put	to

Readles

shovel

Monitor

Teacher Shared Story

Word Presentation

- **Let's practice the special letters we'll see a lot of in today's story.** Play the Animated Alphabet segment for lesson 13 of Reading Reels for Roots, or display the key cards for "d" and "n." Have the students review the alliterative phrase and practice the sound.
- **Now let's practice reading some words.** Show the Sound It Out video segment(s) for lesson 13.
- Select three to five 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, and 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 within the context of words, make a note of them, and spend extra time on those letter sounds and words in tomorrow's phonics lesson.

- 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.

Guided Group/Guided Partner Reading

- Read the first three pages of the story with the students, asking the 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 happens on the field trip by reading the story with your partner. 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 entire book.
  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.
  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.

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Monitor

- 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 each, and have the students name each card with you.

Think-Pair-Share

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

  1. **Why are the children taking a trip?** *[They are going on a school trip. They will gather plants and bugs to study in science class.]*
  2. **What does Matt try to catch? Does he ever catch it?** *[Matt tries to catch a frog with a net. The frog hops out of the net and back into the pond. Matt never catches the frog.]*
  3. **What happens when the children have their picnic?** *[The ants run to the picnic mat. The frog scares the ants, and they run away.]*

- Discuss with the students whether their predictions were accurate or the book surprised them.
- Choose two students to prepare to read for tomorrow's Reading Celebration.
- Close with a quick review of the word wall.

STaR Words

breeze	trunk
ravine	entangled

Background Words

elephant	ant
giraffe	lion

STaR

STaR story:

The Ant and the Elephant

Written and illustrated by Bill Peet

Summary: *An ant becomes stranded on a branch in the river. A grumpy turtle refuses to help the ant, but then the turtle accidentally flips himself on his back. A hornbill refuses to help the turtle and becomes part of a chain of crabby animals that refuse to help someone in need but then get into trouble themselves. At last, a good-natured elephant comes along and helps all the animals, but he gets no thanks from any but the grateful ant. Later that day, the elephant takes a tumble into a ravine and cannot get out. No one comes to help him until the little ant arrives with ninety-five thousand of his friends. The ants lift the elephant out of the ravine, and they all become fast friends.*

Preview

- Display the front cover of the book, and read the title and author while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *The Ant and the Elephant*. Look at the picture on the cover. The elephant is so big that all you can see of it is its trunk, and the ant is so small that it fits on the tip of the elephant's trunk. The trunk is the nose of the elephant. Seeing the differences between characters helps us understand a story better.**
- Page 13: **What kind of animal is this?** Wait for the students' responses. **Very good. This is a giraffe. What is wrong with the giraffe?** Use Think-Pair-Share to have the students respond. **The giraffe is entangled with the vine. "Entangled" means to get twisted up. The giraffe can't move.**
- Page 41: **What is wrong with the elephant?** Wait for the students' responses. **The elephant fell into a ravine. A ravine is the space between two hills or two mountains.**

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- 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
breeze	1	gentle wind	The *breeze* moves the leaves on the tree.
entangled	13	get twisted up	**Picture Walk, page 13**
trunk	25	elephant's nose	The elephant uses its *trunk* to breathe.
ravine	39	space between two mountains	**Picture Walk, page 39**

- 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
ant	1	small insect	The *ant* collects food and brings it back to its anthill.
giraffe	10	animal with a long neck	The *giraffe* eats leaves in tall trees.
lion	15	a large wild cat	The *lion* lives in the jungle.
elephant	24	big animal with a trunk	The *elephant* is the biggest animal in the jungle.

This book is about an ant and an elephant. An ant is a small insect that lives together with other ants in an anthill. Where can we find ants? Invite the students to discuss ants briefly. If the students have difficulty responding, prompt them with questions such as: **How small is an ant? What do they do?**

An elephant is a big animal that has a trunk. Elephants are the biggest animals living on land. Invite the students to describe elephants briefly. If the students have difficulty responding, prompt them with questions such as: **What does an elephant do with its trunk? What color is an elephant?**

There are other animals in this book. One of them is a giraffe, an animal that has a long neck. Why do you think a giraffe has a long neck?

Another animal in this story is a lion, a large wild cat. What noise does a lion make?

Interactive Reading

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

Teacher's Note: As you read this story, you'll notice the repeated use of an exclamation point when each animal calls for help. Be sure to read the text with emotion when an exclamation point is present. Occasionally point out to the students that the reason for the change in your voice is because the author used the exclamation point as a signal for the reader to read with emphasis.

Page 1 **"Breeze" is one of our STaR words. The book says that the ant was caught by a breeze that sent him sailing off into the swirling water. This helps me understand what "breeze" means. A breeze is a gentle wind.**

Think-Pair-Share

Use Think-Pair-Share to ask the students: **What do you think the ant will do?**

Page 2 Read "Oh, Mr. Hardshell!" with emotion. Point to the exclamation mark. **I used a loud voice because I saw the exclamation point at the end of the sentence. An exclamation point means to read with emphasis. This is part of the dialogue between the ant and the turtle. Dialogue is the conversation between characters.**

Page 5 **The turtle is in a similar situation to the ant. They both need help.** Use Think-Pair-Share to ask the students: **What do you think the turtle will do?**

Page 7 Use Think-Pair-Share to ask the students: **How is the bird's response like the turtle's response to the ant?** Provide the following sentence stem for the students to answer. **"The bird's response is like the turtle's because** *[they both refused to help another animal]***."**

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Think-Pair-Share

Page 9 Use Think-Pair-Share to ask the students: **How is the bird's situation similar to the turtle's?** Provide the following sentence stem for the students to answer. **"The turtle and the bird both** *[need help]***."** Have the students repeat the complete answer with you.

Page 11 Use Think-Pair-Share to ask the students: **How could the giraffe help the bird?**

Page 13 **The book says that the more the giraffe kicked the more <u>entangled</u> he became with the vine. "<u>Entangled</u>" is one of our STaR words.** Point to the illustration. **This picture helps me understand what "<u>entangled</u>" means. To be <u>entangled</u> is to get twisted up in something.**

Page 15 Use Think-Pair-Share to ask the students: **How is the lion's response similar to the giraffe's?** Provide the following sentence stem for the students to answer. **"The lion's response is similar to the giraffe's because** *[neither of them would help another animal]***."**

Point out the many places in this page of text where the author uses an exclamation point to help the reader know to read the text with emphasis.

Page 22 Use Think-Pair-Share to ask the students: **Do you think the rhino knows how the lion feels having his tail caught by a rock?**

Page 24 Use Think-Pair-Share to ask the students: **What do you think the elephant will do?**

Page 25 **The elephant reached his long <u>trunk</u> out over the river to help the ant. But what is a <u>trunk</u>? Point to the elephant's trunk in the illustration. The <u>trunk</u> is the nose of an elephant.**

Use Think-Pair-Share to ask the students: **How is the elephant's action different from the other animals' responses?** Provide the following sentence stem for the students to answer. **"The elephant's action is different from the other animals' responses because** *[he helps the animals]***."**

Page 37 Use Think-Pair-Share to ask the students: **How are the reactions of the animals the same when the elephant helps them?** Provide the following sentence stem for the students to answer. **"The animals' reactions are the same because** *[they were all rude to the elephant]***."**

Page 39 **The book says, "The elephant didn't suspect there was a deep <u>ravine</u> just ahead." "<u>Ravine</u>" is one of our STaR words.** Point to the empty space between the hills on page 39. **A ravine is a deep and narrow space between two hills.** Use Think-Pair-Share to ask the students: **What do you think will happen to the elephant?**

Page 41 Use Think-Pair-Share to ask the students: **How is what happens to the elephant similar to what happened to the other animals?** Provide the following sentence stem for the students to answer. **"What happens to the elephant is like what happened to the other animals because** *[they all needed help]***."**

Think-Pair-Share

Page 45 Use Think-Pair-Share to ask the students: **How is the ant similar to the elephant?** Provide the following sentence stem for the students to answer. **"The ant and the elephant both** *[helped other animals]***."**

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 **sen**tence. 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 and 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

am → am Find and Copy a Word

s t r Write Sounds That You Know

mat Remember a Word

Say-Spell-Say

Stretch and Count

+ Sound Spelling

- 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.

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- 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 "entangled." My sentence is, "My sister got her leg entangled in her jump rope."**

Suggested strategies:

My	Remember a Word
sister	Stretch and Count ("sist_")
got	Sound Spelling
her	Remember a Word
leg	Sound Spelling
entangled	Find and Copy a Word
in	Sound Spelling
her	Remember a Word
jump	Write Sounds That You Know ("jmp")
rope	Draw a Picture

- **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.

Alphie's Questions:

What did the breeze do to the ant?

What entangled the giraffe's legs?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed…
The student responds in an incomplete sentence. ***blew***	Good answer. Can you say that in a complete sentence? ***The breeze blew the ant into the water.***	If the child is unable to respond in a sentence, model a sentence for him. ***We can say, "The breeze blew the ant into the water."***
The student responds in a complete, but not very elaborate, sentence. ***The breeze blew the ant into the water.***	Good answer. Can you add some details to your sentence? ***The breeze caught the ant and sent him flying into the river.***	If the child is unable to add details, prompt with a question about the sentence. ***How did the breeze blow the ant into the water?***

Oral-Language Scoring Rubric

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

Team Celebration

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

Read & Respond

Homework

Have the students read 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.

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Lesson 13

Day 2

You will need:

FastTrack Phonics

Phonics picture cards from section 31*

Alphie puppet

Reading Reels for Roots* DVD

Partner Practice Booklet 4

Shared Story

Shared Story 13: *The Field Trip*

Reading Reels for Roots* DVD

Reading Celebration certificates

STaR

STaR story: *The Ant and the Elephant*

Story star poster*

Writing Strategies Bank (teacher created)

Partner writing books (teacher acquired)

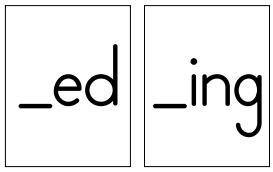
***Not needed for interactive whiteboard users**

Team Celebration Points

Read & Respond

Check Day 1 Homework

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



Key Cards

FastTrack Phonics

Presenting /_ed/, /_ing/

Say-It-Fast

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

/b-a-g/	*bag*	**/b-ea-d/**	*bead*
/dog/	*dog*	**/l-i-d/**	*lid*
/l-o-g/	*log*	**/p-o-n-d/**	*pond*

Class Review—Sounds and Words

Review sounds—Use the front of the key cards to review any sounds introduced so far that the students do not know instantaneously. Point to or show each card quickly. Review the letter phrases and writing cues for any letters about which the students are hesitant.

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

Partner Practice

- Ask the students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their partner writing books.
- Then have the students turn to page 3 in their Partner Practice Booklets, and have them read the words in the top box with their partners. Have partners initial each other's books when each reader has read each word correctly twice. After the students have read the words, have them make up sentences that use the words. This will help the students recognize words in their Partner Practice Booklets as words they already know and use.

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

Monitor

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

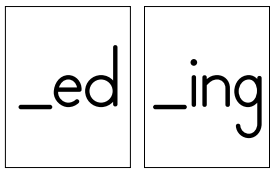
Team Celebration Points

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

Quick Erase

- Use the following sequence:

  met…melt…melted…belted…belt…bell…bill



Key Cards

My Turn, Your Turn

Hear the New Sound

Sound words—Say each of the word groups below, and have the students repeat each group after you. Emphasize the endings.

Teacher:	**hop**	Students:	*hop*
	hopped		*hopped*
	hopping		*hopping*
Teacher:	**knock**	Students:	*knock*
	knocked		*knocked*
	knocking		*knocking*
Teacher:	**jump**	Students:	*jump*
	jumped		*jumped*
	jumping		*jumping*

- Ask the students what was added to the first word. Make sure they identify both /_ed/ and /_ing/.

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Key cards—Point to the /_ed/ card. **What sound does this letter group make at the end of a word?** *[/d/.]* Say this after me: **/d/. At the end, "_ed" says /d/. "_ed."**

- Show the /_ing/ card. Stretch and read the ending /_ing/. **Adding this ending is easy. It sounds just like it looks.**
- Post the key card for "_ing" in the letter-group frieze.

Stretch and Read with the New Sound

With the teacher—On the board, write the first word in each pair below and read it. Then write "ing" at the end of the word, and read the whole word. Use your Finger Detective to cover and uncover the "ing" several times, and read the uncovered part of the word each time.

jump run hug sing

Teacher's Note—When you write "running," point out that you doubled the "n," and when you write "hugging," you doubled the "g." Tell the students that, in some words, the last letter is doubled when an ending is added, but the base word sounds the same.

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.

Monitor

- Monitor the students as they read together. Have partners initial each other's books after they both have read the words correctly twice. When the students have finished, randomly choose a partnership, and have them read the words together.

Team Celebration Points

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

Write Words and Sentences

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

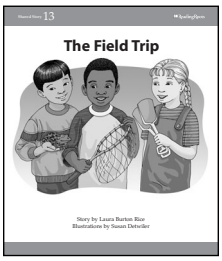
play shout hop

played shouting *hopped

Think-Pair-Share

Write sentences—Now let's write some sentences with words that have "_ed" and "_ing." What is a sentence that we could write with the word "played"? Use Think-Pair-Share to have the students answer. Select a sentence suggested by the students, and model how to write it, using strategies from the Writing Strategies Bank as needed. Invite the students to copy the sentence in their partner writing books, underlining the word "played."

- **Now we have written a sentence with a word that ends in "_ed." Our other sentence will use an "_ing" word. We wrote the word "shouting."** Work with your partner to think of a sentence that uses the word "shouting." After allowing time for the students to talk, have a few students share their ideas with the class. Then ask them to write their sentences in their partner writing books. Circulate as they write, encouraging the students to use strategies from the Writing Strategies Bank for words that they do not know how to write.



Shared Story

Story Review

Think-Pair-Share

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

  1. **What were some of the things that the children took with them on their field trip?** *[They took cans in sacks. They took shovels and mats.]*
  2. **What animals were in the sand?** *[Ants were in the sand.]*
  3. **What did Nan do with the ants? Why?** *[Nan put the ants in a can. She wants to study them in science class.]*

Partner Word and Sentence Reading

- Have the students sit with their assigned partners.
- Distribute the Shared Stories, and have partners take turns reading the words and sentences on the inside front cover.

Monitor

- Monitor the partners as they read to each other. Make sure that the partners switch roles so each has a chance to read while the other listens and monitors.

Partner Reading

- Complete Day 1 Guided Partner Reading if necessary, and then have the students practice reading the entire story with partners.

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 that their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind the students to sound out words that they find difficult. Model partner helping as needed. Have the students reread the page until they read every word accurately.
- 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.

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- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.

Team Celebration Points

- Award team celebration points if both partners are able to read the page without any errors.

Partner Story Questions

- Have the students turn to the inside back cover of the Shared Story. Discuss and model how the students will read and answer the comprehension statements and questions with their partners. Model writing an answer with the class before the students begin writing individually. Do not complete the activities as a class.

Monitor

- Circulate to monitor partner work.

Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.

Team Celebration Points

- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 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.

Between the Lions

- Show the first *Between the Lions* segment for lesson 13.

STaR

STaR Review

Think-Pair-Share

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* The Ant and the Elephant.*]*

What does the breeze do to the ant? *[The breeze blows the ant into the water.]* **Have you ever felt a breeze? How did it feel?**

Display pages 2 and 3. **Who does the ant ask for help? How big is an ant compared with a turtle?**

Display pages 10 and 11. **Why didn't the giraffe help the bird?**

What entangled the giraffe? *[A vine entangled the giraffe.]* **Have you ever gotten entangled with something? What were you entangled with?**

Display pages 14 and 15. **What did the lion do when the giraffe asked for help? What happened to the lion?**

How did the elephant use his trunk to help the ant? *[The elephant reached his trunk out to the ant and brought it to land.]* **Have you ever seen an elephant use his trunk? What do elephants do with their trunks?**

Why did the elephant fall in the ravine? *[The elephant fell into the ravine because he didn't see it.]* **Have you ever seen a ravine?**

Display page 44. **How are the ant and the elephant similar? How is the elephant different from the ant?**

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

- 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 setting: the jungle.]*
- T-P-S: **Who are some of the characters in the story?** *[The ant, the turtle, the bird, the giraffe, the lion, the rhino, and the elephant.]*
- T-P-S: **What is the problem in the story?** *[The animals in the jungle get in trouble and need help.]*

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Think-Pair-Share

- T-P-S: **What was the solution? How was the problem solved?** *[The elephant comes along and helps the animals get out of the situations in which they are trapped.]*

Retell

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

Option 1: Dramatization

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

Teacher's Note: For this dramatization, assign each student a role as one of the animals in the story. (There will be multiples of each animal). Reread the story. As each animal interacts with the next animal in the story, have the students assigned to be those animals act out the scene.

Examples: The ant and the turtle, the turtle and the bird, etc.

Roles: Ant, turtle, bird, giraffe, lion, rhino and elephant

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.

  How do you think the ant feels when he gets stuck in the middle of the river?

  Why won't the bird help the turtle?

  Whom did the bird ask for help when her egg fell down?

  How do you think the giraffe feels when he gets entangled with the vine?

  What did the rhino want the lion to do before the rhino would help?

  What is the same about the way the animals feel when the elephant helps them?

  What did the elephant do when the ants help him that was different from what the animals did when the elephant helped them?

STaR Celebration

- Introduce the celebration.
- Ask the students to discuss the retell in their partnerships or teams. Ask the students to pick favorite parts 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.

Random Reporter

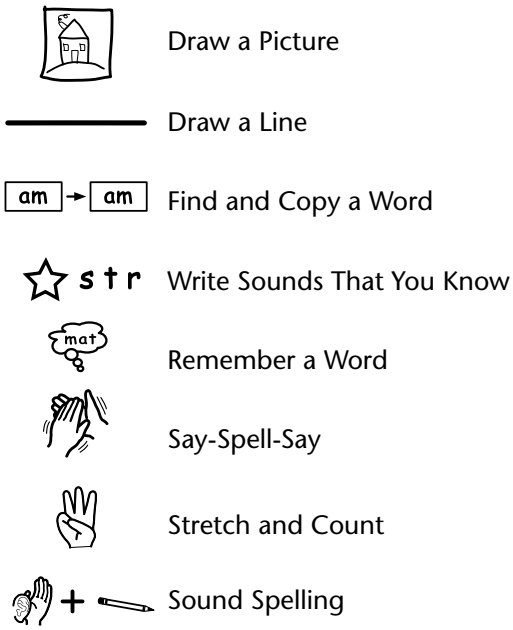
- Use Random Reporter to select students to share their sentences with the class.

Team Celebration Points

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

STaR Writing

Writing Strategies Bank



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

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- Review the writing strategies that you have already introduced as you model writing a complete sentence with one of the words. **My sentence will be, "I like the part when the ants carry the elephant out of the ravine."**

Suggested strategies:

I	Remember a Word
like	Say-Spell-Say
the	Remember a Word
part	Write Sounds That You Know ("prt")
when	Write Sounds That You Know ("wen")
the	Remember a Word
ants	Sound Spelling
carry	Stretch and Count ("car_")
the	Remember a Word
elephant	Stretch and Count ("ele_ant")
out	Draw a Line
of	Remember a Word
the	Remember a Word
ravine	Draw a Picture

- Reread the entire sentence, touching each word, picture, or line as you do. **I need to remember to put a period at the end. Add a period.**
- 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 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.

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.

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:

How did the elephant help the ant?

How did the elephant get out of the ravine?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed…
The student responds in an incomplete sentence. ***trunk***	Good answer. Can you say that in a complete sentence? ***The elephant used his trunk.***	If the child is unable to respond in a sentence, model a sentence for him. ***We can say, "The elephant used his trunk."***
The student responds in a complete, but not very elaborate, sentence. ***The elephant used his trunk.***	Good answer. Can you add some details to your sentence? ***The elephant let the ant climb onto his trunk.***	If the child is unable to add details, prompt with a question about the sentence. ***How did the elephant use his trunk?***

Oral-Language Scoring Rubric

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

Team Celebration

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

Read & Respond

Homework

Have the students read 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.

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Lesson 13

Day 3

You will need:

FastTrack Phonics
- **Phonics picture cards from section 32***
- ***Reading Reels for Roots* DVD***
- **Partner Practice Booklet 4**

Shared Story
- **Shared Story 13:** *The Field Trip*
- ***Reading Reels for Roots* DVD***

Adventures in Writing
- **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 /a_e/

Break-It-Down

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

ace	*/a-ce/ (2)*	**cake**	*/c-a-ke/ (3)*
cane	*/c-a-ne/ (3)*	**date**	*/d-a-te/ (3)*
gate	*/g-a-te/ (3)*	**spent**	*/s-p-e-n-t/ (5)*

Class Review—Sounds and Words

Animated Alphabet

- Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our key card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

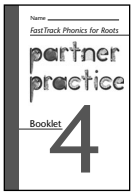
Review sounds—Use the front or back of the key cards to review any sounds that the students do not know instantaneously. Point to or show each card quickly. Review the letter phrases and writing cues for any letters about which the students are hesitant.

Model Stretch and Read—Stretch and read the words below. Use the Finger Detective, if needed, to read the word in parts.

helped **mopping** **stopped**

Partner Practice—Sounds and Words

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



Partner Practice Booklet 4

- Then have the students turn to page 4 in their Partner Practice Booklets, and have them read the words in the top box with their partners. Have partners initial each other's books when each reader has read each word correctly twice. After the students have read the words, have them make up sentences that use the words. This will help the students recognize words in their Partner Practice Booklets as words they already know and use.

