

Reading Roots

4th Edition

Teacher's Manual Level 2



Reading Roots^{4th Edition}

Teacher's Manual

Level 2



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

Reading Roots 4th Edition Teacher's Manual, Level 2

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What is Reading Roots 4th Edition?

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

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

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

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

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

Oral-Language and Vocabulary Development

The students will:

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

Phonemic Awareness

The students will:

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

Word Skills

The students will:

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

Fluency

The students will:

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

Introduction

Comprehension

The students will:

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

Writing—Sentence Level

The students will:

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

How the Areas of Reading Instruction Are Addressed

Oral-Language and Vocabulary Development

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

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

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

Introduction

Phonemic Awareness

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

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

Word Skills (Phonics and Sight Words)

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

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

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

Fluency

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

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

Introduction

Comprehension

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

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

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

Writing

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

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

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

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

Introduction

The Parts of Reading Roots 4th Edition Lessons

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

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

Introduction

FastTrack Phonics (20–30 minutes)

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

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

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

Shared Story (30–35 minutes)

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

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

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

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

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

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

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

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

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

Adventures in Writing (30–40 minutes)

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

Introduction

The Reading Roots Classroom

Classroom Organization

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

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

Cooperative Learning

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

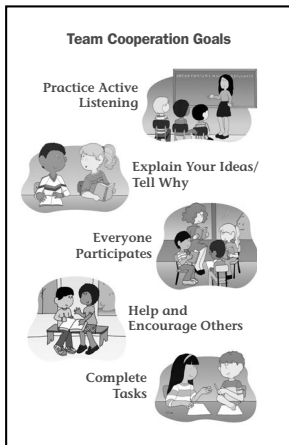
In Reading Roots, the teacher assigns two- or three-member partnerships to four- or five-member teams that will stay together from four to eight weeks. Balance teams by ethnicity and gender. Also, consider the students' reading fluency, behavior, and personality when choosing partners and team members.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

Team Celebration Points

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

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

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Team Cooperation Goals

Practice Active Listening

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

Help and Encourage Others

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

Everyone Participates

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

Explain Your Ideas/Tell Why

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

Complete Tasks

Teammates learn to help one another use time efficiently.

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

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

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

Introduction

Celebration Cheers

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

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

Introduction

Participation Strategies

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

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

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

Whole Group Response (WGR)

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

Dramatization

Students act out situations.

Retelling Stories

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

Random Reporter (formerly known as Numbered Heads)

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

SFA Management Signals

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

Zero Noise Signal

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

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Active Listening Signal

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

Think Time Signal

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

Think-Pair-Share

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

1-2-3 Move Signal

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

Say “one”: Students gather materials.

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

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

Introduction

Partner Pyramid

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

Thumbs Up Signal

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

Strategies for English Language Learners

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

ELL Icons

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



Pantomime

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



TPR (Total Physical Response)

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



Realia

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

Introduction



Picture Cards

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



Point

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

ELL Boxes

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

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

Monitoring Student Progress

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

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

Introduction

Support

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

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

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

Materials

Reading Roots 4th Edition—Interactive Teacher Manuals

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

Reading Roots 4th Edition Informal Assessment Booklet

Reading Roots Student Shared Stories (First-Grade Level)

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

Introduction

Reading Roots Teacher Shared Stories 4–48, Color

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

Reading Roots STaR Book Kit

Forty-eight children’s literature selections

Reading Roots 4th Edition Sequence Cards

Reading Roots Classroom Kit

Puppet house

Alphie the Alligator puppet

Bett the Bear puppet

Cami the Bee puppet

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

Team Celebration Points poster

Reading Roots Teacher Materials Set

Key cards, wall set

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

Letter-Blending Cards, Manuscript: Decks 1 and 2

Word cards

Student cue cards

Cooperative Learning Cue Cards

Reading Strategy Cue Cards

Reading Roots Student Materials Set

FastTrack Phonics Partner Practice Booklets (1–7)

Reading Roots Consumables (Levels 1–3)

Reading Celebration certificates

Reading Roots team certificate—Super Team

Reading Roots team certificate—Great Team

Reading Roots team certificate—Good Team

Fluency Flyer (level 2) sheets 1 and 2

Fluency Flyer (level 3) sheets 1 and 2

Read & Respond bookmarks, levels 1–3

English alphabet letter strips

Introduction

Reading Roots Consumables (Level 4)

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

Reading Roots Formal Assessment Kit

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

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

Reading Reels for Roots DVD Set

Reading Roots Language Development Cards Set

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

Reading Roots Phonics Picture Card Set

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

Reading Roots 4th Edition–Interactive Software Set

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

Reading Roots 4th Edition–Interactive Key Card Set

Introduction

Description of Materials

Reading Roots 4th Edition Teacher Manuals

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

Reading Roots Informal Assessment Booklet

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

Reading Roots Student Shared Stories (First-Grade Level)

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

Reading Roots Teacher Shared Stories

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

Reading Roots STaR Book Kit

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

Reading Roots Classroom Kit

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

Introduction

Reading Roots Teacher Materials Set

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

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

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

Reading Roots Student Materials Set

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

Reading Roots Consumables (Levels 1–3)

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

Reading Roots Consumables (Level 4)

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

Introduction

Reading Reels for Roots DVD Set

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

Reading Reels includes:

Animated Alphabet

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

The Sound and the Furry

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

Between the Lions

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

Word Plays

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

Reading Roots Language Development Cards Set

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

Reading Roots Phonics Picture Card Set

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

Reading Roots 4th Edition–Interactive Software Set

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

Reading Roots-Interactive Key Cards

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

Introduction

What's new in level 2?

In level 1, you established a base of skills in reading and writing. In level 2, those skills continue to grow. You will note the following changes as you work with the materials and teach the lessons in level 2:

Shared Stories—Your students will notice a marked increase in difficulty as they move from blue books to gold. This is an opportunity for you to reinforce the students' understanding that using their reading strategies and helping one another will enable them to handle the more difficult text. Celebrate the fact that their skills are growing! To emphasize to the students how much they have learned, read an early Shared Story from level 1 for Reading Rehearsal. Remind the students how difficult the book once was for them to read.

Guided Partner Reading—In the early lessons of level 1, you began to read the Shared Stories with your students by using Guided Group Reading, a very heavily teacher-guided process. You transitioned in lesson 8 to Guided Group/Guided Partner Reading, encouraging the students to read parts of the book for the first time with their partners instead of reading in unison with the whole class. This gave the students the opportunity to use their reading strategies and to develop helping skills with their partners as they worked together to read the Shared Story pages. In level 2, you will use Guided Partner Reading for the entire Shared Story on Day 1. The students will have to depend on one another and their reading strategies more in this process than they did in level 1, but you will still be there to lend support as you lead a discussion after each page.

Reading Strategy Cue Cards—During Guided Partner Reading, you will encourage your students to reference the Reading Strategy Cue Cards to help them remember different options for figuring out difficult words as they read. The strategies on the card are written in child-friendly language:

- Phonetic decoding: Sound It Out
- Chunking word parts: Finger Detective
- Rereading: Read Again and Think
- Using context clues: Read On and Think

Fluency Flyers—In level 2, you will introduce a new tool called a Fluency Flyer that will help motivate students to develop the necessary skills to read fluently. The students must work with their partners to read the words from the inside front cover of the Shared Story with no errors. When both partners succeed, they earn stickers on their Fluency Flyers.

Adventures in Writing—In Adventures in Writing, you will continue to encourage students to use the strategies from the Writing Strategies Bank created during level 1 for help in writing words. The focus, however, will shift to elaborating their sentences. In child-friendly language, you will encourage the students to work together to think of ways to make their sentences more interesting.

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**

FastTrack Phonics

Phonics picture cards
from section 35*
Letter-Blending Cards*
Partner Practice Booklet 4
Green index cards, paper,
or tagboard*

* Not needed for interactive whiteboard users

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

Introductions

Students, Partnerships, and Teams

Zero Noise Signal

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

Think-Pair-Share

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

Start-Up Lesson.

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

Team Celebration Points

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

Start-Up Lesson.

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

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

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

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

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

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

Start-Up Lesson.

Team Building

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

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

Curriculum Overview

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

Start-Up Lesson.

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

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

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

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

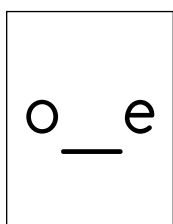
***Between the Lions*—These skits will help us to read.**

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

Start-Up Lesson.

FastTrack Phonics—Presenting /o_e/

- The letter groups included in level 2 are each introduced over two days. In lesson 15, the last lesson in level 1 of Reading Roots 4th Edition, the students are introduced to the letter group “o_e.” Present this FastTrack Phonics segment at the end of your start-up lesson to prepare your students for the continuation of work with this letter group in lesson 16.
- Reading Roots–Interactive users will find the necessary supports for this lesson segment by selecting Lesson 15 / Day 3 / FastTrack Phonics on the interactive whiteboard.



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

Start-Up Lesson.



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

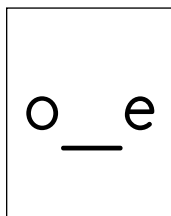
- Use the following sequence:
tide...time...lime...dime...dine...mine...line...lane...cane
- To add challenge, tell the students what the next word will be, and ask them what letters you should change to make the word, or allow the students to do the writing themselves on mini dry-erase boards or chalkboards.

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.



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.

Start-Up Lesson.

Introduce the Letter Group



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

- Build a strong connection between the picture and the letters. Point to the letter group “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.

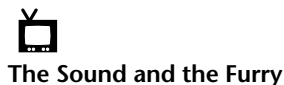
Stretch and Read with the New Sound

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



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

With a partner—Have the students turn to page 10 in their Partner Practice Booklets and read the words in the bottom box together. Partners will check each other’s work.



Partner Practice
Booklet 4

- When the students have finished, choose a partnership randomly and have them read the words together.
- Award team celebration points to partners who read the words successfully..

Team Celebration Points

Start-Up Lesson.



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.

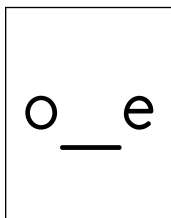
home note rode

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.

At a Glance

FastTrack Phonics

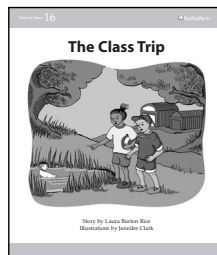


Day 1:
New sound: /o_e/

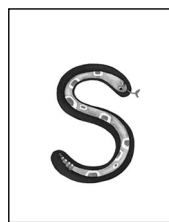
Day 2:
FTP Assessment
SOLO Assessment

Day 3:
Review lesson

Shared Story



Shared Story:
The Class Trip
by Laura Burton Rice



Review Sound: /s/

Strategies/Skills:

Previewing

Predicting

STaR

STaR Story:
Farmer Duck
written by Martin
Waddell, illustrated
by Helen Oxenbury

Students will describe
different parts of
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
postcards to a friend that
tells about the things they
can do on a class trip.