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

Monitor

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

Team Celebration Points

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

Quick Erase

- Use the following sequence:

  fox…box…ox…ax…at…rat…rang…sang…sing…king

- To add challenge for students who are ready, try one of these variations:

Tell the teacher how—Write "fox." Say: **How do you change "fox" to "box"?** Pause for a moment of "think time," then have the students answer as a whole group, saying, "Change the 'f' to 'b.'" Continue down the list of words, using similar questions.

Change the letter—Have the students write "fox" on a piece of scratch paper. Have partners check each other's work. Then say: **Change "f" to "b."** Ask the class to read the new word.

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Key Card

Hear the New Sound

Sound words—I'm going to say some words. Listen carefully. After I say each word, I want you to repeat it. Emphasize the vowel sound in each word. **Cake** *[cake]*, **rake** *[rake]*, **make** *[make]*. **I can hear /a_e/ in "cake," "make," and "rake." I can hear /a_e/ in other words too. Repeat after me. Late** *[late]*, **made** *[made]*, **sale** *[sale]*. **These words all have the same sound. The sound is /a_e/→/a_e/. Let's all say that sound together: /a_e/.**

Key Picture—Show the students the key card for /a_e/. **Let's look at this picture card to learn more about our sound for the day. This is a picture of a very delicious-looking cake. When I see this picture, I think I want to bake a cake. Bā→āke a cā→āke. Let's say this sentence together: Bā→āke a cā→āke.**

My Turn, Your Turn

- Say each word, and ask the students to repeat each one. Stretch the /a_e/ sound in each word. It should sound like this:

  Teacher: **Bake**
  Students: *Bake*

  Teacher: **Bā āke**
  Students: *Bā āke*

  Teacher: **a cake**
  Students: *a cake*

  Teacher: **cā āke**
  Students: *cā āke*

Animated Alphabet

a_e

Introduce the Letter Group

- Introduce and play the Animated Alphabet segment. **Let's see our key card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.
- Point to the letters "a_e" in the picture. Build a very strong connection between the picture and the letters "a_e." **When I look at the baker who can baaaaake a caaaaake, I see these letters: (point) an "a" followed by an "e." When I see the "a" and the "e," I think of the sound /a_e a_e/.** Flip the card over so the students can only see the letters "a_e." **What do you say when you see these letters?** *[responses]* **That's right: /a_e a_e/.** Show the picture side of the card again. **Here's a way to help us remember to say /a_e/ when we see these letters. When I point to the letters "a_e," I want you all to say:**

  /a_e/ (sound) "Bake a cake." "a-dash-e"
- Designate a display area in your room for the letter-group key cards. Each time a letter group is introduced, post the key card in this area to create a letter-group frieze.

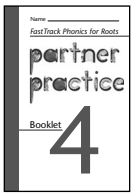
Stretch and Read with the New Sound

With the teacher—Write the letters "ae" on the board. Say: **The letters "a" and "e" used to stand together to make one sound: /a_e/. One day, they decided to separate.** (Erase the letter "e," and rewrite it a few inches to the right. Make a dash between the letters.) **Other letters can be in this space** (point to the dash)**, but the "a" and "e" still make one sound together. They say /a_e a_e/.**

- **We know that these two letters say /a_e/. I'm going to show you how other letters go together with these two letters to make words.** Write "l" in front of "a_e." Write "t" over the dash between "a" and "e." Point to the letter "l." **The sound for this letter is?** *[/l/.]* Touch "a" and then slide your finger down and over to "e." **These two letters say?** *[/a_e/.]* Touch the letter "t." **The sound for this letter is?** *[/t/.]* Now slide your finger under the word from left to right (without skipping over the letter "t"), and make each sound. It should sound like this: **/l…a…te/**. Repeat the procedure with the words "came" and "make."

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.**



Partner Practice Booklet 4

With a partner—Now you can read some "a-dash-e" words with a partner. Have the students open their Partner Practice Booklets to page 4. **Look at the words in the bottom box. You and your partner will take turns reading the words to each other. Make sure that both you and your partner can read the words.**

Monitor

- Monitor the students as they read together. Make sure that one student is pointing and one student is reading in each partnership. Have the students initial each other's books after they both have read the words correctly twice. When the students have finished, randomly choose a partnership, and have them read the words together.

Team Celebration Points

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

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below.

- Have the students write the letters in their partner writing books.
- Have partners check each other's work after you have presented the whole list, then have the class say the letter names as you write the letters on the board.

/j/ as in jump	**/g/** as in girl
/d/ as in dinosaur	**/p/** as in parrot
/ing/ as at the end of hopping	**/a_e/** as in bake

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

lake bake gate late ape *grape

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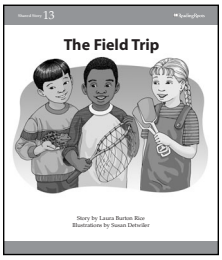


Shared Story

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 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 that can be used to sound out difficult words or to read sight words.

Partner Reading

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

Monitor

- 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.

All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. Let's use a nice clear voice that sounds as though we're telling a story.**
- Lead a Guided Group Rereading of the story. Focus on reading the story with rich expression. Celebrate by leading a class cheer. Choose two students to read for the next story's Reading Celebration.

Between the Lions

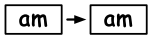
- Show the second *Between the Lions* segment for lesson 13.

Adventures in Writing

Writing Strategies Bank

Draw a Picture

Draw a Line



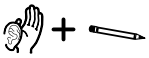
Find and Copy a Word

Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count


Sound Spelling

Prewriting

- Briefly review *The Field Trip*. **We read about a field trip Matt's friends took to a pond. Today we will write about a field trip we want to go on.**
- Create a class-generated list of places that children can go on field trips. **What are some places that you have gone on a field trip, or where would you like to go?** Use Think-Pair-Share to have the students respond. As the students share their ideas, list them on the chart under the heading "Field Trip," modeling the use of writing strategies as needed.
- Model creating a list of things that can be done at one of the field trip locations named. **One place that you named was the zoo. What are some things that you can do at the zoo?** *[See the animals, eat a hot dog, ride the train, learn about animals, etc.]* Use Think-Pair-Share to have the students respond. Add the students' responses next to the name of the place on your list, modeling writing strategies as needed.
- Write the following sentence starter on the board.

  I would like to go on a field trip to _____.

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- Model copying and writing a response to the sentence starter, and then add a second sentence about things that can be done at that place. Attempt to make your second sentence elaborate and interesting.
- **I will write sentences about going to the zoo. My sentences will say, "I would like to go on a field trip to the zoo. You can see monkeys climb in the trees at the zoo."**

Suggested strategies:

You	Say-Spell-Say
can	Sound Spelling
see	Say-Spell-Say
monkeys	Write Sounds That You Know ("mnks")
climb	Draw a Line
in	Sound Spelling
the	Say-Spell-Say
trees	Write Sounds That You Know ("trs")
at	Sound Spelling
the	Remember a Word
zo	Find and Copy a Word

Partner Planning

- Invite partnerships to select a field trip location about which they will write. Have them make a list of the things they would do at that place in their partner writing books, using writing strategies as needed.
- After partners have made their lists, ask each student to select one or more of the things that they could do on a field trip to that place to write about in their sentences. Encourage the students to help their partners think of details that will make their sentences interesting.

Writing

- Ask the students to copy and complete the sentence starter to tell the place they would like to go on a field trip. They should then add a sentence to describe one or more things they could do at that place.
- 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 have not mastered writing sounds from FastTrack Phonics Assessments 1–3.

Expectations for this lesson include:

Uses Sound Spelling in Writing	The students should be able to use sound spelling successfully for words composed of sounds that have been introduced in FastTrack Phonics.
Uses a Variety of Writing Strategies	The students should attempt to use sound spelling most of time except when their word choices are sight words from the Shared Story. The students should comfortably use other strategies from the Writing Strategies Bank when needed.
Expresses Ideas	The students should be able to use the information from the board and that generated during partner discussion to create sentences that tell where they would like to go on a field trip and what they would like to do there.
Writes with Quality and Quantity	The students must finish the sentence stem to tell where they want to go and add at least one additional sentence that tells what they want to do there. The highest quality sentences will tell why the author wants to go to the place, why he or she wants to do the things indicated, and/or include descriptive language.

- If the students finish early, encourage them to add a new sentence about another thing they could do on their field trips.

Writing Celebration

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

Team Celebration Points

- Award team celebration points to students who share a writing strategy that they used or who read their writing to the class.

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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)*

- Introduce the poem "Ants Go Marching" using My Turn, Your Turn.

The ants go marching one by one, hurrah, hurrah
The ants go marching one by one, hurrah, hurrah
The ants go marching one by one,
The little one stops to suck his thumb
And they all go marching down to the ground to get out of the rain
BOOM! BOOM! BOOM!

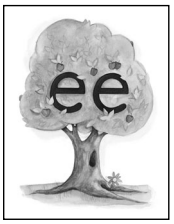
The ants go marching two by two, hurrah, hurrah
The ants go marching two by two, hurrah, hurrah
The ants go marching two by two,
The little one stops to tie his shoe
And they all go marching down to the ground to get out of the rain
BOOM! BOOM! BOOM!

- Provide the sentence stem for subsequent versions, and have the students make up rhymes.
- Have the students make up a counting song.

At a Glance

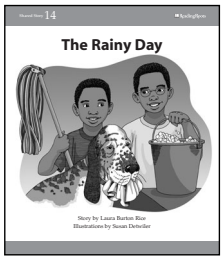
FastTrack Phonics

Day 1:
New sound: /a_e/



Days 2 and 3:
New sound: /ee/

Shared Story



Shared Story:
The Rainy Day
by Laura Burton Rice

Review Sound: /u/

Strategies/Skills:

Previewing

Predicting

STaR

STaR Story:
Mud Puddle
by Robert Munsch and Sami Suomalainen

Students will understand dialogue in a 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 sentences that explain a way to get clean after one has gotten dirty.

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

Lesson 14

Day 1

You will need:

Team Celebration

Super Team, Great Team, and Good Team celebration certificates earned in lesson 13

Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 32*

Cami puppet

Reading Reels for Roots* DVD

Partner Practice Booklet 4

Shared Story

Shared Story 14: *The Rainy Day*

Language development cards for lesson 14*

Key card for "u"*

Word cards*

Reading Reels for Roots* DVD

STaR

STaR story: *Mud Puddle*

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 13. 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.

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Key Card

FastTrack Phonics

Presenting /a_e/

Say-It-Fast

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

/c-a-ke/	*cake*	**/r-a-ke/**	*rake*
/s-t-o-p/	*stop*	**/t-o-p/**	*top*
/s-o-ng/	*song*	**/s-n-a-ke/**	*snake*

Class Review—Sounds and Words

Review sounds—Use the front or back of the key cards to review any sounds that the students do not know instantaneously. Point to or show each card quickly. Review the letter phrases and writing cues for any letters about which the students are hesitant.

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

Partner Practice

Partner Practice Booklet 4

- Ask the students to practice their letter sounds using the first two boxes on the first page of their Partner Practice Booklets. Have the students write down any letters that they have trouble with in their partner writing books.
- Then have the students turn to page 5 in their Partner Practice Booklets, and have them read the words in the top box with their partners. Have partners initial each other's books when each reader has read each word correctly twice. After the students have read the words, have them make up sentences that use the words.

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

Monitor

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

Team Celebration Points

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

Quick Erase

- Use the following sequence:

  hat…mat…rat…rate…late…lake…take…make…bake…rake

- To add challenge for students who are ready, try one of these variations:

Tell the teacher how—Write "hat." Say: **How do you change "hat" to "mat"?** Pause for a moment of "think time," then have the students answer as a whole group, saying, "Change the 'h' to 'm.' " Continue down the list of words, using similar questions.

Change the letter—Have the students write "hat" on a piece of scratch paper. Have partners check each other's work. Then say: **Change "h" to "m."** Ask the class to read the new word.

Hear the New Sound

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

cake make late

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

Key Card

Key picture—Show the students the "a_e" key card. **What do you say when you see this picture?** *[responses]* **That's right: Bake a cake.** Flip the card over so the students can only see the letters "a_e." **What sound do these letters make?** *[/a_e/.]* **Yes, the sound is /a_e/.**

Stretch and Read with the New Sound

Partner Practice Booklet 4

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

cape wave lane

With a partner—Have the students turn to page 5 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor →

- Monitor the students as they read together. Have the students initial one another's books after they have read the words correctly twice. Partners will check each other's work.
- When the students have finished, choose a partnership randomly, and have them read the words together.

Team Celebration Points →

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

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Write Words and Sentences

- Show the /a_e/ key card, and tell the students that some of the words that they will write will use the /a_e/ sound. Have the students use Stretch and Spell to write the words below. Use each word in a simple sentence, if necessary, to make sure that the students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class stretch and spell the words together.

  much quit fast

  safe tape *flame

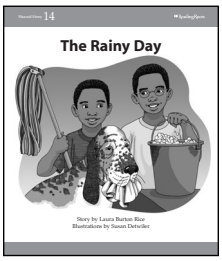
- **Now we're ready to write some sentences together. Cami brought us this sentence.**

  Sam can jump.

- **Say the sentence softly to yourselves two or three times until you're sure that you know it. When you're ready, you can write the sentence in your partner writing books. Be sure to check your work with your partner when you've finished writing.**
- When the students have finished, write the sentence on the board while the class tells you what to write. Model how to sound out and write each word. Point out the Red Word "a." Remind the students that some words can't be sounded out; they must be remembered. If you have Red Word cards posted in the room, point to them too.
- Continue the activity with the following sentence:

  Bob can bake a cake.

- Be sure to celebrate the students' writing by choosing some students to read their sentences to the class. Take a minute to discuss the content of the sentence to make sure that the students understand it. For example, when a student reads the sentence, "Bob can bake a cake," ask: **What is your favorite kind of cake?** Allow a moment for the students to use Think-Pair-Share to discuss this idea. Always take a brief moment to use the words and sentences that the students read and write in a real context. This will lay the groundwork for the students' comprehension.



Shared Story

Previewing

- **Let's preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **The title of this story is *The Rainy Day*. I can see Matt and Tim with their dog, Sad Sam. Matt has a mop** (point)**, and Tim has a bucket with some suds in it.** Point. **Hmmm. I guess they are going to clean something. Maybe they will mop the floor. I wonder why the title of the story is *The Rainy Day*. This book must tell about something that happens on a rainy day.**

*For students who need additional language development, choose **one** of the following options to continue previewing the story. 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

bucket dog
biscuit mop mud
rag rain

Think-Pair-Share

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. **The boys are going to mop the floor. They are getting the mop and the bucket ready.** Display page 2. **Here comes Sad Sam! He has been outside in the rainy weather! He is dirty and muddy! It looks like Sad Sam is going to get the floor very dirty!** Display page 7. **Now it looks like the boys have some kind of problem! Matt, Tim, and Sad Sam are making a BIG mess in the house!**
- **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

rain mud floor
suds tug skid

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 14 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.

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Animated Alphabet

The Sound and the Furry

Green Words

but	tugs	dug
suds	slips	mud
skids	must	rag

Red Words

puts	says	has
you		

Readles

bucket	floor

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 14 of *Reading Reels for Roots*, or display the key cards for "u." Have the students review the alliterative phrase and practice the sound.
- **Now let's practice reading some words.** Show the video segments from Sound It Out for lesson 14. (optional)
- Select three to five 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, and 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 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 →

- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind the students to say every sound in the Green Words.

Guided Group/Guided Partner Reading

Teacher Shared Story →

- Read the first three pages of the story with the students, asking the 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 happens on the rainy day by reading the story with your partners. 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 entire book.
  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.
  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.

Monitor

- Repeat steps 1–6 for the remainder of the pages. Monitor the partner reading to make sure that the students are alternating sentences 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 each, and have the students name each card with you.

Think-Pair-Share

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

  1. **Why can't Sad Sam stop when he walks in the door?** *[Sad Sam's feet are muddy, and the floor is wet.]*
  2. **The boys try to clean Sad Sam. What does Sad Sam do with the rag?** *[They try to clean Sad Sam with a rag, but Sad Sam grabs the rag with his teeth. They try to pull the rag away from Sad Sam and fall on the floor.]*
  3. **Do the boys get the floor clean?** *[Matt gets Sad Sam a dog biscuit. Matt will mop up Sad Sam. Tim will mop up the mud.]*

- Discuss with the students whether their predictions were accurate or the book surprised them.
- Choose two students to read for tomorrow's Reading Celebration.
- Close with a quick review of the word wall.

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STaR Words

puddle	scrubbed
raincoat	afraid

Video Words

clean	buttoned
soap	mud

STaR

STaR story:

Mud Puddle

Written and illustrated by Robert Munsch and Sami Suomalainen

Summary: *Every day Jule Ann puts on clean clothes, and every day a Mud Puddle ambushes her from a tree, from the roof of the house, or from the next yard. Every day Jule Ann's mother has to scrub her clean until Jule Ann is red all over. Finally Jule Ann has an idea. She loads her pocket with soap, and when the Mud Puddle comes after her, she throws the bars of soap at it. This scares the Mud Puddle away, and it never comes back.*

Teacher's Note: The pages of this book are not numbered. Before reading, number the pages. Page 2 begins "Jule Ann's mother bought her clean new clothes…."

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 *Mud Puddle*. Look at the picture on the cover. What are the girl and dog doing?** Wait for the students' responses. **It looks like they are splashing in a puddle. A <u>puddle</u> is a small pool of water.** Read the title. **A mud puddle is thicker than water and has wet earth in it. When do we usually see <u>puddles</u>?** Wait for the students' responses. **That's right! We usually see <u>puddles</u> after it rains.**

Think-Pair-Share

- Page 7: **What do you think is happening?** Use Think-Pair-Share to have the students respond. **It looks like she's going to take a bath. She looks pretty messy. I wonder if her mother will <u>scrub</u> her to get her clean. When you <u>scrub</u> something, you rub it to get it clean.**
- Page 13: **What is the girl wearing in this illustration?** Wait for the students' responses. **Very good. The girl is wearing a <u>raincoat</u>. A <u>raincoat</u> is a coat that keeps you from getting wet. Why do you think she is wearing a raincoat if it's not raining?** Wait for the students' responses.
- Pages 20 and 21: **Look at the girl in the doorway. It looks like she's <u>afraid</u> to go outside. "<u>Afraid</u>" means scared. Why do you think she would be <u>afraid</u> to go out?** Use Think-Pair-Share to have the students respond. **When we read the story, we'll find out if she is afraid and what she's afraid of.**

- 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
puddle	5	small pool of water	**Picture Walk, cover**
scrubbed	6	washed	Ethan *scrubbed* his body during his bath.
raincoat	12	coat that keeps you from getting wet	**Picture Walk, 13.**
afraid	21	scared	Lisa is *afraid* to be alone in the dark.

- 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
clean	1	with no stains or dirt; not dirty	Ty wears *clean* clothes to school.
buttoned	1	fastened	Chloe *buttoned* her coat to keep warm. (Demonstrate buttoning.)
mud	5	wet earth	There was a lot of *mud* in the garden after the rain.
soap	23	cleaner used for washing	I washed my dirty hands with *soap*.

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This book is about mud. Mud is wet earth. It can be very messy. When do we usually see mud?

In the story, the girl is wearing clean clothes. "Clean" means not dirty. How do you know something is clean? Invite the students to describe clean things briefly. If the students have limited language ability, prompt them with questions such as: **How do you clean your hands? How do your clothes look when they are clean?**

We use soap to clean things. Soap is a cleaner used for washing. When do you use soap?

Demonstrate buttoning. **What am I showing you right now? I am buttoning my sweater. When do people button their clothes?** Prompt student answers as necessary.

Interactive Reading

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

Page 2 — Use Think-Pair-Share to ask the students: **What do you think Jule Ann will do outside?**

Pages 4, 5 — **"Puddle" is one of our STaR words. Point to the illustration. Jule Ann is covered in muddy water. A puddle is a small pool of water, and a mud puddle has wet earth in the water. A mud puddle is very messy.** Use Think-Pair-Share to ask the students: **How can a mud puddle be in a tree?**

Think-Pair-Share

Pages 6, 7 — **I read that Jule Ann's mother scrubbed Jule Ann until she was red all over. "Scrubbed" is one of our STaR words. What does "scrubbed" mean? "Scrubbed" means washed by rubbing hard.** Have the students show you how they would scrub themselves if they were covered with mud.

Write the sentence "Mummy, Mummy! A Mud Puddle jumped on me," on the board. **This is what Jule Ann said when she ran inside. We know that Jule Ann said this because the author used quotation marks to let us know these are the exact words Jule Ann said. Point to the quotation marks. Quotation marks are little marks that go before and after the words a character says.**

Pages 8, 9 — Point to the illustration. Use Whole Group Response to ask the students: **What's that on the roof?** Use Think-Pair-Share to ask the students: **What do you think is going to happen?**

Page 10 — **What does Jule Ann's mother do?** Provide the following sentence stem to have the students respond. **"Jule Ann's mother** *[scrubbed]* **Jule Ann."** Have the students repeat the complete answer with you.

Page 12 **"Raincoat" is one of our STaR words. Jule Ann is standing in the middle of the yard with her raincoat on. What is a raincoat? A raincoat is a coat that keeps you from getting wet. Why do you think Jule Ann is wearing her raincoat if it's not raining?** Use Think-Pair-Share to have the students respond.

Think-Pair-Share

Page 14 Use Think-Pair-Share to ask the students: **What do you think Jule Ann is going to do now?**

Page 16 Pause before reading the dialogue. Prompt the students to say the dialogue with you. **"Mummy, Mummy! A Mud Puddle jumped on me."**

Page 21 **The book says that Jule Ann sat beside the back door because she was afraid to go outside. "Afraid" is one of our STaR words. "Afraid" means to be scared.** Use Think-Pair-Share to ask the students: **Why do you think Jule Ann is afraid to go outside?**

Page 23 **What do you think Jule Ann is going to do with the soap?** 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 **sen**tence. 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 and 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.

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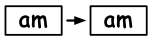
STaR Writing

Writing Strategies Bank

Draw a Picture

Draw a Line



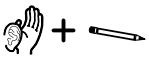
Find and Copy a Word

Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count


Sound Spelling

- Restate each of the STaR words.
- 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.
- 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 "puddle." My sentence is, "I jumped in the puddle on the sidewalk after it rained."**

Suggested strategies:

I	Remember a Word
jumped	Sound Spelling
in	Sound Spelling
the	Remember a Word
puddle	Write Sounds That You Know ("pudl")
on	Sound Spelling
the	Remember a Word
sidewalk	Write Sounds That You Know ("sdwlk")
after	Write Sounds That You Know ("aftr")
it	Sound Spelling
rained	Stretch and Count ("r_nd")

- **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.

Alphie's Questions:

What happens to Jule Ann when she goes outside?

Why does Jule Ann's mother scrub her?

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Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed…
The student responds in an incomplete sentence. ***puddle***	Good answer. Can you say that in a complete sentence? ***A puddle jumps on her.***	If the child is unable to respond in a sentence, model a sentence for him. ***We can say, "A puddle jumps on her."***
The student responds in a complete, but not very elaborate, sentence. ***A puddle jumps on her.***	Good answer. Can you add some details to your sentence? ***A Mud Puddle jumps on her, and she gets muddy all over.***	If the child is unable to add details, prompt with a question about the sentence. ***What kind of a puddle jumps on her?***

Oral-Language Scoring Rubric

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

Team Celebration

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

Read & Respond

Homework

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

Lesson 14

Day 2

You will need:

FastTrack Phonics

Phonics picture cards from section 33*

Alphie puppet

Letter-Blending Cards*

Reading Reels for Roots* DVD

Partner Practice Booklet 4

Green index cards, paper, or tagboard*

Shared Story

Shared Story 14: *The Rainy Day*

Reading Reels for Roots* DVD

Reading Celebration certificates

STaR

STaR story: *Mud Puddle*

Story star poster*

Writing Strategies Bank (teacher created)

Partner writing books (teacher acquired)

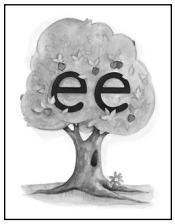
***Not needed for interactive whiteboard users**

Team Celebration Points

Read & Respond

Check Day 1 Homework

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



Key Card

FastTrack Phonics

Presenting /ee/

Break-It-Down

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

key	*/k-ey/ (2)*	**teeth**	*/t-ee-th/ (3)*
wheel	*/wh-ee-l/ (3)*	**beech**	*/b-ee-ch/ (3)*
tree	*/t-r-ee/ (3)*	**bees**	*/b-ee-s/ (3)*

Animated Alphabet

Class Review—Sounds and Words

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

Review sounds—Use the front or back of the key cards to review any sounds that the students do not know instantaneously. Point to or show each card quickly. Review the letter phrases and writing cues for any letters about which the students are hesitant.

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

mopped **fishing** **quit**

Partner Practice—Sounds and Words

Partner Practice Booklet 4

- Ask the students to practice their letter sounds using the first two boxes on the first page of their Partner Practice Booklets. Have the students write down any letters that they have trouble with in their partner writing books.
- Then have the students turn to page 6 in their Partner Practice Booklets, and have them read the words in the top box with their partners. Have partners initial each other's books when each reader has read each word correctly twice. After the students have read the words, have them make up sentences that use the words. This will help the students recognize words in their Partner Practice Booklets as words they already know and use.

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

Monitor

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

Team Celebration Points

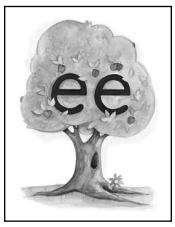
- Award team celebration points to partners who read words or shared sentences successfully.

Quick Erase

- Use the following sequence:

  tape…cape…cap…map…mat…mate…late…lane…cane

- To add challenge, have the students try the games Tell the Teacher How or Change the Letter.



Key Card

Hear the New Sound

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

bee **see** **tree**

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

Key picture—Show the students the key card for "ee." **Let's look at this picture card to learn more about our sound for the day. This is a picture of a tree. Up in the top of the tree, I can see the letters "ee." When I see this picture, I say, "See the tree." Let's practice saying that sentence together.** *[See the tree.]* Say each word in the phrase, and ask the students to repeat it. Stretch the /ee/ sound in each word.

Teacher:	**See**	Students:	*See*
Teacher:	**See→ee**	Students:	*See→ee*
Teacher:	**the tree**	Students:	*the tree*
Teacher:	**tree→ee**	Students:	*tree→ee*

Animated Alphabet

Introduce the Letter Group

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

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

  /ee→ee/ "See the tree" double e

Interactive Whiteboard Users

Method varies

Stretch and Read with the New Sound

With the teacher—Show the students the Letter-Blending Card for "ee." **These letters say /ee/. Let's look at some words that use these letters.** Use the Letter-Blending Cards to spell each word in the pocket chart. Stretch and read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

keep meet seen

The Sound and the Furry

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.**

Partner Practice Booklet 4

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. Partners will check each other's work.

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

Team Celebration Points

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

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Write Letters and Words

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

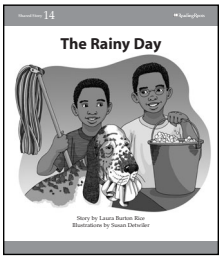
/c/ as in caterpillar	**/f/** as in find	**/l/** as in lift
/d/ as in dig	**/v/** as in vulture	**/a_e/** as in cake

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

seed	**bee**	**keep**
feet	**peek**	**sleep**

Teacher's Note—If the students spell "keep" or "peek" with a "c" instead of a "k," tell them they did choose the right sound, but that this word uses the other letter that makes that sound.

Teacher's Note: Challenge the students to see if they can write the word using the other letter that makes that sound.



Think-Pair-Share

Shared Story

Story Review

- **Yesterday we read a new story. I want to see how much you remember about that story.** Review the title of the story and the characters with the students. Ask the following review questions. Call on different partnerships to share their answers with the class. (T-P-S)
  1. **What were Matt and Tim going to do on the rainy day?** *[They were going to mop the floor.]*
  2. **How did Sad Sam make a mess on the floor?** *[He skidded in with his muddy feet.]*
  3. **What did Matt and Tim do about Sad Sam?** *[They cleaned up Sad Sam.]*

Partner Word and Sentence Reading

- Have the students sit with their assigned partners.
- Distribute the Shared Stories, and have partners take turns reading the words and sentences on the inside front cover.

Monitor

- 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.

Partner Reading

- Complete Day 1 Guided Partner Reading if necessary, and then have the students practice reading the entire story with partners.

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 they are having trouble. The helping partners will also retell what happened on that page. Remind the students to sound out words that they find difficult. Model partner helping as needed. Have the students reread the page until they read every word accurately.
- 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.

Team Celebration Points

- Award team celebration points if both partners are able to read the page without any errors.

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Partner Story Questions

- Have the students turn to the inside back cover of the Shared Story. Discuss and model how the students will read and answer the comprehension statements and questions with their partners. Model writing an answer with the class before the students begin writing individually. Do not complete the activities as a class.

Monitor

- Circulate to monitor partner work.

Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.

Team Celebration Points

- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 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.

Between the Lions

- Show the first *Between the Lions* segment for lesson 14.

STaR

STaR Review

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

Display the cover of the book. **What is the title of this story?** *[The title is* Mud Puddle.*]*

What jumped on Jule Ann's head? *[A Mud Puddle jumped on Jule Ann's head.]* **Have you ever played in a <u>puddle</u>? What was it like?**

Display page 3. **What did Jule Ann do when she put on her new shirt? What clothes do you <u>button</u> up?**

What did Jule Ann's mother do when a Mud Puddle jumped on Jule Ann? *[Jule Ann's mother <u>scrubbed</u> Jule Ann.]* **Have you ever scrubbed yourself when you were dirty? What did you do to get that dirty?**

Display page 9. **Why did Jule Ann put on a new <u>clean</u> shirt?**

Why did Jule Ann wear her <u>raincoat</u>? *[Jule Ann wore her raincoat because she thought the Mud Puddle wouldn't jump on her if she were wearing it.]* **Why did Jule Ann take off her <u>raincoat</u>?** *[Jule Ann took off her raincoat because it was too hot.]* **Have you ever worn a <u>raincoat</u>? What color was it?**

Display page 15. **What did the <u>Mud</u> Puddle do to Jule Ann?**

Why was Jule Ann <u>afraid</u> to go outside? *[Jule Ann was <u>afraid</u> to go outside because she thought the Mud Puddle would jump on her.]* **Have you ever been <u>afraid</u> to do something? What were you <u>afraid</u> of?**

Display page 25. **Why did Jule Ann throw <u>soaps</u> at the Mud Puddle? What did the Mud Puddle say when the <u>soap</u> hit it?**

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

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

Think-Pair-Share

- T-P-S: **Where did the story happen? What is the setting?** *[This story has two settings: inside Jule Ann's house and in the yard.]*
- T-P-S: **Who are some of the characters in the story?** *[Jule Ann, Jule Ann's mother, and the Mud Puddle.]*

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- T-P-S: **What is the problem in the story?** *[Every time Jule Ann goes outside, the Mud Puddle jumps on her.]*
- T-P-S: **What was the solution? How was the problem solved? [Jule Ann throws two bars of soap at the Mud Puddle, and it goes away.]**

Retell

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

Option 1: Interactive Story Circle

- Have the students sit in a circle, ensuring that partners sit next to 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 story has been retold.

  Examples:

  Pages 2 and 3: This is Jule Ann wearing clean clothes that her mother bought her.

  Pages 4 and 5: Jule Ann was sitting under a tree when a Mud Puddle jumped on her head.

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.

  How do you think Jule Ann felt the first time the Mud Puddle jumped on her?

  Where did the Mud Puddle hide?

  How do you think Jule Ann felt when the mud got in her nose?

  Why do you think the Mud Puddle was afraid of the soap?

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.

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

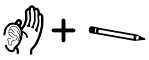
am → am
Find and Copy a Word

str
Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count


Sound Spelling

- Explain to the students that they will now write sentences about their favorite parts of the story.
- Review the writing strategies that you have already introduced as you model writing a complete sentence with one of the words. My sentence will be, "My favorite part is when Jule Ann tricks the Mud Puddle with the bars of soap."

Suggested strategies:

My	Remember a Word
favorite	Write Sounds That You Know ("fvrt")
part	Stretch and Count ("p_t")
is	Say-Spell-Say
when	Write Sounds That You Know ("wen")
Jule Ann	Find and Copy a Word
tricks	Sound Spelling
the	Remember a Word
Mud	Sound Spelling
Puddle	Write Sounds That You Know ("Pudl")
with	Sound Spelling
the	Remember a Word
bars	Write Sounds That You Know ("brs")
of	Remember a Word
soap	Draw a Picture

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- Reread the entire sentence, touching each word, picture, or line as you do. I **need to remember to put a period at the end.** (Add a period.)
- 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 the strategies that the students have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used the strategies that you have introduced. Display the writing on a special writing celebration bulletin board.

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.

Alphie's Questions:

Why does Jule Ann take off her raincoat?

Why is Jule Ann afraid to go outside?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed…
The student responds in an incomplete sentence. ***hot***	Good answer. Can you say that in a complete sentence? ***She is hot.***	If the child is unable to respond in a sentence, model a sentence for him. ***We can say, "She is hot."***
The student responds in a complete, but not very elaborate, sentence. ***She is hot.***	Good answer. Can you add some details to your sentence? ***Jule Ann was standing in the sunshine, and she was hot.***	If the child is unable to add details, prompt with a question about the sentence. ***What made Jule Ann hot?***

Oral-Language Scoring Rubric

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

Team Celebration

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

Read & Respond

Homework

Have the students read 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.

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Lesson 14

Day 3

You will need:

FastTrack Phonics

Phonics picture cards from section 33*

Cami puppet

Reading Reels for Roots* DVD

Partner Practice Booklet 4

Shared Story

Shared Story 14: *The Rainy Day*

Reading Reels for Roots* DVD

Adventures in Writing

Shared Story: *The Rainy Day*

STaR story: *Mud Puddle*

Writing Strategies Bank (teacher created)

Partner writing books (teacher acquired)

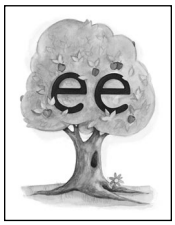
***Not needed for interactive whiteboard users**

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 /ee/

Say-It-Fast (optional)

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

/b-oa-t/	*boat*	**/f-ee-t/**	*feet*
/j-ee-p/	*jeep*	**/k-i-te/**	*kite*
/m-a-de/	*made*	**/l-i-ke-s/**	*likes*

Interactive Whiteboard Users

Method varies

Class Review—Sounds and Words

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

Model Stretch and Read—Choose two green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

- Ask the students to practice their letter sounds using the first two boxes on the first page of their Partner Practice Booklets. Have the students write down any letters that they have trouble with in their partner writing books.
- Then have the students turn to page 7 in their Partner Practice Booklets, and have them read the words in the top box with their partners. Have partners initial each other's books when each reader has read each word correctly twice. After the students have read the words, have them make up sentences that use the words. This will help the students recognize words in their Partner Practice Booklets as words they already know and use.

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

Monitor

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

Team Celebration Points

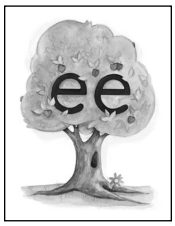
- Award team celebration points to partners who read words or shared sentences successfully.

Quick Erase

- Use the following sequence:

  see…bee…beet…feet…feel…peel…peek…seek…cheek

To add challenge, have the students try the games Tell the Teacher How or Change the Letter.



Key Card

Hear the New Sound

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

bee **see** **tree**

My Turn, Your Turn

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

Key picture—Show the students the "ee" key card. **What do you say when you see this picture?** *[responses]* **That's right. See the tree.** Flip the card over so the students can only see the letters "ee." **What sound do these letters make?** *[responses]* **Yes, the sound is /ee→ee/.**

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Stretch and Read with the New Sound

Partner Practice Booklet 4

With the teacher—Write each word on the chalkboard, and stretch and read it with the students.

see peel green

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.

Monitor

- Monitor the students as they read together. Have the students initial one another's books after they have read the words correctly.
- When the students have finished, choose a partnership randomly and have them read the words together.

Team Celebration Points

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

Write Words and Sentences

Write words—Show the /ee/ key card, and tell the students that some of the words they will write will use the /ee/ sound. Have the students use Stretch and Spell to write the words below. Use each word in a simple sentence, if necessary, to make sure that the students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class stretch and spell the words together.

bake wish rich

deep jeep sleep

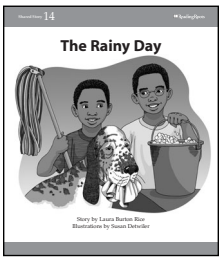
Write a sentence—Tell the students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

Pam made a wish.

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence in their partner writing books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board.

Team Celebration Points

- Award team celebration points to partners who can successfully tell you how to write the sentence.



Shared Story

Partner Word and Sentence Reading

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

Partner Reading

Focus on Fluency

Reading Smoothly with Expression

- **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

- 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.
- Model specific reading strategies and reading with expression as necessary.
- Allow the students to read previous Shared Stories. Record mastery as the students demonstrate it on any Shared Story.

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All Together Now

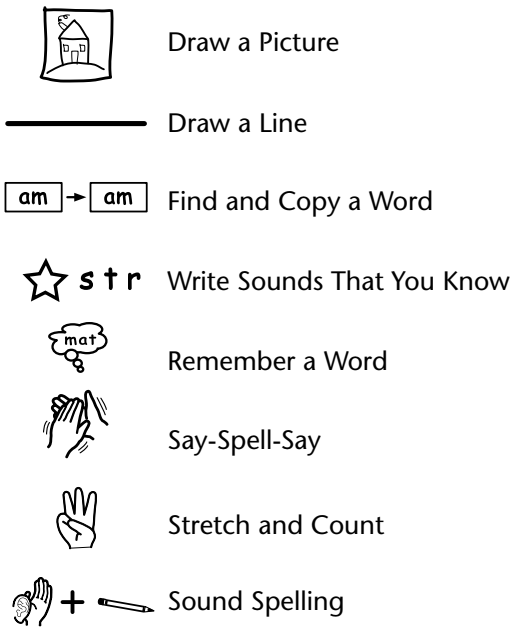
- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. Let's use a nice clear voice that sounds as though we're telling a story.**
- Lead a Guided Group Rereading of the story. Focus on reading the story with rich expression. Celebrate by leading a class cheer. Choose two students to read for tomorrow's Reading Celebration.

Between the Lions

- Show the second *Between the Lions* segment for lesson 14.

Adventures in Writing

Writing Strategies Bank



Prewriting

- Briefly review *Mud Puddle* and *The Rainy Day,* and introduce the writing topic. **During the past few days, we've been talking about ways to get dirty and clean. We've been reading about kids who get dirty. Today we are going to write about how we can get clean.** Display pages from the stories to remind the students how the characters got dirty and how they got clean.
- Generate a class list of ways that the students can get dirty. **Let's think about ways to get dirty.** Allow the students to brainstorm with their teammates for a few minutes. Then call on volunteers to provide ideas. As the students share their ideas, list them on the board under the heading "Ways to Get Dirty."

- Model using strategies from the Writing Strategies Bank as you record the students' responses.

Suggestions

mud	Sound Spelling
paint	Find and Copy a Word
food	Write Sounds That You Know ("fd")
playing	Stretch and Count ("pl_ing")

- Lead a class discussion about how someone could get clean for each item on the list. For example, if someone has paint on him or her, he or she could scrub or scrape it off. Record the students' ideas next to each topic, modeling how to use the writing strategies as needed.
- Have the students volunteer ideas for the topic sentence. Write a sentence that the class agrees upon. Example: I got so dirty!
- Model copying the topic sentence. Then add a sentence about how you got dirty and another sentence about how you got clean.
- I will write my sentences about mud. My sentences will say, "I got so dirty! I fell in the mud. I scrubbed off the mud with a sponge."
- Model using strategies from the Writing Strategies Bank as you record the students' responses.

Suggestions

I	Remember a Word
fell	Write Sounds That You Know ("fel")
in	Sound Spelling
the	Remember a Word
mud	Sound Spelling
I	Remember a Word
scrubbed	Write Sounds That You Know ("scubd")
off	Draw a Line
the	Remember a Word
mud	Sound Spelling
with	Sound Spelling
a	Remember a Word
sponge	Write Sounds That You Know ("spunj")

Partner Planning

- Invite partnerships to select a topic about which to write. Then give them a few minutes with their partners to discuss and decide what they want to write about how to get dirty and clean. Encourage the students to help their partners think of details that will make their sentences interesting.

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Writing

- Have the students copy the topic sentence at the top of their pages. Then ask them to write a sentence about how they got dirty and another sentence about how they got clean.
- 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.

Expectations for this lesson include:

Uses Sound Spelling in Writing	The students should be able to use sound spelling successfully for words composed of sounds that have been introduced in FastTrack Phonics.
Uses a Variety of Writing Strategies	The students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. The students should comfortably use other strategies from the Writing Strategies Bank when needed.
Expresses Ideas	The students should be able to use the information from the board and that generated during partner discussion to create their sentences.
Writes with Quality and Quantity	The students should copy the topic sentence and then add two sentences of their own that tell how they got dirty and how they got clean.

Writing Celebration

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

Team Celebration Points

- 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.

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)*

- Teach the nursery rhyme "Rub-A-Dub-Dub, Three Men in a Tub" using My Turn, Your Turn.
- Have the students create new verses using the following rhyme stem:

  Rub-a-dub-dub, three _____ in a tub,

  And who do you think they be? The _____, the_____, the _____.

  All scrubbing their way out to sea.

- Have the students create a rhyme similar to the format of "Rub-a-Dub-Dub, Three Men in a Tub."

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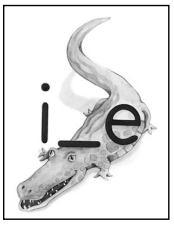
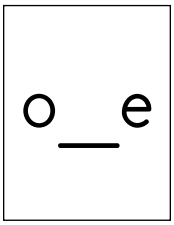
At a Glance

FastTrack Phonics

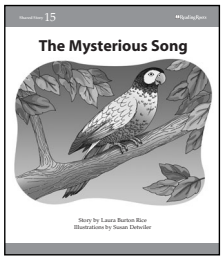


Days 1 and 2:
New sound: /i_e/



Day 3:
New sound: /o_e/

Shared Story



Shared Story:
The Mysterious Song
by Laura Burton Rice

Review Sound: /ng/

Strategies/Skills:

Previewing

Predicting

Adding "_ing" to the end of verbs

STaR

STaR Story:
Beaks!
by Sneed B. Collard III and Robin Brickman

Students will make predictions about the main idea in an expository 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 provide a clue and a different ending to the Shared Story.