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

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 15
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 35*

Cami puppet

*Reading Reels for Roots DVD**

Partner Practice Booklet 4

Shared Story

Shared Story 16:
The Class Trip

Language development cards for lesson 16*

Key card for "s"*

Word cards*

Reading Strategy Cue Cards

*Reading Reels for Roots DVD**

STaR

STaR story:
Farmer Duck

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 15. Cheer for each team as its certificate is awarded.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.

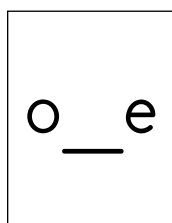
Team Celebration Points →



Read & Respond

**Check Day 3 Homework**

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



Key Card

FastTrack Phonics

Presenting /o_e/

Say-It-Fast (optional)

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

/h-o-le/	<i>hole</i>	/h-o-me/	<i>home</i>
/s-ee/	<i>see</i>	/h-o-pe/	<i>hope</i>
/s-oa-p/	<i>soap</i>	/c-l-ea-n/	<i>clean</i>



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 phrase and writing cue 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—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 11 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

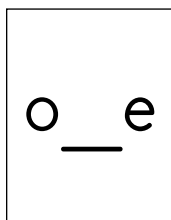
- Use the following sequence:
bone...cone...cane...lane...line...dine...mine...fine
- To add challenge, tell the students what the next word will be, and ask them what letters you should change to make the word, or allow the students to do the writing themselves on mini dry-erase boards or chalkboards.

Hear the New Sound

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

rode pole home

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



Key Card

Key picture—Show the students the “o_e” key card. **What do you say when you see this picture?** [*responses*] **That’s right. “Phone home.”** Flip the card over so the students can only see the letters “o_e.” **What sound do these letters make?** [/o_e/.] **Yes, the sound is /o_e → o_e/.**

Stretch and Read with the New Sound

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

rode pole rope

With a partner—Have the students turn to page 11 in their Partner Practice Booklets and read the words in the bottom box together. Monitor the students as they read together. Have the students initial each other’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.
- Award team celebration points to partners who read words successfully.



Partner Practice Booklet 4

Team Celebration Points →



Write Words and Sentences

Write words—Show the /o_e/ key card, and explain that some of the words the students will write will use the /o_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.

late rich fox
bone rope *ropes

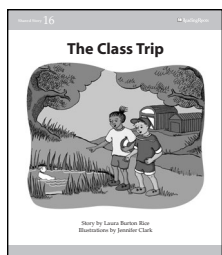
Write a sentence—Tell the students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence:

The cat can jump.

Lesson 16 Day 1

Team Celebration Points

- 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.
- Award team celebration points if the partnership is able to successfully tell you how to write the sentence.



Shared Story

Previewing

- **Let's preview the story by thinking about the title and the cover picture. Remember, this will help us understand the story better when we read it.**
- Display the book. **The title of this story is *The Class Trip*. I see two children, Tanya (point) and Scott. Point. They are on a trip. I'll look closely at the picture and see if I can tell where they went for their trip. It looks like they are outside. I can see barns (point) in the back. I think they went to a farm for their trip.**

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

Option A: Teacher Overview

- **Now let's look through the book to see if we can find out more of what this story is going to be about.**
- Display page 1. **I can see Scott, Tanya, and some other children on the trip. It looks like they are near a pond.** Point to the pond. Display page 2. **The children can have fun on their trip and play games.** Display page 5. **Uh oh! It looks like Tanya and Scott have lost their ball in the pond! We'll have to read the story to find out how they get it back.**
- **Let's review some words we will see in the story.** Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Option B: Video Word Play

- **Now we're going to watch a video that will help us find out more about the story.** Show the video Word Play for Shared Story 16 to introduce the story theme and vocabulary. Have the students say the vocabulary words with the video during the "Do You Remember?" section.
- **Let's review some words we will see in the story.** Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Picture Cards

ball	duck	farm
mud	pond	rock
stick	tree	stump

Video Words

kick	stick	spot
pick	fun	





Animated Alphabet



The Sound and the Furry

Green Words

fast	stands	past
stuck	tree	stump
spins	lands	sticks
from	helps	him
spots	fall	ball
taps		

Red Words

by	have	his
for	do	me

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 16 of *Reading Reels for Roots*, or display the key cards for "s."
- **Now let's practice reading some words.** Show the video segments for Finger Detective and Sound It Out. (optional)
- **Let's read some Green Words. Green Words are words that you can stretch and read.**
- Present the Green Word "fast." (Print it on the board, or hold up the Green Word Card.) **Let's read this word together.** Point to each letter as you say, /f...a...s...t/, /f..a..s..t/, /f.a.s.t/. **Fast. Very good.** Stretch and read a few more Green Words with the students as needed. Note the sound of /_all/ in "ball" and "fall."

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.

- **Some words we read will be Red Words. Red Words are words that you have to learn by saying them and remembering them.**
- Present the Red Word Card "have." **This is a word that we will see in the story.** Slide your finger under the entire word, and say "**have.**" Repeat it once more.
- Use the word in a sentence to help clarify the meaning. (Example: We have books in class. "Have.")
- **We can remember Red Words if we say-spell-say them. Watch and listen as I spell the word "have."**
- Say the word "**have.**" Spell it, clapping as you say each letter: **h** [clap] – **a** [clap] – **v** [clap] – **e** [clap]. Say it again: "**have.**"
- Continue with the other Red Words. Post the Red Words on the word wall; then review all the Red Words with the class. Keep all the Red Words posted until the students learn them.

Partner Word Reading

- Have the students sit with their assigned partners. Distribute the Shared Stories, and ask the students to turn to the inside front cover. **Now you and your partner are going to read some story words together. I'll show you how to do it.**
- Select a confident student to assist you. Model partner reading as described below:

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

Stretch and read the first word: /f...a...s...t/, /f..a..s..t/, /f.a.s.t/. **Fast.**

Lesson 16 **Day 1**

Have the student who is Partner B put a mark beside the word to show that you read it correctly. Model how partners can help each other. **I want to have a mark next to every word on my list, so I'll keep reading. The next word is /t.../. I'm having trouble with this word. What can I do? I can ask my partner to help! My partner and I need to remember the special rule: we can only use Stretch and Read to help each other figure out how to read a word.** Have the partner stretch and read the word: /t...r...ee/, /t..r..ee/, /t.r.ee/. Then read the word for yourself. **My partner helped me by stretching and reading this word: /t...r...ee/. Now I can read it for myself: "Tree."**

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

- Have partners take turns reading the words. Note that the /_all/ words are in a box.

Partner Sentence Reading

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

Model how to read the first word, and have the students repeat. /t...a...n...y...a/, /t..a..n..y..a/, /t.a.n.y.a/. **Tanya.**

Show how to stretch and read the next word, and have the students repeat. /k...i...ck...s/, /k..i..ck..s/, /k.i.ck.s/. **Kicks.**

The next word is a Red Word that we have seen before. This word is "the." Have the students repeat.

Show how to stretch and read the last word. /b...a...ll/, /b..a..ll/, /b.a.ll/. **Ball.**

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

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

Monitor

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

Guided Partner Reading

Teacher Shared Story →

- **Now we're ready to read the story with our partners.**
- **Sometimes when we're reading a story, we get stuck on a hard word. This card** (Display the Reading Strategy Cue Card.) **can help us remember what to do when we get stuck.** Review each section of the card, and explain each strategy.
- Make sure each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Follow the Guided Partner Reading steps to lead the class through a reading of the entire book.
 1. The teacher reads the teacher text 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 sentences and helping one another effectively. Model or assist as needed.

Monitor →

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. **Where do the children go in this story?** [*They go on a field trip to the country.*]
 2. **How does the ball end up in the pond?** [*The ball lands in the mud and Scott tries to rinse it off.*]
 3. **What happens when they try to get the ball back?** [*Scott tries to use a stick to get the ball, but he gets stuck in the mud. Tanya gets the ball and helps Scott get up.*]

Lesson 16 **Day 1**

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

STaR Words

lazy	dawn
sleepy	tired

Background Words

duck	farmer
work	fat

STaR

STaR story:

Farmer Duck

Written by Martin Waddell

Illustrated by Helen Oxenbury

Summary: *A lazy farmer lets a poor duck do all the work on his farm. The farmer stays in bed all day while the duck tends to the animals and plants, harvests the crops, cooks the food, and washes and irons the clothes. The other animals on the farm notice and come up with a plan to help their friend. They decide to storm the lazy farmer's house, and they run him out of town. The farmer never returns, and all the animals help to care for their new farm.*

Teacher's Note: The pages of this book are not numbered. Before reading, number the pages. Page 2 begins "There once was a duck...."

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 *Farmer Duck*. Let's look at the picture on the cover. What do you see on the cover?** Wait for the students' responses. **Yes, there is a duck. Ducks are often found on farms, but they aren't usually farmers. The title of the story is *Farmer Duck*. I wonder if this duck is a farmer. What is the duck doing?** Wait for the students' responses. **The duck looks like it's digging with a farm tool. When we read the story, we'll find out more about this duck.**
- Pages 1 and 2: **Let's look at this picture. That's funny. The farmer is in bed with candy and reading the newspaper. The farmer looks lazy.** Ask the students to repeat the sentence. **Someone who is lazy is someone who doesn't want to work. That's how we can describe the farmer. What can you say about the duck?** Allow the students to try to describe the duck. Prompt them as necessary.
- Page 13: **How do you think the duck feels in this picture?** Wait for the students' responses. **Good! The duck probably feels tired. I wonder why he feels tired. We'll find out when we read the story.**

Lesson 16 **Day 1**

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

STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
lazy	2	not willing to work	Picture Walk, pages 1 and 2
sleepy	13	ready to fall asleep	Craig is <i>sleepy</i> because it is past his bedtime.
tired	13	out of energy	Picture Walk, page 13
dawn	16	when the sun comes up in the morning	When Sarah wakes up at <i>dawn</i> , she can watch the sun come up.

- 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
duck	1	birds that swim and live near the water	Refer to the cover.
farmer	1	someone who works on a farm	The <i>farmer</i> takes care of the animals on the farm.
work	1	something you have to do	Alia had to <i>work</i> all day to clean up her messy room.
fat	9	big	The duck is <i>fat</i> after eating so much and not moving at all.

This book is about a duck. A duck is a kind of bird that lives close to the water. What do ducks do? Invite the students to describe ducks briefly. If the students are unable to respond, prompt them with questions such as: **What sound do ducks make? Do ducks swim?**

In the story, the duck does the farmer's work. In this case, work is something you have to do. What work do we do at school?

A farmer is someone who works on a farm. What does a farmer do? Prompt the students for answers as necessary.

People can become fat from eating too much and not getting enough exercise.