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

Lesson 15

Day 1

You will need:

Team Celebration

Super Team, Great Team, and Good Team celebration certificates earned in lesson 14

Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 34*

Alphie puppet

Reading Reels for Roots* DVD

Partner Practice Booklet 4

Letter-Blending Cards*

Green index cards, paper, or tagboard*

Shared Story

Shared Story 15: *The Mysterious Song*

Language development cards for lesson 15*

Key card for "ng"*

Word cards*

Reading Reels for Roots* DVD

STaR

STaR story: *Beaks!*

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 14. 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.

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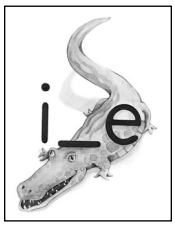


Key Card

FastTrack Phonics

Presenting /i_e/

Break-It-Down

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

pile	*/p-i-le/ (3)*	**pine**	*/p-i-ne/ (3)*
pipe	*/p-i-pe/ (3)*	**trips**	*/t-r-i-p-s/ (5)*
bike	*/b-i-ke/ (3)*	**yikes**	*/y-i-ke-s/ (4)*

Animated Alphabet

Class Review—Sounds and Words

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

Review sounds—Use the front or back of the key cards to review any sounds that the students do not know instantaneously. Point to or show each card quickly. Review the letter phrases and writing cues for any letters about which the students are hesitant.

Model Stretch and Read—Stretch and read the words below. Use the finger detective to cover the ending or break the word into parts.

zipped running

Partner Practice Booklet 4

Partner Practice—Sounds and Words

- Ask the students to practice their letter sounds using the top two boxes on the first page of their Partner Practice Booklets. Have the students write down any letters or letter groups that they have trouble with in their partner writing books.
- Next ask the students to turn to page 8 in their Partner Practice Booklets, and have them read the words in the top box with their partners. Have partners initial each other's books when each reader has read each word correctly twice. After partners have read the words, have them make up sentences that use the words. This will help the students recognize words in their Partner Practice Booklets as words they already know and use.

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

Monitor

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

Team Celebration Points

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

Quick Erase

- Use the following sequence:

  see…bee…fee…feed…need…seed…seen…seek…peek

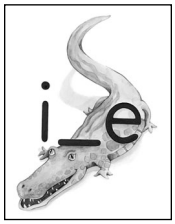
- To add challenge, tell the students what the next word will be, and ask them what letters you should change to make the word, or allow the students to do the writing themselves on mini dry-erase boards or chalkboards.

Hear the New Sound

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

time bike five

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



Key Card

Key picture—Show the key card for "i_e." **Let's look at this picture card to learn more about our sound for the day. This is a picture of a crocodile. This crocodile makes me think of something I say when I am saying good-bye to someone. I say, "In a while, crocodile." Let's say that sentence together.** *[In a while, crocodile.]* Say each word in the phrase, and ask the students to repeat it. Stretch the /i_e/ sound in "while" and "crocodile."

Animated Alphabet

Introduce the Letter Group

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

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

  /i_e → i_e/ "In a while, crocodile." "i dash e"

- Post the picture side of the key card for "i_e" in the letter-group frieze.

Interactive Whiteboard Users

Method varies

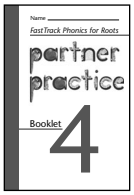
Stretch and Read with the New Sound

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

time side mine

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.**



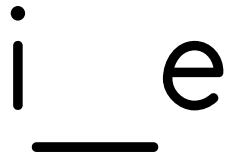
Partner Practice Booklet 4

With a partner—Have the students turn to page 8 in their Partner Practice Booklets and read the words in the bottom box together. Partners will check each other's work.

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

Team Celebration Points

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



Write Letters and Words

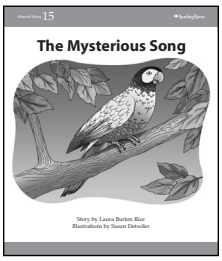
Write letters—Make the sound for each of the letters listed below. Have the students write the letters in their partner writing books. Have partners check each other's work after you have presented the whole list. Then have the class say the letter names for you as you write the letters on the board.

/w/ as in worm	**/j/** as in jump	**/ng/** as in ring
/z/ as in zip	**/a_e/** as in cake	**/ee/** as in tree

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

mine fine time

dime five *drive



Shared Story

Previewing

- **Let's preview the story by thinking about the title and the cover picture. Remember, that will help us to understand the story better when we read it.**
- Display the book. **The title of this story is *The Mysterious Song*. I can see the bird, Miss Sid** (point)**, on the cover of the book. Let's see, what does a song have to do with a bird? I know that a bird can sing. Maybe the bird sings a song in this story.**

*For students who need additional language development, choose **one** of the following options to continue reviewing. 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

children	tree
house	ladder
mop	
sidewalk	

Option A: Teacher Overview

- **Now let's look through the book to see if we can find out more of what this story is going to be about.**
- Display page 3. **Ann and Don hear something. They are listening to a song. The song is mysterious. That must mean that they do not know where the song is coming from. I wonder what could be making the sound?** Display page 5. **Now lots of people are trying to find out where the mysterious song is coming from.**
- **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 it, and have the students repeat. Give a brief explanation of each card.

Video Words

sing	hear
missing	tap

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 15 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 it, and have the students repeat. Give a brief explanation of each card.

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Animated Alphabet

The Sound and the Furry

Green Words

Ding-Dong	
song	sings
long	singing
sitting	bangs
steps	missing
mopping	getting

Red Words

he	we
are	she

Readles

hear	house
tree	ladder

Word Presentation

Let's practice the special letter group we'll see a lot of in today's story. Play the Animated Alphabet segment for lesson 15 of *Reading Reels for Roots*, or display the key card for "ng." Have the students review the alliterative phrase and practice the sound.

- **Now let's practice reading some words.** Show the video segments from Finger Detective and Sound It Out for lesson 15.
- Select three to five 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, and 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 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.
- Write the words "sitting," "singing," and "mopping" on the board. Underline the letters "ing" in each word. **We sometimes add the letters "_ing" to the end of a word.** Cover the letters "ting" in the word "sitting." **This word is "sit." When we add "_ing"** (Remove your hand.)**, it becomes "sitting." Sitting. That means someone is sitting right now. You are sitting in class.** Repeat the explanation for the words "singing" and "mopping." Use each word in a sentence.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.

Monitor →

- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind the students to say every sound in the Green Words.

Guided Group/Guided Partner Reading

Teacher Shared Story

- Read the first three pages of the story with the students, asking the 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 about the mysterious song by reading with your partner. 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 entire book.
  1. The teacher reads the 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.
  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.

Monitor

- Repeat steps 1–6 for the remainder of the pages. Monitor the partner reading to make sure that the students continue to alternate reading pages and helping one another effectively.

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

Discussion Questions

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

Think-Pair-Share

- Ask the discussion questions listed on the inside back cover of your Shared Story. Have the students use the Think-Pair-Share strategy to discuss and listen to one another's responses. Call on different partnerships to share their answers with the class.
  1. **What does Ann do when she can't figure out where the song is coming from?** *[Ann asks Don if he hears the song too.]*
  2. **Who is singing the song?** *[Miss Sid is singing the song.]*
  3. **What do the children use to get Miss Sid out of the tree?** *[The children use a ladder and a mop.]*
- Discuss with the students whether their predictions were accurate or the book surprised them.
- Choose two students to read for tomorrow's Reading Celebration.
- Close with a quick review of the word wall.

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STaR Words

beaks	hunters
catch	strong

Background Words

birds	shallow
quickly	nest

STaR

STaR story: Beaks!

Written and illustrated by Sneed B. Collard III and Robin Brickman

Summary: *This expository book focuses on the different ways various species of birds use their beaks. Beaks may be large or small, heavy or light, or short or long. Each kind of beak has a different purpose and is best adapted for eating a particular type of food. The book also gives other uses for the beaks, such as digging or building.*

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 "Birds have no teeth."

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 show the students how the story headings tell what is being explained in various parts of the book. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Beaks!* This is an expository text. Remember that expository texts tell us about things that are real. Look at the picture on the cover. What do you think a <u>beak</u> is?** Wait for the students' responses. **That's right! A beak is the hard, outer part of a bird's mouth. Miss Sid is a parrot with a special kind of beak. In today's text, we will learn about many kinds of beaks for many kinds of birds.**
- **Today we will make predictions about the main idea in the text. Making predictions in an expository text is different from making predictions in a story. Why do you think it's important to make predictions in expository texts?** Wait for the students' responses.
- Pages 6 and 7: **This expository text has headings and illustrations to help us understand the information better. A heading tells us what a part of the book is mostly about. The heading on this page is "Hooked beaks tear," and this part talks about eagles because they have hooked beaks. Eagles are <u>hunters</u>. <u>Hunters</u> are people or animals that look for other animals and chase them for food. This illustration shows us what an eagle looks like and what it hunts. What is this eagle doing?** Wait for the students' responses.
- Page 14: **The heading in this part of the book is "A stabbing beak." It talks about herons. Herons are birds that <u>catch</u> and swallow large fish. In this case, to "<u>catch</u>" means to capture. Look at the illustration. Look at how big the fish is compared with the heron.**

- 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
beaks	1	the hard, outer parts of birds' mouths	Parrots have strong *beaks* that help them open seeds.
hunters	6	people or animals that look for other animals and chase them for food	**Picture Walk, page 6**
catch	14	to trap	***Picture Walk, page 14***
strong	14	powerful	Kim is *strong*; she moved the heavy table by herself.

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- 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
bird	1	an animal that has feathers and wings	The *bird* flies around the garden.
shallow	11	not deep	The pool is *shallow*; the water only reaches my knees.
quickly	14	fast	Brian ran across the yard *quickly*.
nest	18	place where eggs are laid and hatched, and then babies are raised	The bird laid its eggs in the *nest*.

This book is about birds. Birds are animals that have wings and feathers. Most birds fly. We have read about birds before. What kind of birds do you know? Invite the students to briefly describe the birds they know. If necessary, prompt them with questions such as: **What color is the bird? What does it eat?**

Birds are some of the animals that make nests. A nest is a place where birds lay and hatch their eggs. The babies stay in the nest, and their parents bring them food. Have you seen a nest? What are nests made of?

Many birds hunt in shallow waters. "Shallow" means not deep. What can you do in shallow water?

Some birds catch fish quickly. "Quickly" means fast. What is something you do quickly?

Interactive Reading

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

Pages 2, 3 **"Beaks" is one of our STaR words. The book says that birds have no teeth, hands, antlers, horns, or spines, but birds have beaks. Beaks are the hard, outer parts of birds' mouths.** Use Think-Pair-Share to ask the students: **What do you think birds use their beaks for?**

Page 3 Pause after reading the text in large print. **This text tells us what this part of the book will be about. We can read this information and use it to predict what the text will be mostly about. Use Think-Pair-Share to ask the students: What do you think this part of the text will be mostly about?** Provide the following sentence stem: **"This part of the text is mostly about** *[how small birds use their beaks]***."**

Think-Pair-Share

Page 5 Use Think-Pair-Share to ask the students: **What do hummingbirds eat? Provide the following sentence stem: "Hummingbirds eat** *[nectar]***."**

Page 6 **"Hunters" is one of our STaR words. The illustration shows an eagle eating a fish. This helps me understand what "hunters" mean. Hunters are animals or people that look for other animals and chase them for food.**

Page 9 Pause after reading the text in large print. Use Think-Pair-Share to ask the students: **What do you think this part of the text will be mostly about?** Provide the following sentence stem: **"This part of the text is mostly about** *[strong beaks]***."**

TPR

Page 11 Use Think-Pair-Share to ask the students: **Where do flamingos search for food?** Provide the following sentence stem: **"Flamingos look for food in** *[the water]***."** Have them repeat the complete answer with you. Invite the students to show you how they would get food if they were flamingos.

Page 14 **The book says that herons are strong birds that can catch large fish. "Strong" and "catch" are two of our STaR words. The illustration shows a heron with a big fish in its beak. This helps me understand what both "strong" and "catch" mean. The heron has to be strong, or powerful, to grab fish and other small animals, and "catch" means to trap.**

Page 15 Use Think-Pair-Share to ask the students: **What do pelicans catch with their beaks?** Provide the following sentence stem: **"Pelicans catch** *[fish with their beaks]***."** Have them repeat the complete answer with you.

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Page 17 Pause after reading the text in large print. Use Think-Pair-Share to ask the students: **What do you think this part of the text will be mostly about?** Provide the following sentence stem: **"This part of the text is mostly about** *[how beaks can show off]***."**

Remind the students that a hornbill was the bird in the story *The Ant and the Elephant*.

Page 18 Use Think-Pair-Share to ask the students: **Why do birds build nests?** Provide the following sentence stem: **"Birds build nests to** *[raise their babies]***."**

Page 21 Use Whole Group Response to ask the students: **Can beaks change colors? When do they change colors?**

Page 22 Use Think-Pair-Share to ask the students: **Why do puffins dive under water?** Provide the following sentence stem: **"Puffins dive under water to** *[to catch small fish]***."** Have the students repeat the complete answer with you. Invite the students to pantomime diving like a puffin.

Page 25 Pause after reading the text in large print. Use Think-Pair-Share to ask the students: **What do you think this part of the text will be mostly about?** Provide the following sentence stem: **"This part of the text is mostly about** *[beaks that change]***."**

Teacher's Note: At another time, you may want to point out the information on pages 28 and 29 to the students and have them discuss it.

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 **sen**tence. 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 and teams.

Random Reporter

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

Team Celebration Points

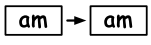
- Award team celebration points to students who successfully share a complete sentence.

STaR Writing

Writing Strategies Bank

Draw a Picture

Draw a Line



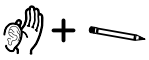
Find and Copy a Word

Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count


Sound Spelling

- 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.
- 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 "strong." My sentence is, "I can carry a big stack of books with my strong arms."**

Suggested strategies:

I	Remember a Word
can	Sound Spelling
carry	Stretch and Count ("car_")
a	Remember a Word
big	Sound Spelling
pile	Write Sounds That You Know ("pl")
of	Remember a Word
books	Stretch and Count ("b_ks")
in	Sound Spelling
my	Remember a Word
strong	Write Sounds That You Know ("strng")
arms	Draw a Picture

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- **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.

Alphie's Questions:

What is one thing birds use their beaks for?

What bird is a hunter?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed…
The student responds in an incomplete sentence. ***peck***	***Good answer. Can you say that in a complete sentence?*** They use their beaks to peck.	If the child is unable to respond in a sentence, model a sentence for him. ***We can say, "They use their beaks to peck."***
The student responds in a complete, but not very elaborate, sentence. ***They use their beaks to peck.***	Good answer. Can you add some details to your sentence? ***Birds use their beaks to peck seeds and eat them.***	If the child is unable to add details, prompt with a question about the sentence. ***What do the birds peck?***

Oral-Language Scoring Rubric

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

Team Celebration

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

Read & Respond

Homework

Have the students read 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.

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Lesson 15

Day 2

You will need:

FastTrack Phonics

Phonics picture cards from section 34*

Cami puppet

Reading Reels for Roots* DVD

Partner Practice Booklet 4

Shared Story

Shared Story 15: *The Mysterious Song*

Reading Reels for Roots* DVD

Reading Celebration certificates

STaR

STaR story: *Beaks!*

Idea tree poster*

Writing Strategies Bank (teacher created)

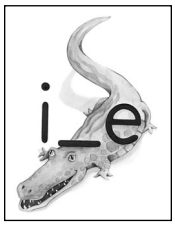
Partner writing books (teacher acquired)

***Not needed for interactive whiteboard users**

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 /i_e/

Say-It-Fast (optional)

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

/b-oa-t/	*boat*	**/h-i-ve/**	*hive*
/i-ce/	*ice*	**/k-i-te/**	*kite*
/f-i-re/	*fire*	**/f-l-igh-t/**	*flight*

Class Review—Sounds and Words

Review sounds—Use the front or back of the key cards to review any sounds that the students do not know instantaneously. Point to or show each card quickly. Review the letter phrases and writing cues for any letters about which the students are hesitant.

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

Partner Practice Booklet 4

Partner Practice

- Ask the students to practice their letter sounds using the top two boxes on the first page of their Partner Practice Booklets. Have them write down any letters or letter groups that they have trouble with in their partner writing books.
- Next ask the students to turn to page 9 in their Partner Practice Booklets, and have them read the words in the top box with their partners. Have partners initial each other's books when each reader has read each word correctly twice. After the students have read the words, have them make up sentences that use the words. This will help the students recognize words in their Partner Practice Booklets as words they already know and use.

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

Monitor

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

Team Celebration Points

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

Quick Erase

- Use the following sequence:

  mine…fine…dine…line…lane…lake…bake…take

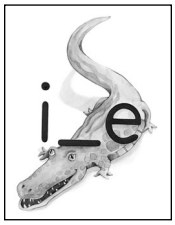
- To add challenge, tell the students what the next word will be, and ask them what letters you should change to make the word, or allow the students to do the writing themselves on mini dry-erase boards or chalkboards.

Hear the New Sound

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

time fine line

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



Key Card

Key picture—Show the students the "i_e" key card. **What do you say when you see this picture?** *[responses]* **That's right. "In a while, crocodile."** Flip the card over so the students can only see the letters "i_e." **What sound do these letters make?** *[/i_e/.]* **Yes, the sound is /i_e → i_e/.**

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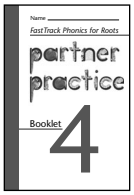
Stretch and Read with the New Sound

With the teacher—We're going to practice reading words with the /i_e/ sound. Write each of the following words on the board, and stretch and read them with the students:

line bike side



Partner Practice Booklet 4

With a partner—Have the students turn to page 9 in their Partner Practice Booklets and read the words in the bottom box together. Monitor the students as they read together. Have partners initial each other's books after each reader has read the words correctly twice. Partners will check each other's work.

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

Write Words and Sentences

Write words—Show the /i_e/ key card, and explain that some of the words the students will write will use the /i_e/ sound. Have the students use Stretch and Spell to write the following words. Use each word in a simple oral sentence, if necessary, to make sure that the students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class stretch and spell the words together.

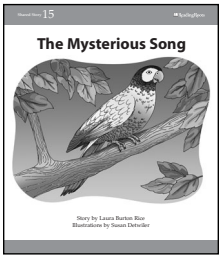
yes late tree

ride bike *drive

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

I can ride a bike.

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence in their partner writing books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone's growing skills.



Shared Story

Story Review

Think-Pair-Share

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

  1. **Why was Ann looking around at the beginning of the story?** *[She heard a noise; she didn't know where it was coming from.]*
  2. **Who was singing the mysterious song?** *[Miss Sid was singing the song.]*
  3. **How did the children get Miss Sid out of the tree?** *[They used a mop to get her out.]*

Partner Word and Sentence Reading

- Have the students sit with their assigned partners.
- Distribute the Shared Stories, and have partners take turns reading the words and sentences on the inside front cover.

Monitor

- 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.

Partner Reading

- Complete Day 1 Guided Partner Reading if necessary, and then have the students practice reading the entire story with partners.

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 that their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind the students to sound out words that they find difficult. Model partner helping as needed. Have the students reread the page until they read every word accurately.
- 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.

Team Celebration Points

- Award team celebration points to students who read a page with perfect accuracy.

Partner Story Questions

- Have the students turn to the inside back cover of the Shared Story. Discuss and model how the students will read and answer the comprehension statements and questions with their partners. Model writing an answer with the class before the students begin writing individually. Do not complete the activities as a class.

Monitor

- Circulate to monitor partner work.

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.

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Team Celebration Points

- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 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 15.

- *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 text?** *[The title is* Beaks!*]* **What is this book mostly about?**

What do birds use their <u>beaks</u> for? *[Birds use their beaks to get food.]* **Have you ever seen a bird use its <u>beak</u> to get food? How did it use its beak?**

Display page 3. **What can a <u>bird</u> use its beak for?**

Why are eagles considered <u>hunters</u>? [*Eagles are hunters because they chase other animals for food.]* **Have you ever seen a hunter go after food? Who was the hunter?**

How is an eagle's <u>beak</u> different from other birds' <u>beaks</u>? *[An eagle's beak is designed to help eagles eat flesh.]* **Have you ever seen an eagle? Where did you see it?**

Display page 11. **Why do flamingos stand in <u>shallow</u> water?**

How do you know herons are strong? *[Herons are <u>strong</u> because they can catch big fish and other animals.]* **Have you ever done something that shows you are strong? What did you do?**

Display page 14. **What is something birds have to do <u>quickly</u>? What is something you do <u>quickly</u>?**

What birds <u>catch</u> fish? *[Pelicans <u>catch</u> fish with their beaks.]* **Have you ever seen a bird <u>catch</u> something with its beak? What did it <u>catch</u>?**

Display page 18. **Why do birds build <u>nests</u>? What other animals build <u>nests</u>?**

How does evolution affect beaks? *[Evolution causes beaks to change.]*

Structure Review

Idea Tree

- Display and review the idea tree. Tell the students that each branch tells us important details of the text.
- Guide the students in identifying the big topic and main ideas of the text. **Remember when we read the book *Birds* we learned a lot of information about birds. We put the important parts of the text on an idea tree to help us remember information from the text. Today we'll use an idea tree to help us remember important parts of the book *Beaks!***
- **Let's think about the big topic of the book.** Use Whole Group Response to ask the students: **What is this book mostly about?** Wait for the students' responses. **Yes, the book is mostly about birds' beaks. So we can write "birds' beaks" on the trunk of the idea tree.**
- Help the students to list the book's main ideas, using pages from the text as prompts. **Now we can think about some of the main ideas about birds' beaks.** Add the main ideas to the branches on the tree as the students discuss each topic.