Interactive Reading

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



Pages 2, 3 **“Lazy” is one of the STaR words.** Point to the farmer. **Let’s look at the picture of the farmer to help us understand what “lazy” means.** Use Think-Pair-Share to ask the students: **What in the picture helps us know what “lazy” means?** Wait for the students’ responses. **We can tell what “lazy” means because the farmer is in bed reading a newspaper and eating candy. The farmer is not working, and the duck brings the farmer food. “Lazy” must mean someone who doesn’t work.**



Page 4 Read the word “Quack!” with emotion. Point to the exclamation point, and explain to the students that you used a loud voice because you saw the exclamation point after the word. Tell them you know an exclamation point means to read with excitement. Have the students practice saying “Quack!” with emotion.

Dramatize

Point to the cow. Use Whole Group Response to ask the students: **What animal is this? Right! That’s a cow. It looks like the duck is bringing the cow in from the rain.** Invite the students to dramatize the duck leading the cow.

Dramatize

Pages 6, 7 **Look at the duck in these pictures.** Use Think-Pair-Share to ask the students: **What is the duck doing? The duck is helping the sheep and the hens.** Wait for the students’ responses. **The duck sure is busy!** Invite the students to dramatize the duck carrying the sheep or shoeing the hens.

Pages 8, 9 **Here is the farmer again.** Use Think-Pair-Share to ask the students: **What is the farmer doing?** Wait for the students’ responses. **The farmer is still in bed eating more candy.** Use Whole Group Response to have the students describe the farmer. **How can you describe the farmer? The farmer is ____.** Prompt them to say “lazy.”

Lesson 16 Day 1



Pages 10, 11 **Look at the duck in these pictures.** Use Think-Pair-Share to ask the students: **What is he doing in each picture?** Pantomime each action as you say it. **He is sawing, digging, washing, and ironing. What a poor duck! We can think of words to describe these pictures.** Model giving a descriptive word for the first action, sawing, and then use the sentence scaffolds to ask the students to give descriptive words about the pictures. **In the first picture, the duck is sawing the big log. The word “big” helps me describe this part of the story. Now you can try describing the other pictures.** Prompt the students’ answers as necessary. Ask them to answer in complete sentences. **The duck is digging up the [green] plant. The duck is washing the [dirty] dishes. The duck is ironing the [clean] clothes.**



Page 13 **“Sleepy” is one of the STaR words. All the hard work the duck has done helps me understand what “sleepy” means. Sleepy is when you are ready to fall asleep.** Use Think-Pair-Share to ask the students: **When do you feel sleepy?** Wait for the students’ responses. **“Tired” is another STaR word. Look at the duck. The picture helps me understand what “tired” means. Tired is when you don’t have enough energy. Show me what you look like when you’re tired.**

Page 14 **The hens, the cow, and the sheep see that the duck is tired. They decide to make a plan.** Use Think-Pair-Share to ask the students: **What does it mean to “make a plan”?** Wait for the students’ responses. **When you make a plan you think about how to do something before you do it. The animals made a plan to help the duck.** Use Think-Pair-Share to ask the students: **What do you think the plan is?**

Page 16 **The story says the animals crept into the house just before dawn. “Dawn” is a STaR word. Dawn is the time of day when the first light appears. If you look at the picture, you can see that the sky is just getting light.**

Think-Pair-Share

Page 18 Use Think-Pair-Share to ask the students: **What do you think the animals will do next?**

Pages 22, 23 Use Think-Pair-Share to ask the students: **What did the animals do to the lazy farmer?**



Page 28 **The duck waddled wearily into the yard.** Pantomime waddling wearily. **“Weary” is another word for sleepy or tired.**

Pages 30, 31 **The cow, hens, and sheep tell the duck what they did.** Use Think-Pair-Share to ask the students: **How does the duck look now?** Wait for the students’ responses. Prompt them to answer in full sentences using describing words. Provide a sentence scaffold only if necessary. Example: **The duck is [happy].**



STaR Celebration

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

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

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

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

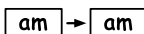
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



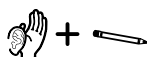
Remember a Word



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.
- Encourage the students to help their partners add details to their sentences to make them more interesting.

Lesson 16 **Day 1**

- Model writing your own sentence using the strategies from the Writing Strategies Bank most needed by your students.
- Allow time for the students to write their sentences in their writing notebooks. 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 tell the farmer is lazy?

Why did the farmer get fat?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>Bed</i>	Good answer. Can you say that in a complete sentence? <i>He stays in bed.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "He stays in bed."</i>
The student responds in a complete, but not very elaborate, sentence. <i>He stays in bed.</i>	Good answer. Can you add some details to your sentence? <i>The farmer stays in bed all day and makes Duck do all the work on the farm.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>How does the farm work get done?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Read &
Respond



Homework

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

You will need:**FastTrack Phonics**

Reading Roots Informal
Assessment Booklet

Shared Story

Shared Story 16:
The Class Trip

Reading Strategy Cue
Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Reading Celebration
certificates

STaR

STaR story:
Farmer Duck

Story Star poster*

Writing Strategies Bank
(teacher created)

Partner writing books
(teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration Points



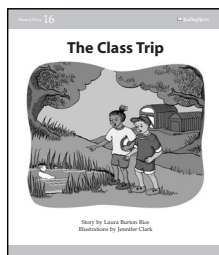
Read &
Respond

**Check Day 1 Homework**

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

FastTrack Phonics**Assessment 4**

- Administer FastTrack Phonics Assessment 4 and the Structured Oral Language Observation (SOLO) 4 as guided by the Reading Roots Informal Assessment Booklet.

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

- Yesterday we read a new story. I want to see how much you remember about 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)
 - Where did the children go on their trip?** [*The children went to the country.*]
 - Why did Scott slip in the pond?** [*There was wet mud by the pond. Scott slipped in the mud.*]
 - Did the children get their ball?** [*Yes. Tanya got the ball.*]

Partner Word and Sentence Reading

- **Today I'm going to give you a special piece of paper called a Fluency Flyer.**
- Display the Fluency Flyer for the class. **The Fluency Flyer tells me how well you can read words from the story. Every time I hear you and your partner read story words without any mistakes, I'm going to put a sticker on your Fluency Flyer. When you read the words for all these stories** (Point to the boxes for stories 16–20.), **you'll have a page full of stickers that you can take home!**
- Distribute a Fluency Flyer to each student. Tell the students that they will be responsible for keeping their Fluency Flyers in their reading folders every day.
- Have the students sit with their assigned partners.
- Distribute the Shared Stories, and have partners take turns reading the words and sentences on the inside front cover.
- **Monitor** the partners as they read to each other. Make sure that the partners switch roles so each has a chance to read while the other listens and monitors.
- As you visit partnerships, listen for pairs of students who can read the entire list of story words accurately. When both students in a partnership can read the words accurately, place a sticker beside the story title on each student's Fluency Flyer.
- **Team Celebration Points** Have all partnerships who earned stickers on their Fluency Flyers stand for a class cheer. Award team celebration points to these partnerships

Partner Reading

- **Focus on Fluency** 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.
- **Accuracy** 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.

Lesson 16 **Day 2**

Team Celebration Points

- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award team celebration points if both partners are able to read the page without any errors.

Partner Story Questions

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

Monitor



Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 2 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 16.

Team Celebration Points



Between the Lions

STaR

STaR Review

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

Display the cover of the book. **What is the title of this story?** [*The title is Farmer Duck.*]

Display pages 2 and 3. **What does the duck do at the farm? What do ducks usually do?**

How can we tell the farmer is lazy? We can tell the farmer is lazy because....

Display page 2. **How is this farmer different from other farmers? What do farmers usually do?**

Display page 9. **Why does the farmer get fat?**

Display pages 10 and 11. **What work does the duck do at the farm? What work do we do at school?**

Why does the duck feel tired? [*The duck feels tired because he does all the work on the farm.*] **We can tell the duck is tired because....**

What does someone who is sleepy want to do? [*Someone who is sleepy wants to sleep.*] **Why is the duck so sleepy?** [*The duck is sleepy because he is tired from doing all the work on the farm.*] **We can tell the duck is sleepy because....**

What do the animals do before dawn? [*They creep into the house to chase the farmer away.*] **We can tell it's before dawn because....**

How do you think the duck feels at the end of the story? [*At the end of the story, the duck feels happy.*]

Structure Review

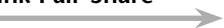
Story Star



Whole Group Response



Think-Pair-Share



- Display and review the story star with the students. Tell the students what each point on the star means (title, characters, setting, problem, solution).
- Ask the students to help you identify the elements of the story star in the STaR story.
Let's use our story star to help us think about important parts of the story.
- WGR: **The title tells us the name of the story. What is the title of the story?**
- T-P-S: **Where did the story happen? What is the setting?** [*This story happens on a farm.*]
- T-P-S: **Who are some of the characters in the story?** [*The duck, the farmer, the hens, the sheep, and the cow are some of the characters.*]
- T-P-S: **What is the problem in the story?** [*The farmer is lazy and makes the duck do all the work on the farm.*]
- T-P-S: **What was the solution? How was the problem solved?** [*The cow, the sheep, and the hens got rid of the farmer. The animals helped the duck with the work.*]

Retell

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

Option 1: Interactive Story Circle

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

Examples:

Page 2: This is the duck that lives with a farmer.

Page 3: The farmer is very lazy and stays in bed all day.

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 duck feels about doing all the work on the farm?

Why does the farmer ask, "How goes the work?"

How do you think the animals at the farm feel when they see the duck doing all the work on the farm?

Why did the animals make a plan?

How do you think the duck feels when the animals on the farm help him?



STaR Celebration

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

Random Reporter →

Team Celebration Points →

STaR Writing

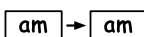
Writing Strategies Bank



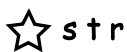
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



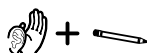
Remember a Word



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.
- Model writing your own complete sentence with one of the words using strategies from the Writing Strategies Bank as needed by your students.
- Allow time for the students to write their own sentences in their writing notebooks. Circulate as they write, discussing strategies that the students have used.

Lesson 16 **Day 2**

Team Celebration Points →

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

Alphie's Question Quiz

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

Team Celebration Points →

Alphie's Questions:

Why is the duck tired?

What happens to the farmer at the end of the story?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>all the work</i>	Good answer. Can you say that in a complete sentence? <i>The duck had to do all the work.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The duck had to do all the work."</i>
The student responds in a complete, but not very elaborate, sentence. <i>The duck had to do all the work.</i>	Good answer. Can you add some details to your sentence? <i>The duck did all the work that the farmer was supposed to do on the farm.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What work did the duck do?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Read &
Respond



Homework

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

You will need:**FastTrack Phonics**

Phonics picture cards
from sections 31–35
as needed*

Shared Story

Shared Story 16:
Kim's Visit

Reading Strategy Cue
Cards

Fluency Flyers

*Reading Reels for
Roots* DVD*

Adventures in Writing

Postcard model
(teacher prepared)

Real postcard samples
(teacher acquired)

Writing Strategies Bank
(teacher created)

Partner writing books
(teacher acquired)

Copies of blackline master
for lesson 16

*Not needed for interactive whiteboard users

Team Celebration Points



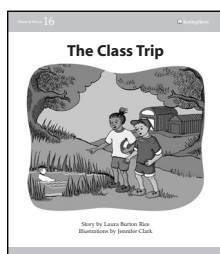
Read &
Respond

**Check Day 2 Homework**

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

FastTrack Phonics**Review Time**

- From the following list of options, select a FastTrack Phonics review lesson that best addresses your students' needs according to the results of Assessment 4. (See appendix for review lessons.)
 - Optional Review Lesson 16 /_ed/ and /_ing/
 - Optional Review Lesson 17 /a_e/ and /ee/
 - Optional Review Lesson 18 /i_e/ and /o_e/



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.**
- Visit partnerships as they read together, and listen for pairs of students who can read the entire list of story words accurately. Place a sticker beside the story title on each student's Fluency Flyer once he or she can read the words accurately.
- 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.
- Have all partnerships who earned stickers on their Fluency Flyers stand for a class cheer. Award team celebration points to these partnerships.

Team Celebration Points

Focus on Fluency

Reading Smoothly
with Expression

Monitor

Partner Reading

- **Now we're ready to read the story with our partners, just like we did yesterday. Since we already know what happens in the story, we can use this time to practice reading in our best storytelling voices. A storytelling voice is nice and smooth. Let's practice that today as we read the story together.**
- Monitor the students as they participate in partner reading. Make sure that the students are taking turns and reading with expression. The helping partners should also be 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.
- Show the second *Between the Lions* segment for lesson 16.



Between the Lions

Adventures in Writing

Prewriting

- Have the students gather in front of the board. Introduce the activity. **We read a story about a class that goes on a trip to the country. We also read a story about a farm. We find farms in the country. Today we are going to pretend that we are on a class trip to a farm in the country. We will write a postcard to a friend that tells about some of the things we do on our trip.**
- Introduce the postcard format by showing the students actual postcards. Point out that on the front of the postcard, there is a picture of the place the person visits. On the back of the postcard, there is space to write a short message.
- Reproduce the following drawing on the board so you can model writing a postcard to a friend. Tell the students that the box is where they will write their messages. That is the back of the postcard. Tell the students that the bottom box is where they can draw a picture of a farm. That will be the front of the postcard.

Dear

Lesson 16 **Day 3**

- **Let's begin thinking about the person to whom we will write the postcard.** Pause. **I think I will write to my friend Lee. Think about a person you would like to write to and tell your partner.** Use Think-Pair-Share to have the students share their answers. **I must write my friend's name here after the word "Dear."**
- Use student ideas to generate a message to a friend that includes where you are, something that you can see in that place, and something you can do there. Model the use of strategies from the Word Strategies Bank as you write the message on the chart. **I want to include three kinds of information in my message. I want to tell my friend where I am, something I can see, and something that I can do. I will start by telling where I am. I will say, "I am on a farm."** Model using Sound Spelling and the other writing strategies to write the sentence on the chart paper.
- **Now that I have told where I am, I will tell about something I can see on the farm. I can see ... hmmm, how could I finish that sentence?** Call on some students to finish the sentence. Then have the whole class repeat the entire sentence. Add the sentence to your message.
- **Now let's think of some things that we can do on a farm. I can ... hmmm, how could I finish that sentence? Call on some students to finish the sentence.** Then have the whole class repeat the entire sentence. Example: **Yes, you can play ball on a farm. Let's say the whole sentence. "I can play ball on a farm."** Model writing the sentence.

Partner Planning

- Have the students talk with their partners about what they will write on their postcards.
- Circulate to ensure that they are including information about where they are, what they can see, and what they can do.
- Encourage the students to help their partners to think about details they could add to their sentences to make them more interesting.

Writing

Drafting

- Explain to the students that they will practice writing their sentences in their partner writing books first. When they have checked their work, they will write their final sentences onto the copy of the blackline master and draw pictures for their postcards.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that the students do not know how to write.

Checking

- Have the students check their sentences by reading them to themselves and then to their partners. Encourage the students to comment and ask questions about their partners' sentences. Encourage the students to make any changes or additions to their sentences based on suggestions from their partners. Point out that adding their partners' ideas is optional.
- **Now you're going to read over your writing to make sure that it's correct. When you check your writing, make sure that you started each sentence with a capital letter and ended with a period.** Allow a few minutes for the students to read their own writing.
- **Now you will read your sentences to your partners. Partners, you should share ideas about details that can make the sentences more interesting. You can also help each other to make sure that you have begun your sentences with capital letters and ended them with periods.** Allow a few minutes for the students to read their own writing.
- **Take some time now to make any changes that you want to make before we write on our real postcard paper. Remember that your partner's ideas are important, but you will make the final decision about what to include in your sentence.**
- When the students are finished checking their work, give each student a copy of the blackline master so the students can make a final copy of their postcards. The students may also draw pictures in the blank boxes.
- 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 student's ideas about where he or she is, what he or she can see, and what he or she can do there should all make sense together.
Writes with Quality and Quantity	The students should write at least three sentences that tell where they are, what they can see, and what they can do there on their postcards. The highest quality sentences will include descriptive language or the writers' opinions about the places they are visiting.

Writing Celebration

- Randomly select a number, and explain that the team member with that number will read his or her postcard message 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 the writing celebration bulletin board.
- Invite the students to share examples of how their partners helped them to make their sentences better.
- Allow a few students to share what they wrote with the entire class. Remind the students to practice active listening while someone is sharing his or her work.
- Award team celebration points to students who successfully share a writing strategy that they used or who read their writing to the class.

Team Celebration Points

Team Celebration

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



Homework

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

Extension Activity (*optional*)

- Introduce and sing “Farmer Duck Works on the Farm” to the tune of “Here We Go Round the Mulberry Bush” for the extension activity.

Farmer Duck works on the farm, works on the farm, works on the farm.

Farmer Duck works on the farm from early in the morning.

The farmer is lazy all day, lazy all day, lazy all day.

The farmer is lazy all day from early in the morning.

Farmer Duck irons the clothes, irons the clothes, irons the clothes.

Farmer Duck irons the clothes from early in the morning.

- Ask the students to think of more descriptive words to complete additional verses. Use the examples below if necessary.

The sheep on the farm....

The cow on the farm....

- Ask the students to think of other things from the story *Farmer Duck* that they can describe to create new verses. Be sure to have them include descriptive words.

Name_____

Dear

At a Glance

FastTrack Phonics



Days 1 and 2:
New sound: /oo/

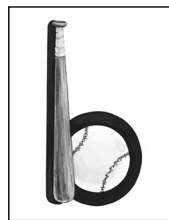


Day 3:
New sound: /ar/

Shared Story



Shared Story:
Bug Alert!
by Laura Burton Rice



Review Sound: /b/

Strategies/Skills:

Previewing

Predicting

Understanding the prefix “un-.” (See Word Presentation.)

STaR

STaR Story:

Head Louse

written by Karen Hartley,
Chris Macro, and
Philip Taylor

Students will identify
topic sentences and main
ideas in the 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 write
descriptive sentences
about the contents of a
student’s backpack.

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

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 16
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 36*

Alphie puppet

Letter-Blending Cards*

*Reading Reels for Roots DVD**

Partner Practice Booklet 4

Green index cards, paper, or tagboard*

Shared Story

Shared Story 17:
Bug Alert!

Language development cards for lesson 17*

Key card for "b"*

Word cards*

Reading Strategy Cue Cards

*Reading Reels for Roots DVD**

STaR

STaR story:
Head Louse

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 16. Cheer for each team as its certificate is awarded.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.

Team Celebration Points →



Read & Respond

**Check Day 3 Homework**

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



Key Card

FastTrack Phonics

Presenting /oo/ (moon)

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.

slide	/s-l-i-de/ (4)	zoo	/z-oo/ (2)
pipe	/p-i-pe/ (3)	moon	/m-oo-n/ (3)
spoons	/s-p-oo-n-s/ (5)	cream	/c-r-ea-m/ (4)



Animated Alphabet

Class Review—Sounds and Words

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /o_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 ending or break the word into parts.

sleeping drive wake



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 12 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.

Lesson 17 Day 1

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

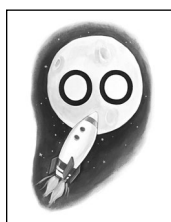
- Monitor the students as they read together. When partners have finished:
 - review any letters that the students seemed to have trouble with during Partner Practice;
 - randomly choose a partnership to read the word box together;
 - have a partnership share a sentence they created; and
 - have a partnership **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:
lake...bake...cake...cane...lane...line...fine...fin...pin...pine
- 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.



Key Card

Hear the New Sound

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

moon noon spoon

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

Key picture—Show the key card for “oo.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a rocket ship. The rocket ship is going to the moon. It’s going very fast, so when I see this picture, I say, “Zoom to the moon.” Let’s say that sentence together. [Zoom to the moon.]** Say each word in the phrase, and ask the students to repeat each word. Stretch the /oo/ sound in “zoom” and “moon.”



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.

Lesson 17 Day 1

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

/oo → oo/ “Zoom to the moon.” /oo → oo/

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

Interactive
Whiteboard Users

Method varies



The Sound and the Furry



Partner Practice
Booklet 4

Team Celebration Points

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.

moon room food

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

- When the students have finished, choose a partnership randomly, and have them read the words together.
- Award team celebration points to partners who read the words successfully.



Write Letters and Words

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

/i/ as in insect

/i_e/ as in like

/a_e/ as in bake

/ee/ as in knee

/o_e/ as in home

/oo/ as in moon

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.

food room moon

noon boot *spoon



Shared Story

Previewing

- Let's preview the story by thinking about the title and the cover picture. Remember, this will help us understand the story better when we read it.
- Display the book. **The title of this story is *Bug Alert!* I see someone's foot (point), a book (point), and a bug (point). What kind of bug do you think this is? (T-P-S) I wonder what the bug will do in this story. (T-P-S)**

Think-Pair-Share →

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

Option A: Teacher Overview

- **Now let's look through the book to see if we can find out more of what this story is going to be about.**
- Display page 1. **I can see Tanya getting on a bus. It looks like her backpack has popped open. I think the bug ran out of her backpack!** Display pages 4 and 5. **It looks like the children are looking all over for the bug. Can you see it? We'll have to read this story to find out if the children find the bug.**
- **Let's review some words we will see in the story.** Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Option B: Video Word Play

- **Now we're going to watch a video that will help us find out more about the story.** Show the video Word Play for Shared Story 17 to introduce the story theme and vocabulary. Have the students say the vocabulary words with the video during the "Do You Remember?" section.
- **Let's review some words we will see in the story.** Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Picture Cards

backpack
bug bus hand
insect stick tank

Video Words

backpack
big bug
smack stick





Animated Alphabet



The Sound and the Furry

Green Words

bad	bit	bag
big	bug	bus
see	snug	gasps
cannot		smacks
sobbing		unsnap
backpack		

Red Words

my	O.K.	Mr.
was		

Readles

book	books

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 17 of *Reading Reels for Roots*, or display the key card for "b." Have the students review the alliterative phrase and practice the sound.
 - **Now let's practice reading some words.** Show the video segments for Finger Detective and Sound It Out.
 - Select three to five Green Words to stretch and read with the students.
 - Write the word "snap" on the board, and pantomime the action with the students. Write the prefix "un-" in front of the word, and explain that adding "un-" gives the word the opposite meaning. Pantomime the action of unsnapping something with the students. Pantomime "snap" and "unsnap" two or three more times as you say the words. Have the students join you.
- 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.
- Use Say-Spell-Say to introduce the Red Words. Post the words on the word wall; then review all the Red Words with the class. Keep the Red Words posted until the students learn them.
 - 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 ask the students to turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners and assist with Stretch and Read or partner work behaviors as necessary. Remind the students to say every sound in the Green Words.