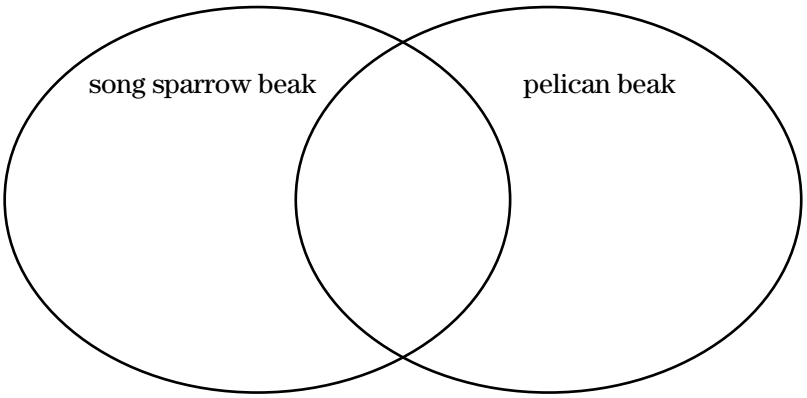
Pages 3–7	How beaks work
Pages 8–10	How beaks are made
Pages 12–16	How birds use their beaks to get food from the water
Pages 17–19	What beaks are used for besides getting food
Pages 21–27	How beaks change

- Review the idea tree, rereading the topic and main ideas with the students.

Retell

- Expand understanding about story 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 to remember a story or text. Display a Venn diagram. Explain the graphic organizer, telling the students what should go in each part. Label one circle "song sparrow beak" and the other circle "pelican beak."

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- Ask the students to talk in their groups about what they remember about each subject. Use Random Reporter to have the students share their answers. Fill in the appropriate circles as the students respond.

Random Reporter

- Ask the students to talk in their groups about what they remembered that was the same about both subjects. Use Random Reporter to have the students share their answers. Fill in the overlapping parts of the circles as the students respond.
- Summarize the similarities and differences. *[Song sparrow beaks and pelican beaks are the same because they are both used to eat food. They are different because song sparrow beaks are small and pointed, but pelican beaks are big and round at the end.]*

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.

  What are small beaks used for?

  How heavy is a toucan's beak?

  Why does a skimmer's beak look like an accident?

  How do hornbills use their beaks to attract mates?

  Why do beaks change over time?

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 idea tree their sentences relate.

Random Reporter

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

Team Celebration Points

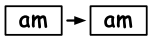
- Award team celebration points to students who successfully share a complete sentence.

STaR Writing

Writing Strategies Bank

Draw a Picture

Draw a Line



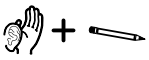
Find and Copy a Word

Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count


Sound Spelling

- Explain to the students that they will now write sentences about their favorite parts of the story.
- Review the writing strategies that you have already introduced as you model writing a complete sentence with one of the words. **My sentence will be, "I like the part when eagles use their talons to catch prey."**

Suggested strategies:

I	Remember a Word
like	Say-Spell-Say
the	Remember a Word
part	Write Sounds That You Know ("prt")
when	Write Sounds That You Know ("wen")
eagles	Find and Copy a Word
use	Draw a Line
their	Remember a Word
talons	Sound Spelling
to	Remember a Word
catch	Sound Spelling
prey	Stretch and Count ("pr_")

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- 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 writing notebooks. Circulate as they write, discussing the strategies that the students have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used the strategies that you have introduced. Display the writing on a special writing celebration bulletin board.

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.

Alphie's Questions:

What birds catch fish with their beaks?

How can you tell a bird is strong?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed…
The student responds in an incomplete sentence. ***herons***	Good answer. Can you say that in a complete sentence? ***Herons catch fish with their beaks.***	If the child is unable to respond in a sentence, model a sentence for him. ***We can say, "Herons catch fish with their beaks."***
The student responds in a complete, but not very elaborate, sentence. ***Herons catch fish with their beaks.***	Good answer. Can you add some details to your sentence? ***Herons stab their beaks into the water to catch fish.***	If the child is unable to add details, prompt with a question about the sentence. ***How do herons use their beaks to catch fish?***

Oral-Language Scoring Rubric

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

Team Celebration

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

Read & Respond

Homework

Have the students read 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.

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Lesson 15

Day 3

You will need:

FastTrack Phonics

Phonics picture cards from section 35*

Alphie puppet

Reading Reels for Roots* DVD

Letter-Blending Cards*

Partner Practice Booklet 4

Green index cards, paper, or tagboard*

Shared Story

Shared Story 15: *The Mysterious Song*

Reading Reels for Roots* DVD

Adventures in Writing

Shared Story: *The Mysterious Song*

Writing Strategies Bank (teacher created)

Partner writing books (teacher acquired)

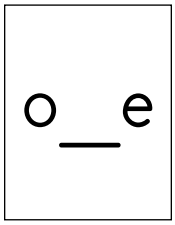
***Not needed for interactive whiteboard users**

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 /o_e/

Break-It-Down

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

hopes	*/h-o-pe-s/ (4)*	**boat**	*/b-oa-t/ (3)*
coach	*/c-oa-ch/ (3)*	**cone**	*/c-o-ne/ (3)*
goat	*/g-oa-t/ (3)*	**hose**	*/h-o-se/ (3)*

Animated Alphabet

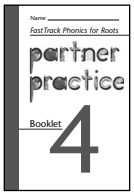
Class Review—Sounds and Words

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

Review sounds—Use the front or back of the key cards to review any sounds that the students do not know instantaneously. Point to or show each card quickly. Review the letter phrases and writing cues for any letters about which the students are hesitant.

Model Stretch and Read—Stretch and read the words below. Use the finger detective to cover the word's ending or break the word into parts.

mixed **keeping** **skate**



Partner Practice Booklet 4

Partner Practice—Sounds and Words

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

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

Monitor

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

Team Celebration Points

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

Quick Erase

- Use the following sequence:

  tide…time…lime…dime…dine…mine…line…lane…cane

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

Hear the New Sound

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

bone **pole** **joke**

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

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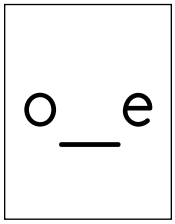


Key Card

Key picture—Show the key card for "o_e." **Let's look at this picture card to learn more about our sound for the day. This is a picture of a telephone. I can use this telephone to call someone at home. I can phone home. "Phone home." Let's say that sentence together.** *[responses]* Say each word in the phrase, and ask the students to repeat each one. Stretch the /o_e/ sound in each word.

Introduce the Letter Group

Animated Alphabet

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

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

  /o_e → o_e/ "Phone home." "o dash e"

- Post the picture side of the key card for "o_e" in the letter-group frieze.

Stretch and Read with the New Sound

Interactive Whiteboard Users

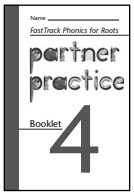
Method varies

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

bone cone rope

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.**



Partner Practice Booklet 4

With a partner—Have the students turn to page 10 in their Partner Practice Booklets and read the words in the bottom box together. Partners will check each other's work.

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

Team Celebration Points

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

o_e

Write Letters and Words

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

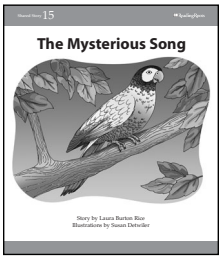
/a_e/ as in cake	**/ee/** as in tree	**/th/** as in thin
/i/ as in insect	**/y/** as in yarn	**/o_e/** as in home

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

home **note** **rode**

pole **robe** ***joke**

Teacher's Note: If the students spell "joke" using a "c," tell them they did hear the right sound, and ask them to write it using another letter that also makes the /k/ sound.



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 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 that can be used to sound out difficult words or to read sight words.

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Partner Reading

Focus on Fluency

Reading Smoothly with Expression

- **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

- Monitor the students as they participate in partner reading. Make sure that the students are taking turns, retelling, and reading with expression.
- 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 Guided Group Rereading of the story. Focus on reading the story with rich expression. Celebrate by leading a class cheer. Choose two students to read for tomorrow's Reading Celebration.

Between the Lions

- Show the second *Between the Lions* segment for lesson 15.

STaR

Vocabulary Review: Silly or Sensible?

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

Think-Pair-Share

- 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 (i.e., wiggling fingers, flopping their wrists, etc.) if the sentence is silly.
- Call on a student to share his or her answer. If the sentence is silly, be sure to ask the student to tell why.
- Review word meanings with examples and definitions as necessary.

1. Ryan rides an **ant** to school every day. *[silly]*
2. The eagle is a **hunter** that only eats plants and seeds. *[silly]*
3. My soccer uniform is very **clean** after a game, with mud and grass stains all over it. *[silly]*
4. The **breeze** blew Sofia's hair into her eyes. *[sensible]*
5. Juan always wears a **raincoat** when the sun is shining and takes it off when it starts to rain. *[silly]*
6. The swimming pool is so **shallow** that the water reaches Noah's forehead. *[silly]*
7. **Giraffes** are animals that don't have a neck. *[silly]*
8. Pelicans are very good at **catching** fish. *[sensible]*
9. The elephant uses its **trunk** to walk. *[silly]*
10. After the big rainstorm, there were many **puddles** in the park. *[sensible]*

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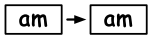
Adventures in Writing

Writing Strategies Bank

Draw a Picture

Draw a Line



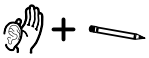
Find and Copy a Word

Write Sounds That You Know

Remember a Word

Say-Spell-Say

Stretch and Count


Sound Spelling

Prewriting

- Briefly review *The Mysterious Song* to remind the students how the story ended and to introduce the writing assignment. **We have been reading a mystery about a song. In our story, Ann, Don, and Ann's mom heard a song, but they did not know who was singing the song. We found out when we read the story that Miss Sid was singing the song. A clue that helped us figure out who was singing the song was when Tim ran by and said that Miss Sid was missing. Today we are going to write a paper that begins with the topic sentence, "It was a mystery!"** Write the topic sentence on the board. **Our paper will tell another ending to the mystery about the mysterious song. Then we will write clues that others will have to use to guess what the new ending is.**

- Generate a class list of alternate endings to the story, modeling writing strategies as needed. **First let's think about different endings to this story. Pretend that it was not Miss Sid singing the song. Where could the song have been coming from?** Allow the students to brainstorm with their partners for a few minutes. Then call on volunteers to provide ideas. As the students share their ideas, list them on the board under the heading "Different endings," modeling writing strategies as needed.

  Possible Responses:

  The ice cream man was singing the song.

  A radio was playing the song.

  Kids on the corner were singing the song.

- Invite the students to think of clues that could help someone to figure out the new ending for one of the ideas generated. **Now you need to think of some clues to help someone figure out the ending. I will write some clues for the ending "The ice cream man was singing the song."**
- Model using strategies from the Writing Strategies Bank as you record the students' responses.

Suggestions:

ringing bell	Sound Spelling
sticky steps	Stretch and Count ("stick_ steps")
ice cream truck around the corner	Draw a Picture

- **Now we are ready to write. First, we will write the topic sentence. Then, we will write a sentence that tells a clue. Finally, we will solve our mystery by writing a sentence that tells who was singing the mysterious song.**
- **Let me show you what that looks like. First, I will copy the topic sentence.** Model copying the topic sentence on a blank space on the board. **After my topic sentence "It's a mystery!" I am going to write a sentence that gives a clue. My sentence is, "A bell was ringing, and I stepped into some sticky ice cream."** Write this sentence on the board. **Then, I will write a sentence that solves the mystery. My sentence is, "The ice cream man was singing the song."** Write this sentence on the board.
- Model using strategies from the Writing Strategies Bank as needed as you write your sentences.

Partner Planning

- Assign an ending from the list of different endings to each partnership. Have partners make a list of clues for their ending. Encourage the students to use the Writing Strategies Bank as needed.
- Have the students copy the topic sentence at the top of their pages, or let them create their own topic sentences with their partners. Then give them a few minutes to discuss and decide what they want to write.

Writing

- Have the students write a new ending to the story by writing a sentence that gives one or more clues and a final sentence that tells who was singing the song.
- 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.

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- 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 Sound Spelling in Writing	The students should be able to use sound spelling successfully for words composed of sounds that have been introduced in FastTrack Phonics.
Uses a Variety of Writing Strategies	The students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. The students comfortably use other strategies from the Writing Strategies Bank when needed.
Expresses Ideas	The students should be able to use the information from the board and that generated during partner discussion to create their sentences.
Writes with Quality and Quantity	The students must write at least three sentences for this assignment: a topic sentence, a sentence that provides a clue, and a sentence that tells the answer. Quality clues will lead the reader to guess the correct answer.

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, but only the topic sentence and the sentence that gives the clue. After the student has read the clue, the other team members can try to guess who was singing the song. Then the student can read his or her last sentence that tells who is singing. 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 their clues and hearing guesses 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. Display their work on the 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.

Team Celebration Points

- 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.

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)*

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.

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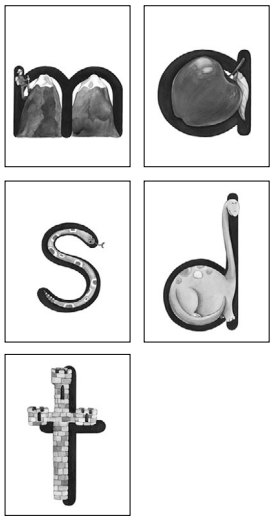
Optional Review Lesson 1

You will need:

Photocopy of FTP Worksheet for Optional Review Lesson 1
Phonics picture cards from sections 1–5



Key Cards

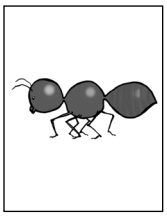
Review of /m/, /a/, /s/, /d/, and /t/

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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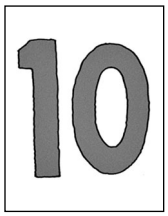
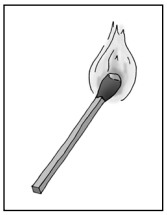


ten

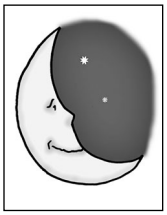
ax

tiger

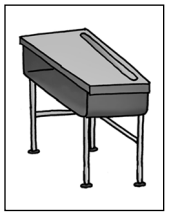


match

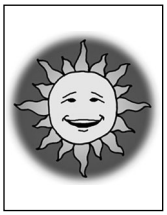
door



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/	*ate*	**/b-u-s/**	*bus*
/a-m/	*am*	**/d-o-g/**	*dog*
/a-dd/	*add*	**/s-oa-p/**	*soap*

Break-It-Down

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

bed	*b-e-d*	**cat**	*c-a-t*
made	*m-a-de*	**soap**	*s-oa-p*
ten	*t-e-n*		

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.

Students' Words

Think-Pair-Share

- 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.

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FastTrack Phonics **Worksheet** **Optional Review Lesson 1**

a • d • s •

t • m • a •

d • s • t •

FastTrack Phonics **Worksheet** **Optional Review Lesson 1**

a • d • s •

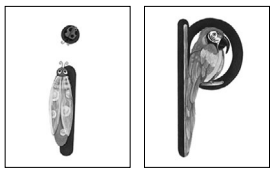
t • m • a •

d • s • t •

Optional Review Lesson 2

You will need:

Photocopy of FTP Worksheet for Optional Review Lesson 2
Phonics picture cards from sections 6 and 8


Key Cards

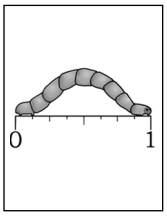
Review of /i/ and /p/

Alphabet Wall Frieze Review

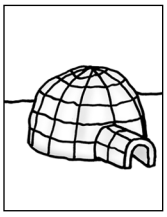
- Point to each key card in the wall frieze, and ask the students to name each picture.

Hear Sounds

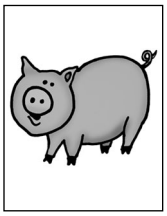
- Show each phonics picture card, name the picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word.

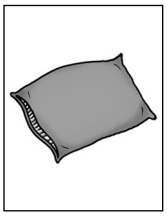


inch


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

Think-Pair-Share

- Use Think-Pair-Share to have the students share words that begin with /i/. After the students have answered, continue with the sound /p/.

i

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.

p

- Repeat for "p." Have partners check each other's work.

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FastTrack Phonics **Worksheet** **Optional Review Lesson 2**

m • i • s •

p • a • i •

a • p • d •

i • t • p •

FastTrack Phonics **Worksheet** **Optional Review Lesson 2**

m • i • s •

p • a • i •

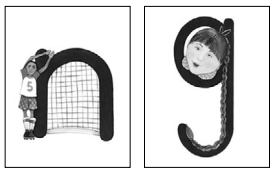
a • p • d •

i • t • p •

Optional Review Lesson 3

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

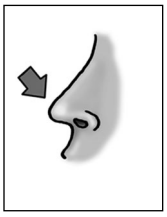
- Point to each key card in the wall frieze, and ask the students to name each picture.

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.

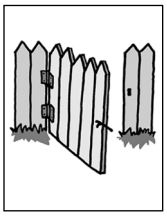
nails

nine



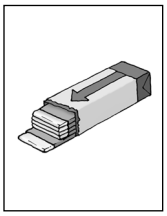
nose

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	*/g-u-m/*	**nest**	*/n-e-s-t/*
pig	*/p-i-g/*	**nice**	*/n-i-ce/*
bag	*/b-a-g/*	**sun**	*/s-u-n/*

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.

Students' Words

Think-Pair-Share

- 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

g

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.

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FastTrack Phonics **Worksheet** **Optional Review Lesson 3**

n •	+ •	g •	n •
s •	g •	p •	g •
g •	i •	n •	a •

FastTrack Phonics **Worksheet** **Optional Review Lesson 3**

n •	+ •	g •	n •
s •	g •	p •	g •
g •	i •	n •	a •

Optional Review Lesson 4

You will need:

Photocopy of FTP Worksheet for Optional Review Lesson 4
Phonics picture cards from section 9

Key Card

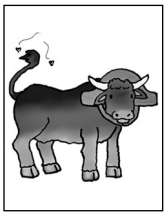
Review of /o/

Alphabet Wall Frieze Review

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

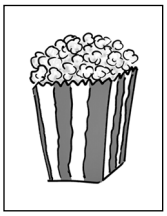
Hear Sounds

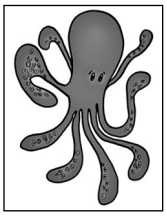
- Show each phonics picture card below. Name each picture, and ask the students to say the name after you. Then cue the students to tell you the initial sound in each word. Select the following cards from section 10. Mix the cards before you present them.


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/	*Don*	**/t-o-p/**	*top*
/m-o-m/	*mom*	**/p-o-t/**	*pot*
/m-o-p/	*mop*	**/p-o-p/**	*pop*

Break-It-Down

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

dot	*/d-o-t/*	**Tom**	*/T-o-m/*
got	*/g-o-t/*	**rod**	*/r-o-d/*
jog	*/j-o-g/*	**log**	*/l-o-g/*

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.

Students' Words

Think-Pair-Share

- 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.

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FastTrack Phonics **Worksheet** **Optional Review Lesson 4**

o • t • o • n • o • i • o • p • m •

FastTrack Phonics **Worksheet** **Optional Review Lesson 4**

o • t • o • n • o • i • o • p • m •

Optional Review Lesson 5

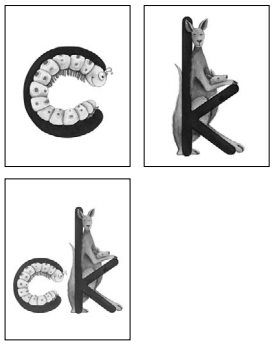
You will need:

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.

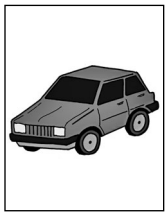


Key Cards

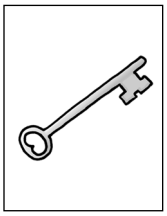
Hear Sounds

- 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.

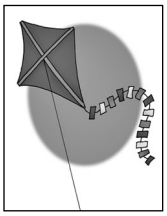
cake



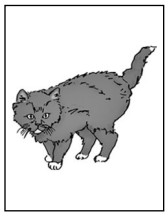
car



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.

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FastTrack Phonics **Worksheet** **Optional Review Lesson 5**

i • k • p •
c • n • k •
o • k • c •
c • g • ck •

Nick kit cap
cat sock lock

FastTrack Phonics **Worksheet** **Optional Review Lesson 5**

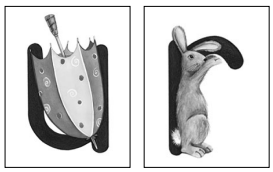
i • k • p •
c • n • k •
o • k • c •
c • g • ck •

Nick kit cap
cat sock lock

Optional Review Lesson 6

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

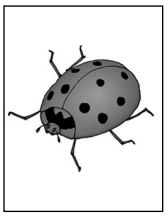
- Point to each key card in the wall frieze, and ask the students to name each picture.