Monitor



Guided Partner Reading

Teacher Shared Story →

- **Now we're ready to read the story with our partners.**
- Make sure each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Follow the Guided Partner Reading steps to lead the class through a reading of the entire book.
 1. The teacher reads the teacher text 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 sentences and helping one another effectively. Model or assist as needed.

Monitor →

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 happens when Tanya gets on the bus?** [*Her backpack unsnaps. Books, a ball, and a big, big bug fall out.*]
 2. **Why does Mr. Cob stop the bus?** [*Mr. Cob stops the bus because the children are not sitting.*]
 3. **Where is the bug? Who finds it?** [*The bug is in Derrick's book bag. Derrick finds it.*]
- Ask the students whether their predictions were accurate or the book surprised them.
- Choose two students to read for tomorrow's Reading Celebration.
- Close with a quick review of the word wall.

STaR Words

crawl	hooks
survive	cling

Background Words

head	lice
hair	shampoo

STaR

STaR story:

Head Louse

Written by Karen Hartley, Chris Macro, and Philip Taylor

Summary: *This expository text tells readers what head lice are, what they eat, how they move, where they live, and how to get rid of them. The book explains that anyone can get head lice, but adjustments in grooming and other personal habits can keep you lice-free.*

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.
- Display the front cover of the book, and read the title and author. ***Head Louse* is an expository text. This means that the text doesn't tell a story. It tells us about things that are real and gives us information about it. Expository texts have "big topics," or main ideas. That is what they are about. The sentences that tell us a main idea are called topic sentences. Look at the cover of this book. Can you tell what it is about?** Wait for the students' responses.
- Point out the features of this expository text: the table of contents, chapters, glossary, and index.
- **This book is different from stories that we have read. For example, it has a table of contents. Does anybody know what a table of contents is?** Give the students time to answer, and point out the table of contents on page 3. **Very good! A table of contents is a list of the parts of the book, or chapters. It's organized in the order the parts appear and gives page numbers.** Read the chapter titles from the table of contents. **This book's chapters are special. Each chapter is a question.** Point to the table of contents. **How do I know each chapter is a question?** Wait for the students' responses. **Right. The name of each chapter has a question mark. I think the book will answer those questions.**
- **The first chapter is called "What are head lice?"** Have the students repeat the title of this chapter. **Head lice are tiny insects that live in human hair.**
- **This expository text also has a glossary. I can tell from the table of contents that the glossary is on page 31.** Point out the glossary on page 31. **The glossary is a list of words used in the text and their definitions.** Read a word and its definition as an example.

Lesson 17 **Day 1**

- **This book also has an index.** Point out the index on page 32. **An index is an alphabetical listing of topics along with page numbers where they are located in the book. “Alphabetical” means that the list goes from A to Z. For example, we can find information about the size of lice by looking for the word “size.” The word “size” is used near the end of the list because the letter “s” is closer to the end of the alphabet.**
- **As we read this book, we’ll see how these parts of the book, or features, help us understand what we learn.**
- Display page 7. **Head lice have hooks on their legs. Hooks are rounded tools like this.** Pantomime hooks with your fingers.
- Display page 19. **We will learn about what head lice need to survive. “Survive” means to continue to live. What do we need to survive?**
- Display page 24. **Head lice crawl along the hair when one person’s head touches another. Crawling is moving on hands and knees. This is how head lice move from person to person.**
- Display page 25. **Head lice cling to hair. To “cling” means to hold on to something. Have you ever had to cling or hold on to something? What did you cling to?**
- 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
hooks	7	something curved used for holding things	Pantomime hooks with your fingers.
crawl	17	move slowly	I watched the baby <i>crawl</i> on his hands and knees.
survive	19	continue to be alive	Plants need water, soil, and air to <i>survive</i> . Without them, they will die.
cling	25	hold on to something	When hairs <i>cling</i> to my sweater, I pick them off.

Lesson 17 **Day 1**

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

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
head	4	the top part of the body	Point to your head.
lice	4	tiny insects	Picture Walk, pages 4 and 5.
hair	4	what grows on your head	Touch your hair.
shampoo	23	liquid soap used to wash hair	We use <i>shampoo</i> to wash our hair. Pantomime washing your hair.

This book is about head lice. Point to your head. **Head lice are tiny insects that live in human hair.** Touch your hair. **Anyone can get head lice, even if you wash your hair every day.**

We use shampoo to wash our hair. **Shampoo is a liquid soap.**

Interactive Reading

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



Page 4 Point to the louse. **This is a picture of a louse. It looks much bigger than a louse. The book includes this picture because a louse is very small. To see what it looks like, it has to be magnified.** Discuss the meaning of the word “magnified” with the students. **“Magnified” means that is has been enlarged, or made bigger.** Make sure that the students understand that the louse in this picture is much bigger than a real one.



Page 5 Point to the word “parasites” in the text. **The word “parasites” is in bold letters. This means that we can find out what it means by looking in the glossary.** Turn to the glossary on page 31, and read the meaning of “parasites.”

Lesson 17 Day 1



Page 7

“Hooks” is one of our STaR words. Hooks are curved tools that look like this. Pantomime a hook. **The hooks help lice hold on to the hairs.** Point to the louse’s hooks. **This is a hook.** Demonstrate how a louse uses its hooks to hold on to hair.

Think-Pair-Share

Use Think-Pair-Share to ask the students: **What is this part mostly about?** Wait for the students’ responses. **Right! This part of the book is mostly about what lice look like.**

Page 8

Look how tiny a head louse is. Even this picture is magnified, or made bigger, so we can see the louse; otherwise, we wouldn’t be able to see the louse.

Teacher’s Note: If you have something the size of a match head, show the object to the students so they can get an idea of just how small a louse is.



Page 10

Point to the louse eggs. Explain that this is a life-size picture of lice eggs. **Lice eggs are even smaller than a louse, and lice lay about ten eggs a day.** Use Whole Group Response to ask the students: **Is that a lot of eggs?**



Page 11

Point to the louse egg on this page. **This is what a louse egg looks like, but it has also been magnified because the real eggs are so tiny that they are hard to see.**

Point to the word “hatch” in the text. **The word “hatch” is in bold letters.** Use Think-Pair-Share to ask the students: **What does this mean?** Wait for the students’ responses. **A word in bold letters means that we can find what it means in the glossary.** Turn to the glossary on page 31 and read the meaning of “hatch.” Repeat with the word “nits.”

Page 13

Use Think-Pair-Share to ask the students: **Why do you think lice change color to match the hair they live on?**

Page 14

“Human head lice only eat blood that they suck from a person’s head,” is a topic sentence because it has a main idea. It tells us what this part is mostly about. Have the students repeat the topic sentence with you. **The main idea in this part of the text is what head lice eat.**



Page 15

Point to the illustration. **This is human skin.** Use Think-Pair-Share to ask the students: **What do you think this louse is doing?**

Page 17

“Crawl” is one of our STaR words. The book says, “Head lice use their legs to crawl along the hair when one person’s head touches another.” That helps me understand that to crawl is to move from one place to the other. How do lice get from one head to another? Provide the following sentence stem for the students to complete. **Lice can [crawl] from one head to another.** Have the students repeat the complete sentence with you.

Lesson 17 **Day 1**

- Page 19 Use Think-Pair-Share to ask the students: **Where do head lice live?** Wait for the students' responses.
- The book says, "Head lice need to stay on people to survive."**
"Survive" is one of our STaR words. To "survive" means to remain alive. Lice need people to survive. Use Think-Pair-Share to ask the students: What do we need to survive?
- Page 20 **"The life of a head louse is only three or four weeks long," is a topic sentence. It gives the main idea for this part of the book.** Provide the students with the following sentence stem to help them state the main idea of this part of the text. **This part is mostly about [how long head lice live]. That's a main idea. Let's all say that together. This part is mostly about how long head lice live.**
- Page 22 Use Think-Pair-Share to ask the students: **Who can get head lice?** Wait for the students' responses. **Anyone who has hair can get head lice. It doesn't matter if you are an adult or a kid.**
- Page 23 **The book says that to get rid of lice, you need to wash your hair with a special shampoo.** Use Think-Pair-Share to ask the students: **What is this part of the book mostly about?** Wait for the students' responses. **This part is about how to get rid of lice.**
- Page 25 **"Cling" is one of our STaR words. To "cling" means to stick to, as if glued. The book says, "Head lice like clean hair because they can cling to it more easily."** Use Think-Pair-Share to ask the students: **Why do lice like clean hair?** Provide the following sentence stem for the students to complete. **It's easier for lice to [cling] to clean hair.** Have the students repeat the complete sentence.
- Page 28 **Why do you think someone with long hair might pull his or her hair back before they go out? (T-P-S)**



STaR Celebration

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

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

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

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

Random Reporter →

Team Celebration Points →

STaR Writing

Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



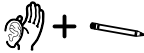
Remember a Word



Say-Spell-Say



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.
- Encourage the students to help their partners add details to their sentences to make them more interesting.
- Model writing your own sentence, using the strategies from the Writing Strategies Bank most needed by your students.
- Allow time for the students to write their sentences in their writing notebooks. Circulate as they write, discussing with the students the strategies that they have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used the new strategy. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

Team Celebration Points →

Alphie's Question Quiz

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

Team Celebration Points →

Alphie's Questions:

How do lice get from head to head?

How do hooks help lice?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>crawl</i>	Good answer. Can you say that in a complete sentence? <i>The lice crawl.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The lice crawl."</i>
The student responds in a complete, but not very elaborate, sentence. <i>The lice crawl.</i>	Good answer. Can you add some details to your sentence? <i>The lice use their legs to crawl from head to head.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What do lice use to crawl from head to head?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Read &
Respond



Homework

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

You will need:**FastTrack Phonics**

Phonics picture cards from section 36*

Cami puppet

Reading Reels for Roots DVD*

Partner Practice Booklet 4

Shared Story

Shared Story 17:
Bug Alert!

Reading Strategy Cue Cards

Fluency Flyers

Reading Reels for Roots DVD*

Reading Celebration certificates

STaR

STaR story:
Head Louse

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 3 Homework**

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



Key Card

FastTrack Phonics

Presenting /oo/

Say-It-Fast (optional)

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

/m-oo-n/ moon

/s-ee-d-s/ seeds

/d-i-ce/ dice

/b-r-i-de/ bride

/s-m-o-ke/ smoke

/z-oo/ zoo

**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—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 13 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

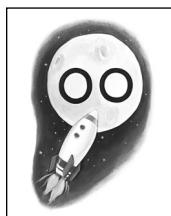
- Use the following sequence:
noon...moon...soon...seen...seed...feed...food...mood
- To add challenge, tell the students what the next word will be, and ask them what letters you should change to make the word, or allow the students to do the writing themselves on mini dry-erase boards or chalkboards.

Hear the New Sound

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

moon noon loop

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



Key Card

Key picture—Show the students the “oo” key card. **What do you say when you see this picture?** [*responses*] **That’s right. “Zoom to the moon.”** Flip the card over so the students can only see the letters “oo.” **What sound do these letters make?** [/oo/.] **Yes, the sound is /oo → oo/.**

Stretch and Read with the New Sound

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

pool food loop

With a partner—Have the students turn to page 13 in their Partner Practice Booklets and read the words in the bottom box together. Monitor the students as they read together. Have the students initial one another's books after 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.
- Award team celebration points to partners who read the words successfully.



Partner Practice Booklet 4

Team Celebration Points →

Write Words and Sentences

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

peek sing five pool cool *spoon

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

Jump in the pool. It is cool.

- 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.



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. **Why did Tanya bring a bug on the bus?** [*Tanya brought the bug for her class. It was for the glass tank for plants, insects, and animals.*]
 2. **Why was Tanya sobbing?** [*She couldn't find her bug.*]
 3. **Who helped Tanya find her bug?** [*Derrick found the bug in his book bag.*]

Partner Word and Sentence Reading

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

Monitor

Team Celebration Points

Partner Reading

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

Focus on Fluency

Accuracy

Team Celebration Points

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.

Monitor



Reading Celebration

Team Celebration Points

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 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 17.



Between the Lions

STaR

STaR Review

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

Display the cover of the book. **What is the title of the book?** [*The title is Head Louse.*] **What does this book tell us about a head louse?** [*A head louse is small, it lives on hair, etc.*]

Display page 4. **What are head lice?** **What other types of insects do you know?** [*Insects I know are....*] **Where do these type of insects live?**

How do head lice use their hooks? [*Head lice use their hooks to....*]

Display page 10. **How do head lice get their eggs to stay on hair?**

Where do head lice crawl? [*Head lice crawl from....*]

What do lice need to survive? [*Lice need....*]

Display page 23. **What does special shampoo do to lice?** **What kind of shampoo do you use to wash your hair?**

How do head lice cling to hair? [*Head lice use their....*]

Structure Review

Idea Tree

- Display and review the idea tree poster.
- **Let's use our idea tree to help us think about important parts of the text.**
The big topic of this expository text is head lice. Write “head lice” on the trunk of the idea tree.
- Prompt the students to generate a list of things they remember from the text. Record their ideas on branches of the idea tree.

Think-Pair-Share

- If needed, use Think-Pair-Share with the following questions to help the students recall the main ideas.
- **What are head lice?** *[Head lice are insects that live in people's hair.]*
- **How can you get head lice?** *[Head lice crawl from one hair to another when one person's head touches another person's head.]*
- **How are head lice born?** *[Adult head lice lay eggs that stick to a hair.]*
- **What do head lice eat?** *[Head lice eat blood they suck from a person's head.]*
- **Who can get head lice?** *[Anyone can have head lice. Head lice like clean hair because they can cling to it more easily.]*
- **How do you get rid of head lice?** *[You get rid of head lice by washing your hair with a special shampoo.]*

Retell

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

Option 1: Interactive Story Circle

- Have the students sit in a circle, ensuring that partners sit next to 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 4: This is a louse.

Page 5: Lice live in people's hair.

Option 2: Reread the story.

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

What are parasites?

How big or small are head lice?

How are head lice born?

How many meals do head lice have a day?

Do only people with dirty hair get head lice?



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 idea tree their sentences relate.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

STaR Writing

Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



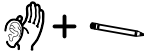
Remember a Word



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.
- Model writing your own complete sentence with one of the words, using strategies from the Writing Strategies Bank as needed by your students.
- Allow time for the students to write their own sentences in their 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.
- Award team celebration points to students who successfully share a complete sentence.

Team Celebration Points →

Alphie's Question Quiz

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

Lesson 17 Day 2

Team Celebration Points

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

Alphie's Questions:

What do lice need to survive?

What do lice cling to?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>people</i>	Good answer. Can you say that in a complete sentence? <i>Lice need people to survive.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Lice need people to survive."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Lice need people to survive.</i>	Good answer. Can you add some details to your sentence? <i>Lice need blood for food and warmth from our heads.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>How do people help lice to survive?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Homework

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

You will need:**FastTrack Phonics**

Phonics picture cards
from section 37*

Alphie puppet

Letter-Blending Cards*

*Reading Reels for
Roots DVD**

Partner Practice
Booklet 4

Green index cards, paper,
or tagboard*

Shared Story

Shared Story 17:
Bug Alert!

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Adventures in Writing

STaR story:
Head Louse

Copies of blackline master
for lesson 17

*Not needed for interactive whiteboard users

Team Celebration Points



Read &
Respond

**Check Day 3 Homework**

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



Key Card

FastTrack Phonics

Presenting /ar/

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.

teams /t-ea-m-s/ (4)

sleet /s-l-ee-t/ (4)

see /s-ee/ (2)

see /s-ee/ (2)

coach /c-oa-ch/ (3)

coast /c-oa-s-t/ (4)



Animated Alphabet

Class Review—Sounds and Words

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

bone boots swimming



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 14 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:
see...bee...fee...feed... need...seed...sad...mad...made
- 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.



Key Card

Hear the New Sound

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

car far bar

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

Key picture—Show the key card for “ar.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a car. The people in the car want to go somewhere, so they need to start the car. “Start the car.” Let’s say that sentence together. [Start the car.]** Say each word in the phrase, and ask the students to repeat it. Stretch the /ar/ sound in “start” and “car.”



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.

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

/ar/ “Start the car.” “ar”

- Post the picture side of the key card for “ar” 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.

car hard far

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

- When the students have finished, choose a partnership randomly, and have them read the words together.
- Award team celebration points to partners who read the words successfully.



The Sound and the Furry



Partner Practice
Booklet 4

Team Celebration Points

ar

Write Letters and Words

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

/oo/ as in moon

/a_e/ as in late

/i_e/ as in time

/a/ as in apple

/ee/ as in street

/ar/ as in car



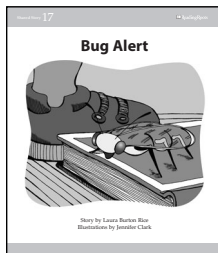
The Sound and the Furry

The Sound and the Furry: Stretch and Spell—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.**

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.

bar far car

barn yarn *star

**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.**
- As you visit partnerships, listen for pairs of partners who can read the entire list of story words accurately. Place a sticker beside the story title on each student's Fluency Flyer.
- Award team celebration points to partnerships who earned stickers on their Fluency Flyers.
- 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.

Team Celebration Points →

Focus on Fluency

Reading Smoothly
with Expression

Monitor

Partner Reading

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



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're telling a story.**
- Lead a Guided Group Rereading of the story. Focus on reading the story with rich expression. Celebrate by leading a class cheer. Choose two students to read for tomorrow's Reading Celebration.
- Show the second *Between the Lions* segment for lesson 17.



Between the Lions

Adventures in Writing

Prewriting

- Have the students gather in front of the board. Introduce the activity. **We're going to write about the character Tanya from the story *Bug Alert!* In this story, Tanya brings a backpack on the bus. We're going to write about the things in Tanya's backpack.** Display the blackline master. **This is Tanya's backpack. Can you remember the things that she had in her backpack when she got on the bus?** Use Think-Pair-Share to have the students answer. As the students share, draw a picture inside the backpack of each item named, and label it.
- Model writing an introductory sentence and a descriptive sentence for one of the items named by the students. Use strategies from the Writing Strategies Bank as needed by your students.
- **If I want to tell someone about Tanya's backpack, the first thing I will need to do is tell whose backpack it is. Whose backpack is it?** Use Whole Group Response to have the students answer. **This is Tanya's backpack.** Have the students repeat the sentence, and write it on the chart paper.
- **Now I want to tell more about the things in Tanya's backpack. One thing that you named was a ball. Show the ball in the picture on page 1 of the Shared Story. What are some words that we can use to describe the ball?** *[Possible responses: It is round. It is red with a white stripe and a white star on it.]* **I can write about the ball. I will write, "There is a round red ball with a white stripe and star on it in the backpack."** Add this sentence to your introductory sentence.
- **This is what you will do. You will draw pictures of the things that are in Tanya's backpack. You can include things that fell out of the backpack in our story or other things that could have been inside. What are some other things that she could have had inside?** *[Pencils, crayons, glue, lunch money, etc.]*

Partner Planning

- Have the students return to their seats. Distribute a copy of the blackline master for lesson 17 to each student. Give the students time to draw and label all the items in Tanya's backpack. If you are not using the blackline master, have the students draw their own backpacks and the items inside them. Ask the students to include at least four items in their backpacks.
- Ask the students to work with their partners to think of ways to describe the items that they have drawn and labeled in the backpacks.

Writing

Drafting

- Have the students begin writing about their backpacks. Remind the students to first tell whom their backpacks belong to and then to write sentences that describe at least two things that are inside their backpacks.
- 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.

Checking

- Have the students check their sentences by reading them to themselves and then to their partners. Encourage the students to comment and ask questions about their partners' sentences.
- Encourage the children to make any changes or additions to their sentences based on ideas from their partners. Point out that adding their partners' ideas is optional.
- 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 use descriptive words to tell about the items they have drawn.
Writes with Quality and Quantity	The students should include a topic sentence and at least two additional sentences that describe items in their backpacks. Quality sentences will include descriptive language or explain why each item is in the backpack.



Writing Celebration

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

Team Celebration Points

Team Celebration

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



Homework

Have the students take the Shared Stories home and read them 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*)

- Tell the students that they will play Simon Says. Explain the game if necessary.
- Take the role of Simon to teach the students how to play Simon Says. Have the students repeat what Simon says as they follow Simon's directions.
- **Today we are going to play Simon Says. I will be Simon, and you will repeat my directions as you follow them. For example, if I say, "Simon says, 'Scratch your head.'" You should say, "Simon says, 'Scratch your head,'" and at the same time, scratch your head.**
- Place the students in groups of four or five. Have all groups play the game at the same time.
- Have the students take turns being Simon, giving directions to the members of the group and using the story vocabulary. Simon uses the sentence stem "Simon says _____."
- If appropriate, as the students continue to play the game, have them expand the directions by saying, for example, "Simon says 'Scratch your itchy arm.' I am scratching my itchy arm." Model this as necessary.