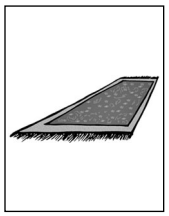
Hear Sounds

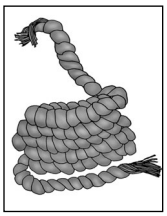
- Show each phonics picture card below. Name each picture, and ask the students to say the name after you. Then cue the students to tell you the initial or medial sound in each word. Select the following cards. Mix the cards before you present them.

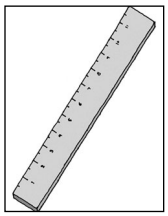
umbrella

under

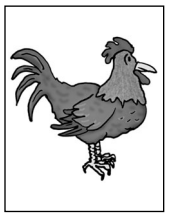

bug


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/	*red*	**/r-o-ck/**	*rock*
/r-a-t/	*rat*	**/t-u-g/**	*tug*
/t-u-ck/	*tuck*	**/r-u-g/**	*rug*

Break-It-Down

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

up	*/u-p/*	**luck**	*/l-u-ck/*
us	*/u-s/*	**fun**	*/f-u-n/*
run	*/r-u-n/*	**nut**	*/n-u-t/*

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."

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FastTrack Phonics **Worksheet** **Optional Review Lesson 6**

r •	u •	c •	r •
u •	r •	i •	m •
run	nut	bug	
rug	gum	mud	

FastTrack Phonics **Worksheet** **Optional Review Lesson 6**

r •	u •	k •	u •
u •	r •	i •	m •
run	nut	bug	
rug	gum	mud	

Optional Review Lesson 7

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/

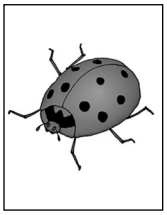
Alphabet Wall Frieze Review

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

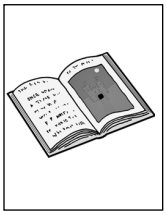
Hear Sounds

- 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.

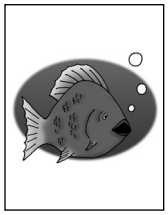
bus



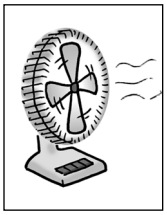
bug



book

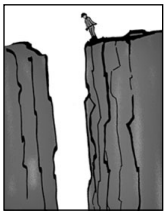


fish



fan

echo



edge

eggs

Say-It-Fast

- Have Alphie say each of the words below in Alphie 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

Think-Pair-Share

- 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/.

b

r

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**

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FastTrack Phonics **Worksheet** **Optional Review Lesson 7**

s •	e •	b •	
b •	f •	e •	
r •	f •	a •	
b •	e •	e •	
bet	fed	bed	
fan	beg	egg	

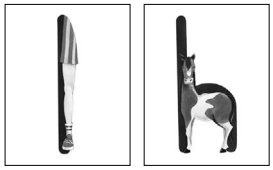
FastTrack Phonics **Worksheet** **Optional Review Lesson 7**

s •	e •	b •	
b •	f •	e •	
r •	f •	a •	
b •	e •	e •	
bet	fed	bed	
fan	beg	egg	

Optional Review Lesson 8

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

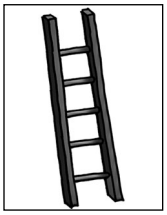
- Point to each key card in the wall frieze, and ask the students to name each picture.

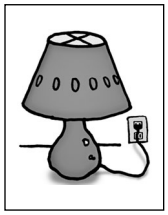
Hear Sounds

- 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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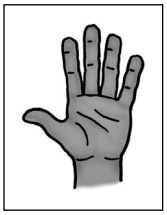
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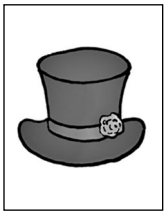
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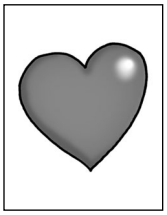
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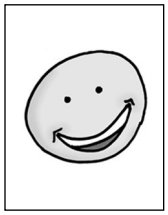
happy

Say-It-Fast

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

/h-ea-d/	*head*	**/l-ea-f/**	*leaf*
/h-a-d/	*had*	**/l-a-ke/**	*lake*
/l-e-t/	*let*	**/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**

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FastTrack Phonics **Worksheet** **Optional Review Lesson 8**

h •	l •	f •
l •	h •	l •
t •	h •	d •
h •	p •	l •
hen	leg	hat
lock	hid	luck

FastTrack Phonics **Worksheet** **Optional Review Lesson 8**

h •	l •	f •
l •	h •	l •
t •	h •	d •
h •	p •	l •
hen	leg	hat
lock	hid	luck

Optional Review Lesson 9

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

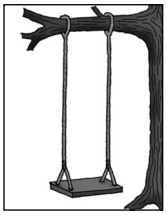
- Point to each key card in the wall frieze, and ask the students to name each picture.

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/	*ding*	**/s-o-ng/**	*song*
/d-o-ng/	*dong*	**/k-i-ng/**	*king*
/r-u-ng/	*rung*	**/r-i-ng/**	*ring*

Break-It-Down

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

sing	*/s-i-ng/*	**rang**	*/r-a-ng/*
song	*/s-o-ng/*	**bang**	*/b-a-ng/*
thing	*/th-i-ng/*	**sang**	*/s-a-ng/*

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

Think-Pair-Share

- Use Think-Pair-Share to have the students share words that have the /ng/ sound.

_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**

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FastTrack Phonics **Worksheet** **Optional Review Lesson 9**

n •	ng •	i •	sang	ring	rang
ng •	+ •	h •	king	song	long
l •	ng •	g •			
e •	r •	ng •			

FastTrack Phonics **Worksheet** **Optional Review Lesson 9**

n •	ng •	i •	sang	ring	rang
ng •	+ •	h •	king	song	long
l •	ng •	g •			
e •	r •	ng •			

Optional Review Lesson 10

You will need:

Photocopy of FTP Worksheet for Optional Review Lesson 10
Phonics picture cards from section 21

Key Card

Review of /sh/

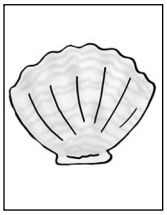
Alphabet Wall Frieze Review

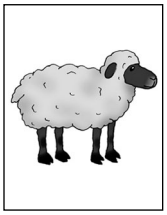
- Point to each key card in the wall frieze, and ask the students to name each picture.

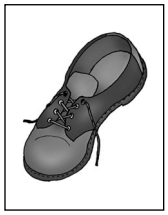
Hear Sounds

- 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

Think-Pair-Share

- Use Think-Pair-Share to have the students share words that begin or end with /sh/.

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.

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FastTrack Phonics **Worksheet** **Optional Review Lesson 10**

i •	p •	sh •	
sh •	u •	sh •	
ng •	sh •	l •	
sh •	a •	ng •	
ship	shot	fish	
dish	shell	rush	

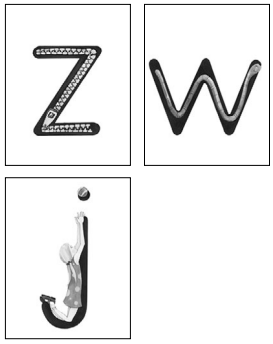
FastTrack Phonics **Worksheet** **Optional Review Lesson 10**

i •	p •	sh •	
sh •	u •	sh •	
ng •	sh •	l •	
sh •	a •	ng •	
ship	shot	fish	
dish	shell	rush	

Optional Review Lesson 11

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/

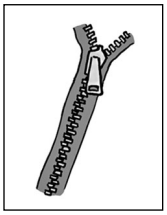
Alphabet Wall Frieze Review

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

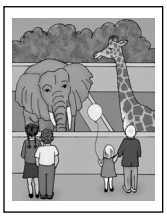
Hear Sounds

- 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.

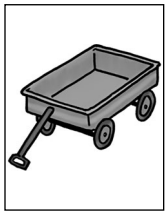
zebra



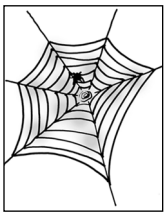
zipper



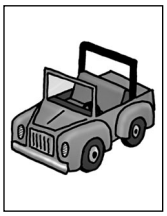
zoo



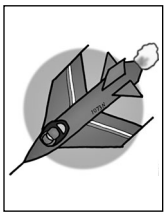
wagon



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.

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FastTrack Phonics **Worksheet** **Optional Review Lesson 11**

w •	z •	j •	
z •	ng •	z •	
sh •	w •	j •	
j •	r •	w •	
wet	jam	zip	
zap	wing	jog	

FastTrack Phonics **Worksheet** **Optional Review Lesson 11**

w •	z •	j •	
z •	ng •	z •	
sh •	w •	j •	
j •	r •	w •	
wet	jam	zip	
zap	wing	jog	

Optional Review Lesson 12

You will need:

Photocopy of FTP Worksheet for Optional Review Lesson 12
Phonics picture cards from section 24

Key Card

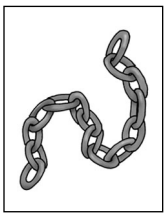
Review of /ch/

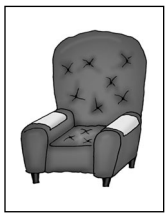
Alphabet Wall Frieze Review

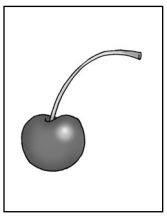
- Point to each key card in the wall frieze, and ask the students to name each picture.

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*	**/m-u-ch/**	*much*
/ch-o-p/	*chop*	**/ch-ea-p/**	*cheap*
/ch-e-ck/	*check*	**/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/*	**chin**	*/ch-i-n/*
rich	*/r-i-ch/*	**chat**	*/ch-a-t/*
pitch	*/p-i-tch/*	**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.

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FastTrack Phonics **Worksheet** **Optional Review Lesson 12**

a •	ch •	ng •	
ch •	z •	ch •	
b •	ch •	sh •	
ch •	w •	m •	
chip	chug	rich	
chop	chin	much	

FastTrack Phonics **Worksheet** **Optional Review Lesson 12**

a •	ch •	ng •	
ch •	z •	ch •	
b •	ch •	sh •	
ch •	w •	m •	
chip	chug	rich	
chop	chin	much	

Optional Review Lesson 13

You will need:

Photocopy of FTP Worksheet for Optional Review Lesson 13
Phonics picture cards from section 28

Key Card

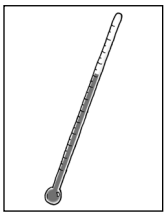
Review of /th/

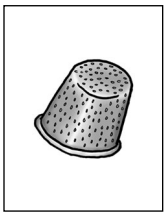
Alphabet Wall Frieze Review

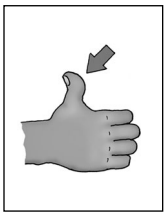
- Point to each key card in the wall frieze, and ask the students to name each picture.

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/	*this*	**/p-a-th/**	*path*
/th-a-t/	*that*	**/b-a-th/**	*bath*
/th-e-n/	*then*	**/m-a-th/**	*math*

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

Think-Pair-Share

- Use Think-Pair-Share to have the students share words that begin or end with /th/.

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.

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FastTrack Phonics **Worksheet** **Optional Review Lesson 13**

ck •	th •	g •	
th •	h •	k •	
i •	th •	e •	
n •	p •	th •	
this	that	path	
math	thing	bath	

FastTrack Phonics **Worksheet** **Optional Review Lesson 13**

ck •	th •	g •	
th •	h •	k •	
i •	th •	e •	
n •	p •	th •	
this	that	path	
math	thing	bath	

Optional Review Lesson 14

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

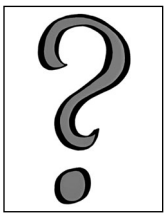
- Point to each key card in the wall frieze, and ask the students to name each picture.

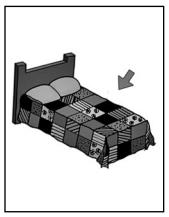
Hear Sounds

- 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/	*queen*	**/qu-i-ck/**	*quick*
/qu-i-t/	*quit*	**/qu-i-e-t/**	*quiet*
/qu-a-ck/	*quack*	**/qu-a-ke/**	*quake*

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/.

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.

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FastTrack Phonics **Worksheet** **Optional Review Lesson 14**

i •	qu•	u •	qu•	o •	qu•	
quit	quiz	quick	quip	quack	quilt	

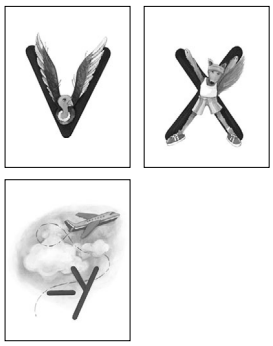
FastTrack Phonics **Worksheet** **Optional Review Lesson 14**

i •	qu•	u •	qu•	o •	qu•	
quit	quiz	quick	quip	quack	quilt	

Optional Review Lesson 15

You will need:

Photocopy of FTP Worksheet for Optional Review Lesson 15
Phonics picture cards from sections 26, 27, and 30



Key Cards

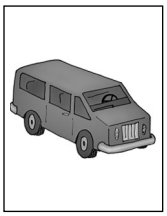
Review of /v/, /x/, and /y/

Alphabet Wall Frieze Review

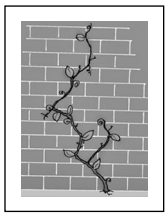
- Point to each key card in the wall frieze, and ask the students to name each picture.

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.

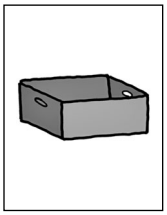


van



vine

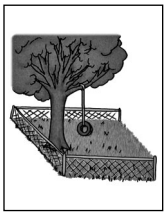
vase



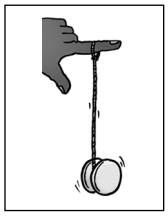
box

ox

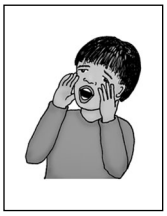
six



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	*/v-e-t/*	**yes**	*/y-e-s/*
dove	*/d-o-ve/*	**yell**	*/y-e-ll/*
vine	*/v-i-ne/*	**six**	*/s-i-x/*

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/.

V

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.

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FastTrack Phonics **Worksheet** **Optional Review Lesson 15**

v •	x •	y •
x •	b •	x •
v •	y •	qu •
y •	e •	v •
van	fox	yell
yes	vet	six

FastTrack Phonics **Worksheet** **Optional Review Lesson 15**

v •	x •	y •
x •	b •	x •
v •	y •	qu •
y •	e •	v •
van	fox	yell
yes	vet	six

Graphemes

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

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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	Shake your legs and point to them.
walking to the zoo	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.

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.

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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 Group Phrases

Letter(s)	Phrase	Lesson
ng	Bring the king a ring.	8
sh	Sherry shines her shoes.	9
ch	The chipmunk chooses cheese.	10
th	Theo has a thimble on his thumb	11
a_e	Bake a cake.	13–14
ee	See the tree?	14
i_e	In a while, crocodile	15
o_e	Phone home.	15–16
oo	Zoom to the moon	17
ar	Start the car.	17–18
c	City mice on ice	18
ou	Shout it out.	19
ay	May I play?	19–20
ea	Time for tea	21
or	Corn for the horse	21–22
ie	Tie your tie.	22
–y	Silly, happy puppy	23
oy	Boy with a toy	23–24
er	Bigger batter	25
ue	Blue glue	25–26
ai	Train in the rain	26
igh	Bright light	27
ow	Blow the snow.	27–28
aw	I saw a seesaw.	29–30
oi	Little voice, big voice	30
oa	Goat in a boat	31
ur	Nurse with a purse	31–32
ow	Brown cow	33
oo	Look for a book.	33–34
u_e	Huge cube	34
ir	Girl in a whirl	35
_y	Fly in the sky.	35–36
ph	Photo of Alphie	37
ge dge	Large badge	37–38
tch	Pitch and catch	38
ew	New stew	39

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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)

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Shared Story and STaR Story

Title List

Level 1

Lesson	Shared Story	STaR Story	Author
1		*Are You My Mother?*	P. D. Eastman
2		*There's an Alligator Under My Bed*	Mercer Mayer
3		*Bringing the Rain to Kapiti Plain*	Verna Aardema
4	*Show and Tell*	*How to Be a Good Dog*	Gail Page
5	*A Card for Dad*	*Sophie and the Mother's Day Card*	Kaye Umansky
6	*Miss Sid Meets Sad Sam*	*Birds*	Caroline Arnold and Patricia J. Wynne
7	*The Ice Cream Man*	*Ice Cream: The Full Scoop*	Gail Gibbons
8	*Pit-Pat*	*Six-Dinner Sid*	Inga Moore
9	*A Game of Tag at the Farm*	*Come Out and Play*	Maya Ajmera and John D. Ivanko
10	*The Painters*	*Jamaica Louise James*	Amy Hest
11	*The Costume Party*	*The Costume Party*	Victoria Chess
12	*Kim's Visit*	*The Relatives Came*	Cynthia Rylant
13	*The Field Trip*	*The Ant and the Elephant*	Bill Peet
14	*The Rainy Day*	*Mud Puddle*	Robert Munsch and Sami Suomalainen
15	*The Mysterious Song*	*Beaks!*	Sneed B. Collard III and Robin Brickman

Level 2

Lesson	Shared Story	STaR Story	
16	*The Class Trip*	*Farmer Duck*	Martin Waddell and Helen Oxenbury
17	*Bug Alert!*	*Head Louse*	Karen Hartley, Chris Macro, and Philip Taylor
18	*Fang*	*Buster*	Denise Fleming
19	*The Pest in the Tent*	*Let's Go Camping!*	Brody Coleson
20	*May I Borrow Your Ice Cream?*	*Let's Be Friends Again!*	Hans Wilhelm
21	*The Noisy Morning*	*Bear Snores On*	Karma Wilson
22	*Hiccups*	*The Tortoise and The Hare*	An Aesop fable adapted by Janet Stevens
23	*Fish in Class*	*What's It Like to Be a Fish?*	Wendy Pfeffer and Holly Keller
24	*Late!*	*The Grouchy Ladybug*	Eric Carle
25	*And Then What Happened?*	*Cloudy With a Chance of Meatballs*	Judi Barrett

Level 3

Lesson	Shared Story	STaR Story	Author
26	*Let's Go Fishing*	*Dear Mr. Blueberry*	Simon James
27	*The Camping Trip*	*The Three Billy Goats Gruff*	Paul Galdone
28	*Is There an Alligator in the Pond?*	*Trosclair and the Alligator*	Peter Huggins
29	*Leaves Fall*	*Trees Around the World*	Lucy Wilson
30	*Cupcakes*	*Baking a Wonderful Wacky Cake*	Catalina Castillo
31	*Ride a Bike*	*Vera Rides a Bike*	Vera Rosenberry
32	*Home with a Cold*	*The Big Snow*	Berta and Elmer Hader
33	*Slippery Steps*	*Callie Cat, Ice Skater*	Eileen Spinelli
34	*The Ice Storm*	*"On a Night of Snow"*	A poem by Elizabeth Coatsworth
35	*Did That Tree Eat My Kite?*	*Dear Tooth Fairy*	Alan Durant
36	*Who Is Wilfred?*	*Extra! Extra! Writing a Newspaper Article*	Jack Gallagher
37	*Planting Seeds in May*	*Camille and the Sunflowers*	Laurence Anholt

Level 4

Lesson	Shared Story	STaR Story	Author
38	*The Land of the Midnight Sun*	*Living in the Arctic*	Allan Fowler
39	*The Three Wishes*	*Sausages*	Jessica Souhami
40	*The Artists of Benin City*	*Crafting Fun for a Rainy Day*	Kwami Conteh
41	*Anansi, the Spider*	*Rehema's Journey*	Barbara A. Margolies
42	*A Farm in China*	*The Empty Pot*	Demi
43	*Woo Zen, a Cinderella Story*	*Er-lang and the Suns*	Tony Guo, Euphine Cheung, and Karl Edwards
44	*A Trip to the Inca Kingdom*	*We're from Brazil*	Emma Lynch
45	*The Magic Lake*	*At Home in the Rain Forest*	Diane Willow
46	*Pen Pals in the U.S.A.*	*Country Kid, City Kid*	by Julie Cummins
47	*How Turtle Flew South for the Winter*	*What Is in the Ocean?*	by Kathleen Collins
48	*Paul Bunyan's Pancakes*	*Pecos Bill*	by Bill Balcziak

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Shared Story

Skills

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	*Show and Tell*	Previewing Understanding the concept of a sentence Using periods at the end of sentences
5	t	*A Card for Dad*	Using periods correctly
6	i	*Miss Sid Meets Sad Sam*	Recognizing exclamation points Recognizing question marks
7	n	*The Ice Cream Man*	
8	p	*Pit-Pat*	Predicting Adding "s" to third person verbs
9	g	*A Game of Tag at the Farm*	
10	o	*The Painters*	
11	c	*The Costume Party*	Understanding the use of quotation marks
12	k, ck	*Kim's Visit*	
13	_nt, _nd	*The Field Trip*	
14	u	*The Rainy Day*	
15	ng	*The Mysterious Song*	Adding "ing" to the end of a verb

Level 2

Shared Story Number	Letter Focus	Title	Skill
16	"s__" s blended with other consonants	*The Class Trip*	Introducing the word pattern "_all"
17	b	*Bug Alert!*	Understanding the prefix "un"
18	f	*Fang*	Identifying and describing new characters
19	e	*The Pest in the Tent*	Understanding the past tense "ed" ending
20	l	*May I Borrow Your Ice Cream?*	Introducing the contraction "I'll"
21	"__l" l blended with other consonants	*The Noisy Morning*	Recognizing "ed" and "ing" endings on verbs
22	h	*Hiccups*	Understanding the use of parentheses
23	sh	*Fish in Class*	Introducing the word pattern "_all"
24	r	*Late!*	
25	ee, ea	*And Then What Happened?*	Understanding the tall tale genre

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Level 3

Shared Story Number	Letter Focus	Title	Skill
26	"__r" r blended with other consonants	*Let's Go Fishing*	Introducing contractions Identifying and discussing story setting Introducing question words "who," "where," and "what"
27	_lp, _mp, _ft	*The Camping Trip*	Practicing consonant blends
28	j	*Is There an Alligator in the Pond?*	
29	v	*Leaves Fall*	
30	a__e	*Cupcakes*	
31	i__e	*Ride a Bike*	
32	o__e, oe	*Home with a Cold*	
33	y	*Slippery Steps*	
34	soft c	*The Ice Storm*	
35	ch	*Did That Tree Eat My Kite?*	
36	w	*Who Is Wilfred?*	
37	ay, ai	*Planting Seeds in May*	

Level 4

Shared Story Number	Letter Focus	Title	Skill
38	aw	*The Land of the Midnight Sun*	Understanding geographical information Getting factual information from text Summarizing to identify main ideas Understanding paragraphs Understanding "est" ending
39	th	*The Three Wishes*	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	*The Artists of Benin City*	Changing "y" to "i" before adding "es"
41	-ight, -ould	*Anansi, the Spider*	Recognizing folktale genre
42	oo (moon)	*A Farm in China*	
43	z	*Woo Zen, a Cinderella Story*	Recognizing fairy tale genre
44	oa (boat) ow (blow)	*A Trip to the Inca Kingdom*	Understanding historical information
45	x	*The Magic Lake*	Recognizing legend genre
46	oo (book)	*Pen Pals in the U.S.A.*	
47	ir, or, ar, er, ur	*How Turtle Flew South for the Winter*	
48	u__e, ue	*Paul Bunyan's Pancakes*	

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Objectives

Level 1

Lesson	STaR Story	Text	Objective
1	*Are You My Mother?* by P. D. Eastman	narrative	Students will write sentences about the main character of the story.
2	*There's an Alligator Under My Bed* by Mercer Mayer	narrative	Students will identify the main character's feelings in the story.
3	*Bringing the Rain to Kapiti Plain* by Verna Aardema	narrative	Students will identify the setting of the story.
4	*How to Be a Good Dog* by Gail Page	narrative	Students will identify how the main character's feelings change in the story.
5	*Sophie and the Mother's Day Card* by Kaye Umansky	narrative	Students will identify important events in the story.
6	*Birds* by Caroline Arnold and Patricia J. Wynne	expository	Students will identify important information in a text.
7	*Ice Cream: The Full Scoop* by Gail Gibbons	expository	Students will answer questions about important parts of the text.
8	*Six-Dinner Sid* by Inga Moore	narrative	Students will ask questions about important story details.
9	*Come Out and Play* by Maya Ajmera and John D. Ivanko	expository	Students will use background knowledge to help them understand the topic of an expository text.
10	*Jamaica Louise James* by Amy Hest and Sheila White Samton	narrative	Students will identify the setting in a story.
11	*The Costume Party* by Victoria Chess	narrative	Students will identify the problem and solution in the story.
12	*The Relatives Came* by Cynthia Rylant and Stephen Gammel	narrative	Students will predict what will happen next in a story.
13	*The Ant and the Elephant* by Bill Peet	narrative	Students will compare characters in a story.
14	*Mud Puddle* by Robert Munsch and Sami Suomalainen	narrative	Students will understand dialogue in a story.
15	*Beaks!* by Sneed B. Collard III and Robin Brickman	expository	Students will make predictions about the main idea in an expository text.

Level 2

Lesson	STaR Story	Text	Objective
16	*Farmer Duck* by Martin Waddell and Helen Oxenbury	narrative	Students will describe different parts of the story.
17	*Head Louse* by Karen Hartley, Chris Macro, and Philip Taylor	expository	Students will identify topic sentences and main ideas in the text.
18	*Buster* 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	*Let's Go Camping!* by Brody Coleson	expository	Students will identify the topic, main idea, and supporting details in an expository text.
20	*Let's Be Friends Again!* by Hans Wilhelm	narrative	Students will identify the theme of the story. They will give supporting evidence for this theme.
21	*Bear Snores On* by Karma Wilson	narrative	Students will retell the story in logical order.
22	*The Tortoise and The Hare* 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	*What's It Like to Be a Fish?* By Wendy Pfeffer and Holly Keller	expository	Students will identify text features (e.g., pictures, diagrams) that help them understand the main ideas.
24	*The Grouchy Ladybug* by Eric Carle	narrative	Students will identify facts and opinions in the text.
25	*Cloudy With a Chance of Meatballs* by Judi Barrett	narrative	Students will identify humorous parts of the story.

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Level 3

Lesson	STaR Story	Text	Objective
26	*Dear Mr. Blueberry* by Simon James	narrative	Students will discuss the differences between narrative and expository texts.
27	*The Three Billy Goats Gruff* by Paul Galdone	narrative	Students will identify how the setting of a story affects the characters.
28	*Trosclair and the Alligator* by Peter Huggins	narrative	Students will identify the theme of a story and whether it is real or fantasy.
29	*Trees Around the World* by Lucy Wilson	expository	Students will identify the topic of a text and tell why they think the author wrote about it.
30	*Baking a Wonderful Wacky Cake* 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	*Vera Rides a Bike* 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	*The Big Snow* by Berta and Elmer Hader	narrative	Students will identify the main purpose of the story and tell how the author supports it.
33	*Callie Cat, Ice Skater* by Eileen Spinelli	narrative	Students will identify the moral of the story and give evidence that supports it.
34	*"On a Night of Snow"* A poem by Elizabeth Coatsworth	narrative	Students will interpret figurative language in a poem.
35	*Dear Tooth Fairy* 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	*Extra! Extra! Writing a Newspaper Article* by Jack Gallagher	expository	Students will describe the importance of question words like "who," "what," "why," "when," "where," and "how."
37	*Camille and the Sunflowers* by Laurence Anholt	narrative	Students will tell why certain events are important to the solution of the problem in the story.

Level 4

Lesson	STaR Story	Text	Objective
38	*Living in the Arctic* by Allan Fowler	expository	Students will summarize the main ideas of the text.
39	*Sausages* by Jessica Souhami	narrative	Students will summarize the important events in a story.
40	*Crafting Fun for a Rainy Day* 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	*Rehema's Journey* by Barbara A. Margolies	narrative	Students will identify questions that they have about the story and how the author answers the questions.
42	*The Empty Pot* by Demi	narrative	Students will identify various sentence structures in the story and tell how these affect the story.
43	*Er-lang and the Suns* 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	*We're from Brazil* by Emma Lynch	expository	Students will identify historical information in the text and how they know these are facts.
45	*At Home in the Rain Forest* by Diane Willow	expository	Students will identify facts in an expository text.
46	*Country Kid, City Kid* by Julie Cummins	narrative	Students will make comparisons within the story and tell why the author presented the information this way.
47	*What Is in the Ocean?* 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	*Pecos Bill* retold by Bill Balcziak	narrative	Students will identify elements that help them recognize the tall-tale genre. Students will tell how this genre differs from others.

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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.

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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.

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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.

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Phonics Picture Card List

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
ball		4
basset hound		4
bike		4
cap		4
cat	R	4
dad		4
daisy		4
dog		4
fireman		4
football		4
happy	R	4
jump rope		4
kite		4
leaves		4
letter		4
map		4
mask		4
nest		4
parrot		4
pig		4
pine cones		4
present		4
quilt		4
raincoat		4
robe		4
shells		4
skateboard		4
sleeping bag		4
spider		4
tent		4
tricycle		4
turtle		4

Card		Lesson
card		5
crayons		5
glue		5
happy	R	5
home		5
house		5
inside		5
love		5
school bus		5
barks	R	6
cage		6
cage	R	6
cage door		6
fly/flies	R	6
friends		6
parrot		6
tree		6
tree	R	6
wings		6
bell		7
cage		7
happy	R	7
ice cream		7
ice cream man		7
ice cream truck		7
mess		7
neighbor		7
neighborhood		7
treat		7
window		7
bird		8
cake		8

Card		Lesson
cake	R	8
cat		8
dog		8
fish		8
hamster		8
horse		8
milk		8
paw		8
picture	R	8
present		8
rabbit		8
turtle		8
city/country		9
cousin		9
farm		9
fence		9
fence	R	9
gas		9
happy	R	9
map		9
pig		9
pig pen		9
rooster		9
garage		10
garage door		10
ladder		10
ladder	R	10
mat		10
money		10
mop		10
paint	R	10
paint brush		10

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.

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Card		Lesson
paint pot		10
paint stick		10
rag		10
badge		11
badge	R	11
baker		11
baking pans		11
baseball player		11
baseball player	R	11
cap		11
chalkboard and chalk		11
construction worker		11
costume		11
cot		11
doctor		11
dragon		11
dragon	R	11
film		11
fisherman		11
fishing pole		11
florist		11
hammer		11
jacket	R	11
musician		11
photographer		11
pirate		11
pirate	R	11
police equipment		11
police helmet		11
police jacket		11
police officer		11
policeman		11
policeman	R	11
stethoscope		11
tail	R	11
tail of socks		11
teacher		11
twins		11
violin		11
watering can		11
beach		12
blouse		12
boots		12
clothes		12
coat		12
dress		12
hat		12
living room		12
mittens		12
shirt		12
shoes		12
skirt		12
socks		12
suit		12
suitcase		12
suitcase	R	12
swimsuit		12
tie		12
toothbrush		12
toothbrush	R	12
toys		12
toys	R	12
tree		12
tree	R	12
window		12
ant		13
bear		13
bee		13
camel		13
cat		13
dog		13
duck		13
elephant		13
fish		13
frog		13
giraffe		13
hornbill bird		13
horse		13
lion		13
mouse		13
picnic box		13
rhinoceros		13
rooster		13
shovel		13
shovels	R	13
tiger		13
turtle		13
whale		13
zebra		13
bucket		14
bucket	R	14
dog biscuit		14
dog biscuit	R	14
floor	R	14
mop		14
mud		14

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.

Card		Lesson
rag		14
rain		14
baker		15
children		15
construction worker		15
doctor		15
fisherman		15
florist		15
hear	R	15
house		15
house	R	15
ladder		15
ladder	R	15
mop		15
musician		15
photographer		15
police officer		15
sidewalk		15
teacher		15
tree		15
tree	R	15
ball		16
duck		16
farm		16
mud		16
pond		16
rock		16
stick		16
tree stump		16
backpack		17
book	R	17
books	R	17

Card		Lesson
bug		17
bus		17
hand		17
insect		17
stick		17
tank		17
ball		18
bushes		18
dog		18
fangs		18
ground		18
hero		18
jungle gym		18
jungle gym	R	18
leaves		18
leaves	R	18
mud		18
playground		18
recess		18
St. Bernard		18
teeth		18
beds		19
camp out		19
dark		19
deck		19
England		19
hard-boiled eggs		19
heard	R	19
letter	R	19
letters		19
month		19
neck		19

Card		Lesson
pen pal		19
pest		19
tent		19
ball		20
boots		20
cookies		20
dollar	R	20
dollar bill		20
hand		20
house	R	20
ice cream cone		20
jump rope		20
kitchen		20
lap		20
leg		20
log		20
pants		20
sunglasses		20
toothbrush		20
airport		21
beach		21
birds	R	21
cafeteria		21
clock		21
dog biscuit		21
farm		21
flock of birds		21
floor	R	21
pillow		21
playground		21
pond		21
window		21

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.

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Card	Lesson
beetle	22
boots	22
coat	22
crab	22
deer	22
ear muffs	22
glass	22
goat	22
hill	22
jacket	22
ladybug	22
mittens	22
moose	22
potato sack	22
principal	22
rabbit	22
raincoat	22
rhinoceros	22
rubber boots	22
sandals	22
scarf	22
shorts	22
snail	22
sunglasses	22
sweater	22
swimsuit	22

Card	Lesson
tortoise	22
umbrella	22
unicorn	22
water R	22
woolly hat	22
aquarium	23
decorations	23
fish	23
flashlight	23
net	23
octopus	23
pebbles	23
plants	23
sandwich	23
scissors	23
shells	23
ship	23
sunglasses	23
tank	23
tomatoes	23
towel	23
water	23
yo-yo	23
book R	24
books	24
books R	24

Card	Lesson
breakfast	24
bus door	24
cafeteria	24
cap	24
clock	24
cookies	24
cookies R	24
door R	24
eyes	24
eyes R	24
house R	24
lunch	24
rocks	24
sandwich	24
sandwich R	24
teeth	24
bee	25
fisherman	25
giant	25
good-bye R	25
leash	25
seeds	25
sheep pen	25
steep hill	25
stream	25

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Language Development Cards

Card		Lesson
airport		21
ant		13
aquarium		23
backpack		17
badge	R	11
badge		11
baker		11, 15
baking pans		11
ball		4, 20
ball		16, 18
barks	R	6
baseball player		11
baseball player	R	11
basset hound		4
beach		12, 21
bear		13
beds		19
bee		13, 25
beetle		22
bell		7
bike		4
bird		8
birds	R	21
blouse		12
book	R	17, 24
books	R	17, 24
boots		12, 20, 22
breakfast		24
bucket	R	14
bucket		14
bug		17
bus		17
bus door		24
bushes		18

Card		Lesson
cafeteria		21
cafeteria		24
cage	R	6
cage		6, 7
cage door		6
cake	R	8
cake		8
camel		13
camp out		19
cap		4
cap		11, 24
card		5
cat	R	4
cat		8, 13
chalkboard and chalk		11
children		15
city/country		9
clock		21, 24
clothes		12
coat		12, 22
construction worker		11, 15
cookies		20
cookies	R	24
cookies		24
costume		11
cot		11
cousin		9
crab		22
crayons		5
dad		4
daisy		4
dark		19
deck		19
decorations		23

Card		Lesson
deer		22
doctor		11, 15
dog		4, 18
dog		8, 13
dog biscuit		14, 21
dog biscuit	R	14
dollar	R	20
dollar bill		20
door	R	24
dragon	R	11
dragon		11
dress		12
duck		13
duck		16
ear muffs		22
elephant		13
England		19
eyes		24
eyes	R	24
fangs		18
farm		9, 16
farm		21
fence	R	9
fence		9
film		11
fireman		4
fish		8, 13, 23
fisherman		11, 15
fisherman		25
fishing pole		11
flashlight		23
flock of birds		21
floor	R	14, 21
florist		11, 15

R = Readle card
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Alphabetical Index for Levels 1 and 2 **Language Development Cards**

Card		Lesson
fly/flies	R	6
football		4
friends		6
frog		13
garage		10
garage door		10
gas		9
giant		25
giraffe		13
glass		22
glue		5
goat		22
good-bye	R	25
ground		18
hammer		11
hamster		8
hand		17, 20
happy	R	4, 5, 7, 9
hard-boiled eggs		19
hat		12
hear	R	15
heard	R	19
hero		18
hill		22
home		5
hornbill bird		13
horse		8, 13
house		5, 15
house	R	15, 20, 24
ice cream		7
ice cream cone		20
ice cream man		7
ice cream truck		7
insect		17

Card		Lesson
inside		5
jacket		22
jacket	R	11
jump rope		4, 20
jungle gym	R	18
jungle gym		18
kitchen		20
kite		4
ladder	R	10, 15
ladder		10, 15
ladybug		22
lap		20
leash		25
leaves		4
leaves		18
leaves	R	18
leg		20
letter		4
letter	R	19
letters		19
lion		13
living room		12
log		20
love		5
lunch		24
map		4
map		9
mask		4
mat		10
mess		7
milk		8
mittens		12
mittens		22
money		10

Card		Lesson
month		19
moose		22
mop		10, 14, 15
mouse		13
mud		14, 16, 18
musician		11, 15
neck		19
neighbor		7
neighborhood		7
nest		4
net		23
octopus		23
paint	R	10
paint brush		10
paint pot		10
paint stick		10
pants		20
parrot		4
parrot		6
paw		8
pebbles		23
pen pal		19
pest		19
photographer		11, 15
picnic box		13
picture	R	8
pig		4, 9
pig pen		9
pillow		21
pine cones		4
pirate		11
pirate	R	11
plants		23
playground		18

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Card		Lesson
playground		21
police equipment		11
police helmet		11
police jacket		11
police officer		11, 15
policeman		11
policeman	R	11
pond		16
pond		21
potato sack		22
present		4
present		8
principal		22
quilt		4
rabbit		8, 22
rag		10, 14
rain		14
raincoat		4, 22
recess		18
rhinoceros		13
rhinoceros		22
robe		4
rock		16
rocks		24
rooster		9, 13
rubber boots		22
sandals		22
sandwich		23
sandwich	R	24
sandwich		24
scarf		22
school bus		5
scissors		23
seeds		25
sheep pen		25
shells		4
shells		23
ship		23
shirt		12
shoes		12
shorts		22
shovel		13
shovels	R	13
sidewalk		15
skateboard		4
skirt		12
sleeping bag		4
snail		22
socks		12
spider		4
St. Bernard		18
steep hill		25
stethoscope		11
stick		16, 17
stream		25
suit		12
suitcase	R	12
suitcase		12
sunglasses		20, 22, 23
sweater		22
swimsuit		12, 22
tail	R	11
tail of socks		11
tank		17, 23
teacher		11, 15
teeth		18, 24
tent		4
tent		19
tie		12
tiger		13
tomatoes		23
toothbrush		12
toothbrush	R	12
toothbrush		20
tortoise		22
towel		23
toys	R	12
toys		12
treat		7
tree		6, 12, 15
tree	R	6, 12, 15
tree stump		16
tricycle		4
turtle		4, 8
turtle		13
twins		11
umbrella		22
unicorn		22
violin		11
water	R	22
water		23
watering can		11
whale		13
window		7, 12, 21
wings		6
woolly hat		22
yo-yo		23
zebra		13

R = Readle card
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Cards in **bold text** are needed only in Reading Roots 4th Edition, print format.