Name _____

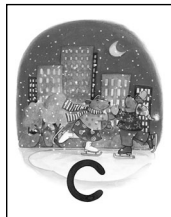


At a Glance

FastTrack Phonics



Day 1:
New sound: /ar/



Days 2 and 3:
New sound: /c/ (ice)

Shared Story



Shared Story:
Fang
by Laura Burton Rice



Review Sound: /f/

Strategies/Skills:

Previewing

Predicting

Identifying and describing
new story characters

STaR

STaR Story:

Buster

written and illustrated
by Denise Fleming

Students will describe
how and why a character's
feelings change from the
beginning to the end of
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 create
character webs to help
them write descriptive
sentences about Fang.

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

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 17
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 37*

Cami puppet

*Reading Reels for Roots DVD**

Partner Practice Booklet 4

Shared Story

Shared Story 18:
Fang

Language development cards for lesson 18*

Key card for "f"*

Word cards*

Reading Strategy Cue Cards

*Reading Reels for Roots DVD**

STaR

STaR story:
Buster

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 17. Cheer for each team as its certificate is awarded.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.

Team Celebration Points →



Read & Respond

**Check Day 3 Homework**

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



Key Card

FastTrack Phonics

Presenting /ar/

Say-It-Fast (optional)

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

/b-ar/	<i>bar</i>	/t-ar/	<i>tar</i>
/b-ar-n/	<i>barn</i>	/s-t-ar/	<i>star</i>
/c-ar/	<i>car</i>	/s-t-ar-s/	<i>stars</i>



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—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 15 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:
car...bar...far...jar...tar...star...start...tart
- 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.



Key Card

Hear the New Sound

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

star jar march

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

Key picture—Show the students the “ar” key card. **What do you say when you see this picture?** [*responses*] **That’s right. “Start the car.”** Flip the card over so the students can only see the letters “ar.” **What sound do these letters make?** [/ar/.] **Yes, the sound is /ar → ar/.**

Stretch and Read with the New Sound

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

car bar yarn

With a partner—Have the students turn to page 15 in their Partner Practice Booklets and read the words in the bottom box together. Monitor the students as they read together. Have the students initial each other’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.
- Award team celebration points to partners who read the words successfully.



Partner Practice Booklet 4

Team Celebration Points →

Write Words and Sentences

Write words—Show the /ar/ key card, and explain that some of the words the students will write will use the /ar/ 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.

gate pool tree
car jar *start

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

Sad Sam rides in the car.

Lesson 18 Day 1

- 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

Previewing



- **Let's preview the story by thinking about the title and the cover picture. Remember, this will help us understand the story better when we read it.**
- Display the book. **The title of this story is *Fang*. I see a girl, Lana (point), on the cover of the book. I also see a dog. Point. I think Fang must be the name of the dog. I know that fangs are long teeth that animals have. I can see two fangs on the dog. Point.**

*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

ball	fangs	dog
ground		hero
jungle gym		leaves
mud		recess
playground		teeth
St. Bernard		bushes

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. **I see children playing. It looks like Fang wants to play too.** Display page 3. **Fang is a big, big dog. It looks like he has knocked Tanya down! I wonder if Fang is a good dog or a bad dog? (T-P-S) We'll have to read the story to find out more about Fang.**
- **Let's review some words we will see in the story.** Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Option B: Video Word Play

- **Now we're going to watch a video that will help us find out more about the story.** Show the video Word Play for Shared Story 18 to introduce the story theme and vocabulary. Have the students say the vocabulary words with the video during the "Do You Remember?" section.
- **Let's review some words we will see in the story.** Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Video Words



go	fast	field
stack	rolls	bumps



Animated Alphabet



The Sound and the Furry

Green Words

fun	fangs	sniffs
fast	bumps	will
off	stack	fat
ruff	gasp	fit

Red Words

go	rolls	say

Readles

leaves	jungle gym

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 18 of *Reading Reels for Roots*, or display the key card for "f."
- Now let's practice reading some words. Show the video segments for Finger Detective and Sound It Out.
- Select three to five Green Words to stretch and read with the students.

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.

- Use Say-Spell-Say to introduce the Red Words. Post the words on the word wall; then review all the Red Words with the class. Keep the Red Words posted until the students learn them.
- 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 ask the students to turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind the students to say every sound in the Green Words.

Monitor

Teacher Shared Story

Guided Partner Reading

- **Now we're ready to read the story with our partners.**
- Make sure each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Follow the Guided Partner Reading steps to lead the class through a reading of the entire book.
 1. The teacher reads the teacher text 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.

Lesson 18 **Day 1**

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 does Tanya fall in the mud?** [*Tanya falls in the mud because Fang bumps into her.*]
 2. **Why is Paco scared?** [*Paco is scared because the dog has fangs.*]
 3. **What did Fang do to help the children?** [*Fang found the ball in a stack of leaves.*]
- Ask the students whether their predictions were accurate or the book surprised them.
- Choose two students to read for tomorrow’s Reading Celebration.
- Close with a quick review of the word wall.

STaR Words

ignored	attract
lost	route

Background Words

terrified	dug
fountain	familiar

STaR

STaR story:

Buster

Written and illustrated by Denise Fleming

Summary: *Buster was a happy dog until Betty the cat came to live with him. He was afraid of cats and decided to ignore her, hoping she would go away. However, Betty was determined to attract Buster's attention. She hid his toys, slept in his dishes, and dug in his sandpit. Buster ignored her until she changed the station on his radio, and he couldn't take it anymore. He slipped under the fence and ran down the block until he found a fine park, where he spent a cat-free day. But then it began to get dark, and he couldn't remember his way home. He realized that he was lost. He tried asking for directions, but nobody knew where Buster lived. Suddenly, he looked up and saw a familiar ball of white fur on a tall tree several streets over. He was able to get home and realized that Betty wasn't so bad after all.*

Teacher's Note: The pages of this book are not numbered. Before reading, number the pages beginning with the second page of text, which starts "Buster was a happy dog...."

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 *Buster*. Look at the picture on the cover. Who do you think this dog is on the cover?** Wait for the students' responses. **It may be Buster because that is the title of our story. What do you know about dogs?** Use Think-Pair-Share to have the students respond. **People keep dogs as pets. What other animals do people keep as pets?** Wait for the students' responses.
- Use Think-Pair-Share to ask: **Do you think Buster is a happy dog? Why? We'll learn more about Buster as we read the story.**
- Page 11: **It looks like Buster is ignoring the cat. When you ignore someone or something, you don't pay attention to that person or thing. Why do you think Buster is ignoring the cat?** Wait for the students' responses.

Lesson 18 **Day 1**

- Pages 30 and 31: Point to the red dotted line. **Look at this map. It shows the route that Buster took to get from a park to his house. A route is the way you go to get from one place to another. We can see Buster's route on this map. Buster went down Indigo Drive and took a left on Martha Drive until he reached Powers Avenue. Finally, on Fleming Way, he took a left and arrived home.**
- 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
ignore	11	pay no attention	Picture Walk, pages 10 and 11
terrified	11	filled with terror; very afraid	Gavin was <i>terrified</i> during the thunderstorm.
attract	12	get someone's attention	The clown tried to <i>attract</i> Tatyana's attention by making funny faces.
route	24	the path from one place to another	Picture Walk, pages 30 and 31

Lesson 18 **Day 1**

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

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
dug	13	making a hole in the soil	The dog <i>dug</i> a hole in the garden next to my mom's flowers.
fountain	17	a thing that sprays water	On hot summer days, we go to the park and sit by the <i>fountain</i> to cool off.
familiar	20	something you know closely or have experienced before	Kylie saw a <i>familiar</i> face waiting for her after school; it was Grandpa.
lost	21	not knowing where you are or how to get home	Noah got <i>lost</i> in the grocery store and couldn't find his father.

In this story, a dog gets lost. When someone is lost, they don't know where they are or how to get home. Have you ever been lost? What was it like? Invite the students to tell about their experiences of being lost. If the students are unable to respond, prompt them with questions such as: Where were you when you got lost? How did you find your way? Who helped you?

If you get lost and see something familiar, it can help you find your way. Something familiar is something you know well or have experienced before. A familiar place can be your home or neighborhood. What is a place that's familiar to you?

A fountain is something that sprays water. Fountains can usually be found in parks, but some people have small fountains in their yards. Have you ever seen a fountain? What was the fountain like?

In the story, there is a cat that dug in Buster's sandpit. To dig is to make a hole in the soil. Can you show me how would you dig a hole in the soil?

Interactive Reading

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

Think-Pair-Share



Page 2	Stop after the sentence “He had everything he could ever want.” Use Think-Pair-Share to ask the students: What things do you think a dog wants?
Page 7	Use Think-Pair-Share to ask the students: What do you think is in the big box?
Page 8	Stop after “...a cat named Betty.” Use Think-Pair-Share to ask the students: How do you think Buster is going to feel about Betty?
Page 11	“Terrified” is a STaR word that means very afraid. Use Think-Pair-Share to ask the students: What was Buster terrified of? Invite the students to show you how they would look if they were terrified of something. “Ignore” is another STaR word. Look at the picture. Betty is trying to get Buster’s attention. But Buster is not paying attention to her. “Ignore” means to not pay attention to something or someone. Use Think-Pair-Share to ask the students: Why did Buster ignore Betty?
Page 12	“Attract” is one of our STaR words. The book says that Betty did everything to attract Buster’s attention. “Attract” means to get someone’s attention. Use Think-Pair-Share to ask the students: Why do you think Betty wanted to attract Buster’s attention?
Page 14	What did Buster do when Betty slept in his dishes, ran up and down and around his tree, dug in his sandpit, ran in and out the in-and-out flap, and hid Buster’s toys? Use Whole Group Response to have the students respond.
Page 15	Use Think-Pair-Share to ask the students: What do you think Buster is going to do now?
Page 19	Use Think-Pair-Share to ask the students: How does Buster feel now that Betty is not around?
Page 21	Use Think-Pair-Share to ask the students: How do you think Buster feels about being lost?
Page 25	“Route” is another one of our STaR words. The book says that Buster tried to remember the route he’d taken to the park. A route is the way one goes to get from one place to another. Use Think-Pair-Share to ask the students: Do you think Buster will remember the route he took to get to the park?
Page 28	Stop reading after the sentence “The waving ball of fur looked very familiar.” Use Whole Group Response to ask the students: Who do you think the ball of white fur is? What do you think will happen next?



Pages 30, 31 Point to the dotted red line (Buster's route on the map). **This is the route that Buster took to get from his house to the fine park. Help me count how many streets Buster passed when he was trying to get away from Betty. Buster passed five streets when he was running away from Betty.**

Page 33 Use Think-Pair-Share to ask the students: **Why did Buster's feelings toward Betty change?**



STaR Celebration

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

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

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

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

Random Reporter →

Team Celebration Points →

STaR Writing

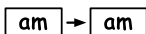
Writing Strategies Bank



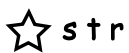
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



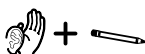
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Lesson 18 **Day 1**

- 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.
 - Encourage the students to help their partners add details to their sentences to make them more interesting.
 - Model writing your own sentence using the strategies from the Writing Strategies Bank most needed by your students.
 - Allow time for the students to write their sentences in their writing notebooks. 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 does Buster ignore Betty?