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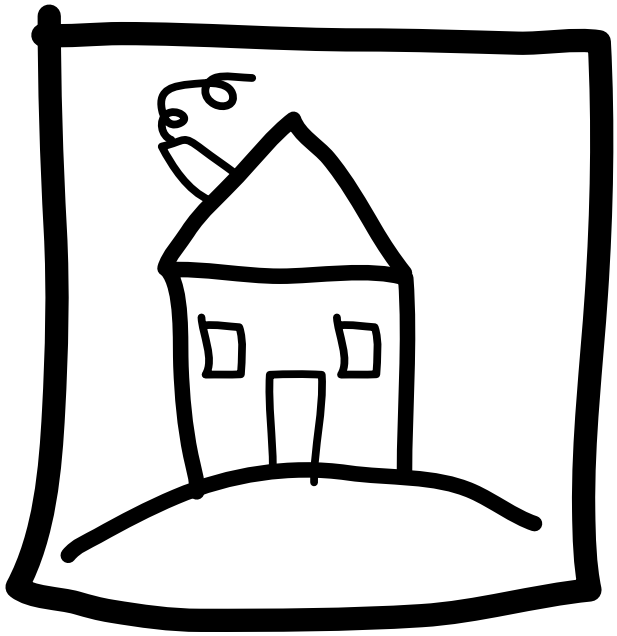
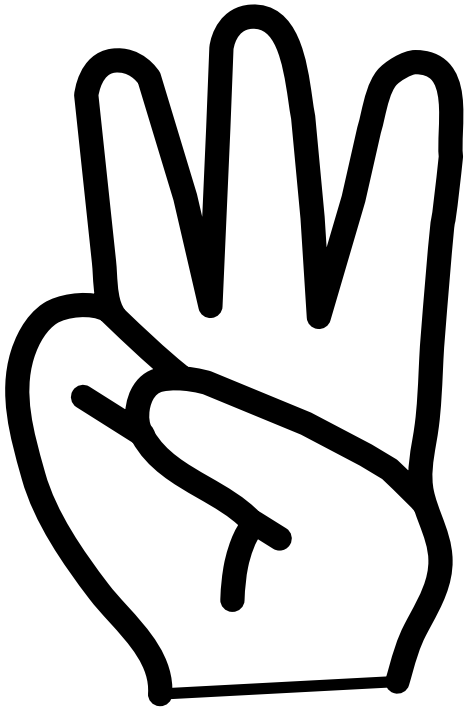
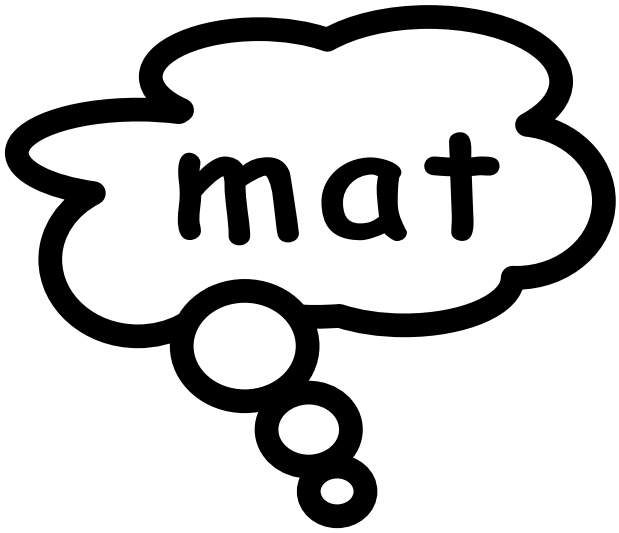
Writing Strategies Bank



Draw a Picture

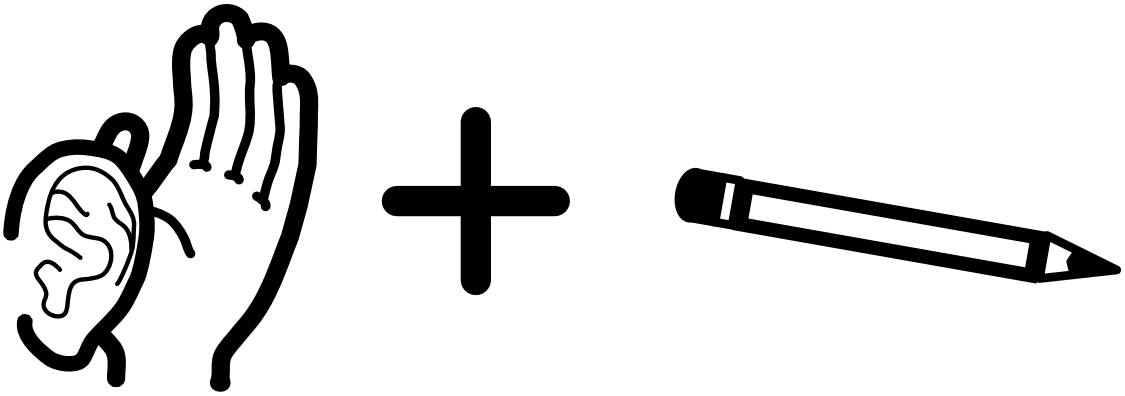


Stretch and Count



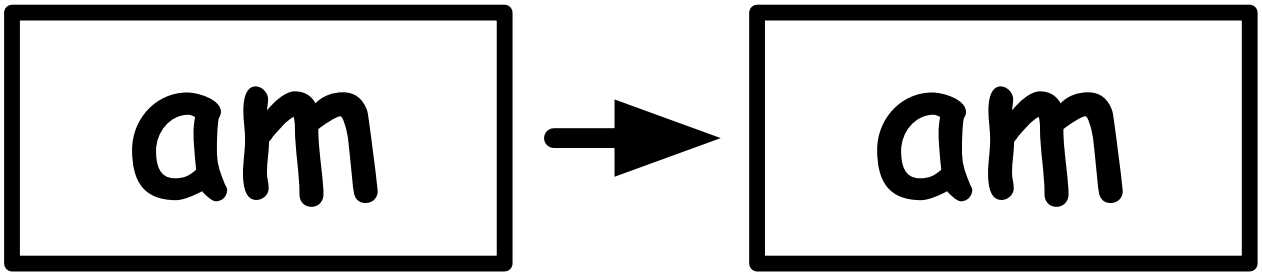
Remember a Word

Say-Spell-Say

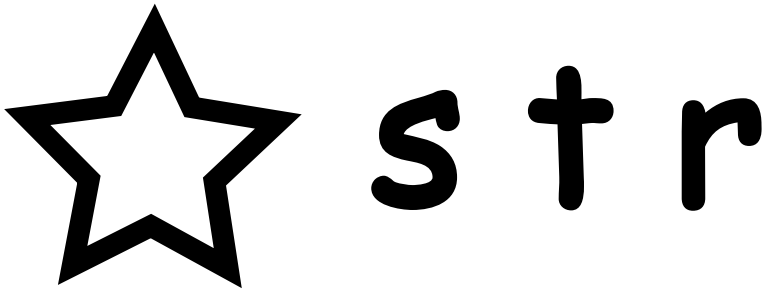


Sound Spelling

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 _____

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.)

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.)

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.

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Signature
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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.

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1.

2.

3.

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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.

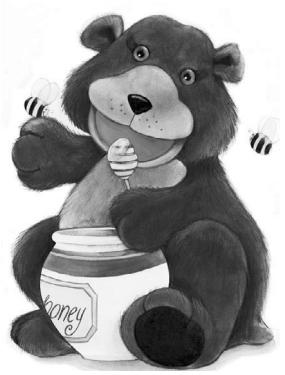
Firma
(Por favor, asegúrese de que su hijo(a) devuelva el libro a la escuela.)

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

Leer y Responder
para Reading Roots



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Nombre del niño Fecha

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(Por favor, asegúrese de que su hijo(a) devuelva el libro a la escuela.)

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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

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Reading Celebration!

Name

read aloud to the class today
with wonderful expression from

name of book

© 2003 Success for All Foundation 01702E HD0209

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Reading Celebration!

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name of book

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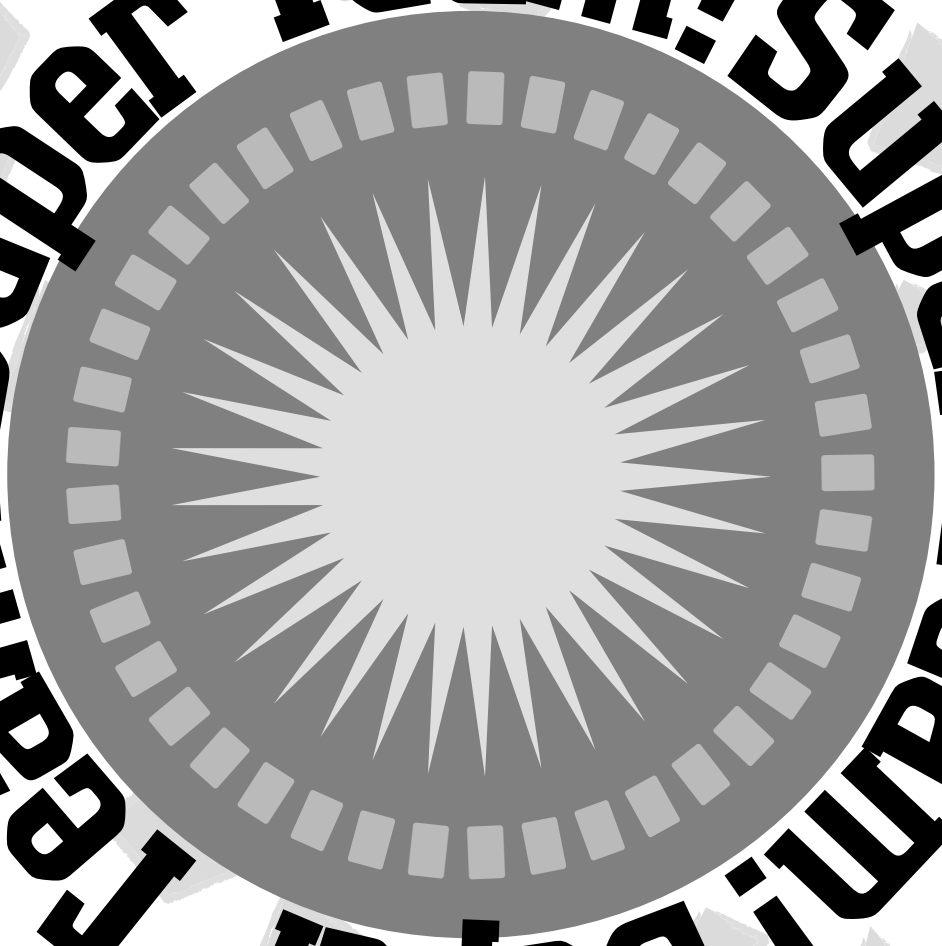
Super Team!



Team Name

Team Member

Teacher

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GREAT TEAM

Team Name

Team Member

Teacher

Great Team!

TEAM NAME

TEAM MEMBER

TEACHER

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HBP0408 01702C

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

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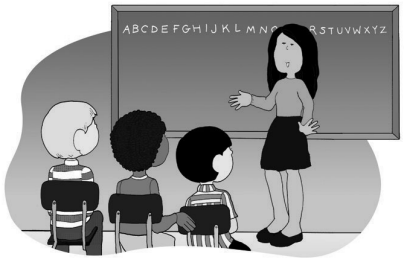
HBP0408 01702D

Team Cooperation Goals

Practice Active Listening



Explain Your Ideas/ Tell Why

Everyone Participates

Help and Encourage Others

Complete Tasks

Guided Partner Reading

1. Read Page — Help
2. Retell
3. Reread for Fluency

Guided Partner Reading

1. Read Page — Help
2. Retell
3. Reread for Fluency

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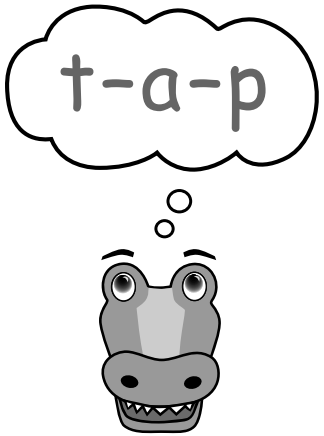
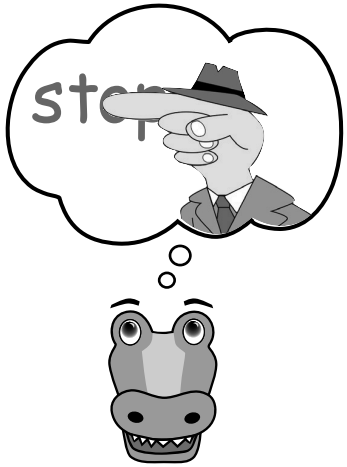
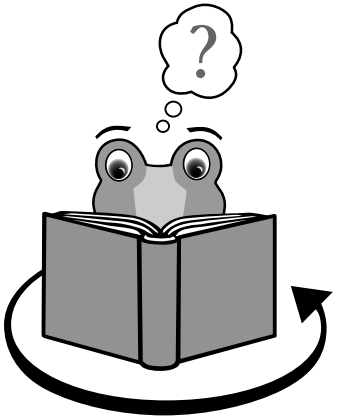
Stuck?



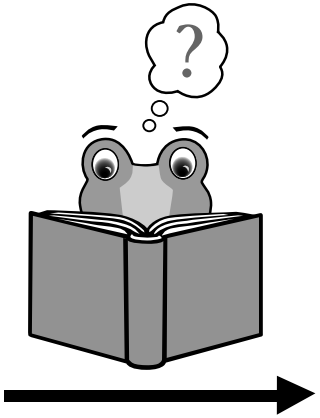
Sound It Out



Finger Detective



Read Again and Think



Read On and Think

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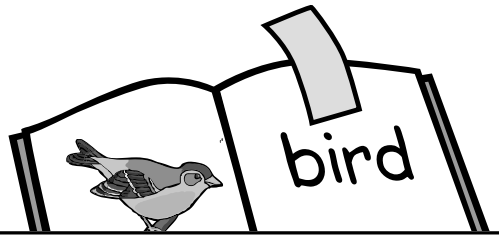
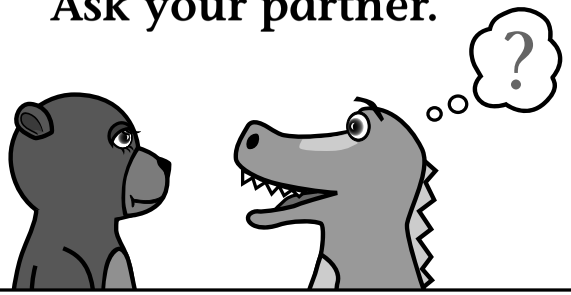
Still Stuck?

Put a sticky note on it!

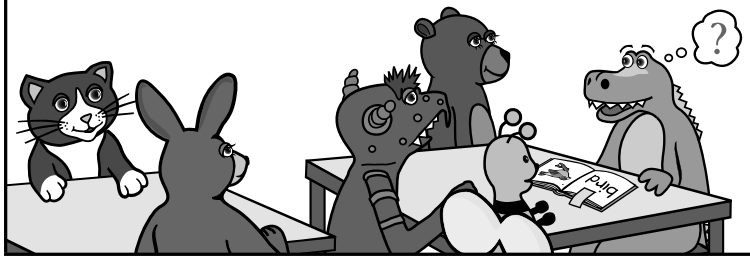


Ask your partner.



Ask your team.

Discuss with the class.



Put a ✔ on the sticky note if you figure it out.

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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.

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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."

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."

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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 *Given during RR lesson 4*	**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 *Given during RR lesson 8*	**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 *Students read from word list*	Stretch and Spell
3 *Given during RR lesson 12*	**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	a	s
d	t	i
n	p	g
	o	

Reading Sounds: Assessment 2

c	k	ck
u	r	b
f	e	l
h	ng	

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Stretch and Read: Assessment 2

tip	mad	Sam
mud	Tim	rug
cat	ant	dog
	did	

Reading Sounds: Assessment 3

sh	z	w
ch	j	v
y	th	q
	x	

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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.

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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?"

What are the children wearing?

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	Expressive/Receptive	SOLO 1											SOLO 2										
		1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10	
		fly	egg	down	under	alligator	careful	hid	heavy	weather	drought	Total Score	practice	present	proud	ruined	perfect	skeleton	migrate	feather	factory	ingredients	Total Score
	E																						
	R																						
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SOLO Record Form

Student	Expressive/Receptive	SOLO 3											SOLO 4										
		1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10	
		neighbors	owner	pretend	imagination	exploring	hike	collection	costume	beverage	advice	Total Score	relatives	travel	hug/hugging	breeze	entangled	trunk (elephant's)	clean (adj.)	scrubbed	shallow	beak	Total Score
	E																						
	R																						
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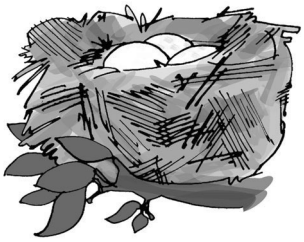
SOLO #1

1

What can this bird do?

2



What do you see in this nest?

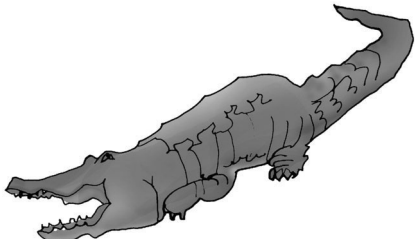
3

Tell me about this mouse.

4

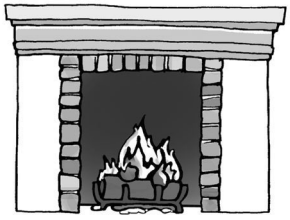
Where is the boy?

5



Tell me about this animal.

6



You shouldn't play next to the hot fireplace.
You have to be very _____.

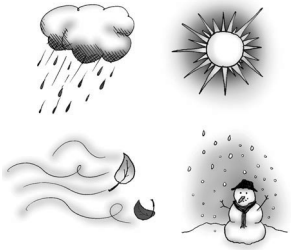
7

What did the cat do in the box so he wouldn't be seen?

8

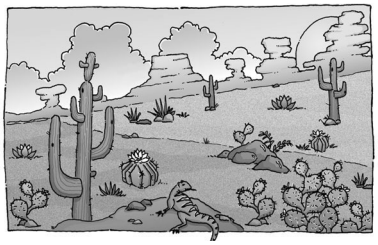
Tell me why the big rock is hard to move.

9



This picture shows four kinds of _____.

10



Please explain why the land in this desert looks so dry.

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SOLO #2

1

In order for the musician to become better, he must _____.

2

What do you see in this picture?

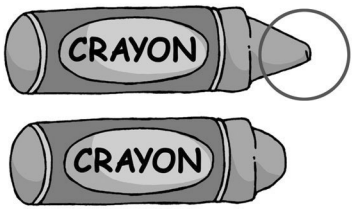
3

How do you think this boy feels? How can you tell?

4

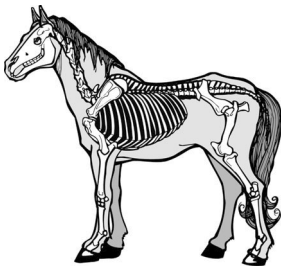
The chair is broken. We can't use it. We can say that it is _____.

5



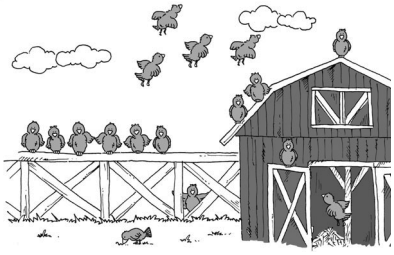
This crayon has never been used.
The point on the crayon is _____.

6



What does this picture show inside the horse?

7



Tell what it is called when birds fly south for the winter.

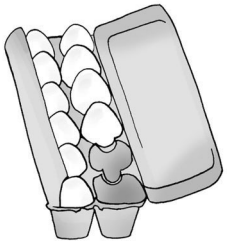
8

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 _____.

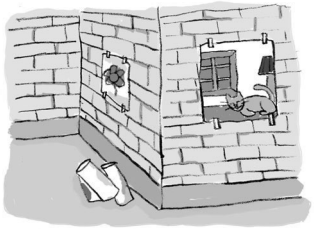
5

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 _____.

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Reading Roots 4th Edition
Levels 1–3

Teacher Cycle Record Form
for Non-Data Tools Users

Teacher: _____
Lesson# _____ Start date: _____

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	Uses Word Strategies Used 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 Celebration Points
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.

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Reading Roots
An Early Elementary Reading Program SfAF

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.

Success for All
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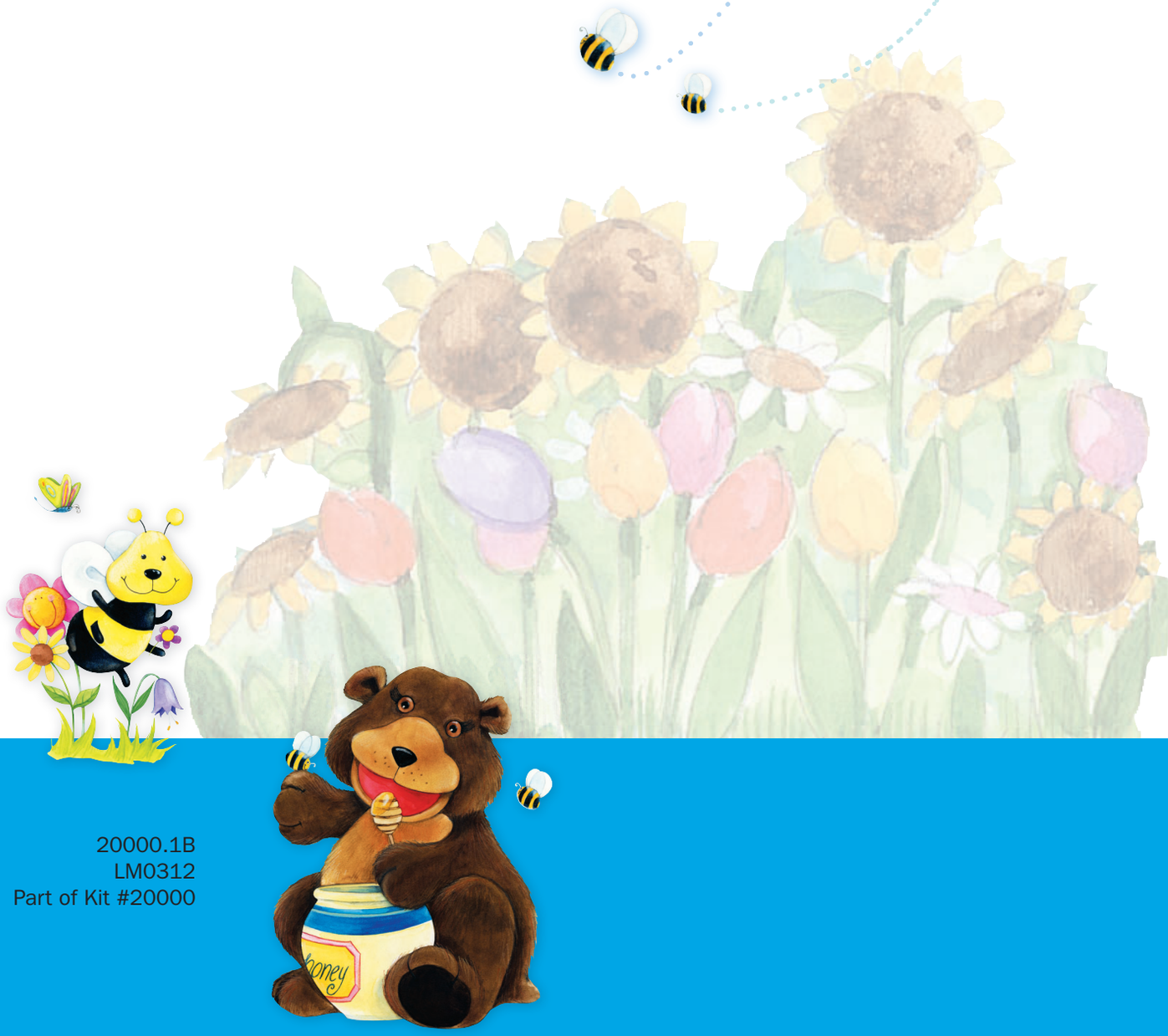
The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.

These programs were originally developed at Johns Hopkins University.



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