How does Betty try to attract Buster's attention?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>go away</i>	Good answer. Can you say that in a complete sentence? <i>Buster wants Betty to go away.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Buster wants Betty to go away."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Buster wants Betty to go away.</i>	Good answer. Can you add some details to your sentence? <i>Buster wants Betty to go away because he is afraid of her.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why does Buster want Betty to go away?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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


Read &
Respond



Homework

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

You will need:**FastTrack Phonics**

Phonics picture cards from section 38*

Alphie puppet

Letter-Blending Cards*

*Reading Reels for Roots DVD**

Partner Practice Booklet 4

Green index cards, paper, or tagboard*

Shared Story

Shared Story 18:
Fang

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for Roots DVD**

Reading Celebration
certificates

STaR

STaR story:
Buster

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 /c/ (ice)

Teacher's Note—In this lesson, the letter “c” makes the /s/ sound and is called “soft c.”

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.

dice	/d-i-ce/ (3)	belly	/b-e-ll-y/ (4)
mice	/m-i-ce/ (3)	ice	/i-ce/ (2)
nice	/n-i-ce/ (3)	grass	/g-r-a-ss/ (3)



Animated Alphabet

Class Review—Sounds and Words

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

Lesson 18 **Day 2**



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.

raked sitting bark



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 16 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:
art...cart...card...hard...harp...harm...farm...far...bar
- To add challenge, have the students try the games Tell the Teacher How or Change the Letter.

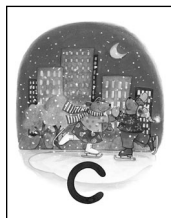
Hear the New Sound

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

cent city circus

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

Lesson 18 Day 2



Key Card



Animated Alphabet

Key picture—Show the key card for “soft c.” Let’s look at this picture card to learn more about our sound for the day. This is a picture of some mice. They like to skate on the ice. If you look closely at the picture, you can see that they are in the city. They are city mice. “City mice on ice.” Let’s say that sentence together. [*City mice on ice.*] Say each word in the phrase, and ask the students to repeat it. Stretch the /s/ sound in each word.

Introduce the Letter Group

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

- Show the students the letter side of the soft “c” key card. **We know this letter; we’ve studied it before. Usually this letter says /c/, /c/, /c/ (“hard c” sound), but not always. This letter is special because it can make two sounds. Today you’ll learn about the other sound that the letter “c” can make, /s/. Look at the picture of the mice on ice, and think about the sound /s→s/. Flip the card over so the students can only see the letter “c.” What is the new sound that this letter makes? [*responses*] Stretch /s/. Show the picture side of the card again. Here’s a way to help us remember to say /s/. When we see the letter “c” on this picture, I want you all to say:**

/s→s/ “city mice on ice” “c”

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

Stretch and Read with the New Sound

With the teacher—Use the Letter-Blending Cards to spell each word using a pocket chart. Stretch and read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students. Tell the students that “c” often makes the /s/ sound when there is an “e” after it in a word. Model trying both “c” sounds in “ice” and “nice” below. Note that “ike” and “nike” don’t sound like words we know. Write each word on a green card, and say it in Alphie Talk with the students. Ask the students what letter came after the “c” in all these words. [*e.*] Tell the students that, most of the time, if “c” is followed by an “e,” it usually says /s/.

Ice face cell (Use this in a sentence: “I got a call on my cell phone.”)

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

- When the students have finished, choose a partnership randomly, and have them read the words together.
- Award team celebration points to partners who read the words successfully.



The Sound and the Furry



Partner Practice Booklet 4

Team Celebration Points

C**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.

/ar/ as in farm

/oo/ as in moon

/ee/ as in tree

/o_e/ as in home

/a_e/ as in bake

/i_e/ as in bike

Write words—Have the students use Stretch and Spell to write the following words. Tell the students that in these words, the “soft c” will be used to make the /s/ sound. 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. Point out that in all these words, the “soft c” is followed by an “e.”

race cent ice

mice lace space

**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 are the children doing at the beginning of the book?** [*The children are playing during recess.*]
 2. **Why is Tanya mad at Fang?** [*She is mad because Fang pushed her into the mud.*]
 3. **How does Fang help the children?** [*Fang finds the ball for them.*]
 4. **Who are the new characters in the story?** [*The new characters are Fang and Lana.*] How would you describe them? (T-P-S)

Partner Word and Sentence Reading

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

Think-Pair-Share →

Monitor →

Team Celebration Points →



The Sound and the Furry

Focus on Fluency

Accuracy

Partner Reading

- Show the video segment for Fluency: Smooth. **Let's see how Alphie practices reading smoothly as he trains for the Reading Olympics.**
- 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.

Monitor



Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 2 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 18.

Team Celebration Points



Between the Lions

STaR

STaR Review

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

Display the cover of the book. **What is the title of this story?** *[The title is Buster.]* **What part of the story does this picture remind you of?** *[The beginning when Buster has everything a dog could ever want.]*

How did Buster show that he was terrified of Betty? *[He was afraid to move.]* **Have you ever been terrified of something? What terrified you?**

Why did Buster ignore Betty? *[Buster ignored Betty because he thought she would go away if he didn't pay attention to her.]* **Have you ever ignored someone? Why did you ignore him or her?**

Display page 13. **What did Buster do when Betty dug in his sandpit?**

What are some of the things that Betty did to attract Buster's attention? *[Betty slept in Buster's dishes, ran up and down and around his tree, hid his toys, and changed the station on Buster's radio.]*

Have you ever done something to attract someone's attention? What did you do to attract that person's attention?

Display page 18. **What did Buster do in the fountain in the park? Is there a fountain in the park where you play?**

Display page 21. **Why did Buster get lost?** *[Buster got lost because he didn't pay attention when he was trying to get away from Betty.]* **Do you pay attention to where you are when you go someplace new?**

Why did Buster try to remember the route he took to the park? *[If he could remember the route, he could get back home.]* **Have you ever taken a new route to get somewhere? Where did you go?**

Display page 29. **Why was Buster so excited to see the familiar ball of white fur? Who was the familiar ball of white fur?**

Structure Review

Story Star →

Whole Group Response →

Think-Pair-Share →

- Display and review the story star with the students. Tell the students what each point on the star means (title, characters, setting, problem, solution).
- Ask the students to help you identify the elements of the story star in the STaR story. **Let's use our story star to help us think about important parts of the story.**
- WGR: **The title tells us the name of the story. What is the title of the story?** [Buster.]
- T-P-S: **Where did the story happen? What is the setting?** [*This story has two different settings: Buster's house and the park.*]
- T-P-S: **Who are some of the characters in the story?** [*Buster the dog, Betty the cat, Brown Shoes, the big yellow dog, the tiny black dog, the man sweeping the walks, and the pigeon.*] **Which of these characters is the main character in the story?** [Buster.]
- T-P-S: **What is the problem in the story?** [*Buster got lost when he was running away from Betty, and he didn't know how to get back home.*]
- T-P-S: **What was the solution? How was the problem solved?** [*Buster was able to find his way home when he saw a ball of white fur in a faraway tree and realized that it was Betty.*]

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 the students what their characters would say. Remind the students to speak as their characters.

Example:

Roles: Buster, Betty, Brown Shoes, the big yellow dog, the tiny black dog, the man sweeping the walks, and the pigeon.

Lesson 18 **Day 2**

Option 2: Reread the story.

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

What are some of the things that Buster hoped were in the big box?

Why do you think Buster is afraid of cats?

Why did Buster run away after Betty changed the station on his radio?

How did Buster feel when he realized what the familiar ball of white fur was?

Do you think Buster changed his mind about Betty after she helped him get back home?



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.
- Select one or two students to share their sentences with the class.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

STaR Writing

Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



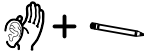
Remember a Word



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.
- Model writing your own complete sentence with one of the words, using strategies from the Writing Strategies Bank as needed by your students.
- Allow time for the students to write their own sentences in their 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.
- Award team celebration points to students who successfully share a complete sentence.

Team Celebration Points →

Alphie's Question Quiz

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

Team Celebration Points →

Alphie's Questions:

Why does Buster get lost?

Why can't Buster remember the route he took to get to the park?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>running away</i>	Good answer. Can you say that in a complete sentence? <i>Buster was running away from Betty.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Buster was running away from Betty."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Buster was running away from Betty.</i>	Good answer. Can you add some details to your sentence? <i>Buster was running away from Betty because she changed Buster's radio station.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why was Buster running away from Betty?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Read &
Respond



Homework

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

You will need:**FastTrack Phonics**

Phonics picture cards
from section 38*

Cami puppet

*Reading Reels for
Roots DVD**

Partner Practice
Booklet 4

Shared Story

Shared Story 18:
Fang

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Adventures in Writing

STaR story:
Buster

Bett and Cami puppets

Writing Strategies Bank
(teacher created)

Partner writing books
(teacher acquired)

Copies from the blackline
master for lesson 18

*Not needed for interactive whiteboard users

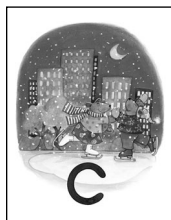
Team Celebration Points



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 /c/ (ice)

Say-It-Fast (optional)

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

/a-ce/

ace

/m-i-ce/

mice

/t-r-a-ce/

trace

/n-i-ce/

nice

/v-a-se/

vase

/r-i-ce/

rice

**Class Review—Sounds and Words**

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

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



Partner Practice 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 17 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

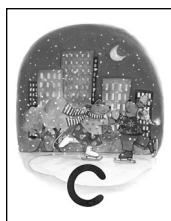
- Monitor the students as they read together. When partners have finished:
 - review any letters that the students seemed to have trouble with during Partner Practice;
 - randomly choose a partnership to read the word box together;
 - have a partnership share a sentence they created; and
 - have a partnership **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:
rice...dice...nice...mice...ice...ace...face...lace...place
- 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.



Key Card

Hear the New Sound

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

mice face cent

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

Key picture—Show the students the “soft c” key card. **What do you say when you see this picture?** [*responses*] **That’s right. “City mice on ice.”** Flip the card over so the students can only see the letter “c.” **What sound does this letter make?** [/s./] **Yes, the sound is /s→s/.**

Stretch and Read with the New Sound

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

cent race nice

With a partner—Have the students turn to page 17 in their Partner Practice Booklets and read the words in the bottom box together.

- Monitor the students as they read together. Have the students initial each other’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.
- Award team celebration points to partners who read words or shared sentences successfully.



Partner Practice Booklet 4

Team Celebration Points →

Write Words and Sentences

Write words—Show the “soft c” key card, and explain that some of the words the students will write will have a “soft c” in them. Have the students use Stretch and Spell to write the words below. Use each word in a simple oral sentence, if necessary, to make sure that the students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class stretch and spell the words together.

race cent zoo

spoon farm charm

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

I will win the race.

- 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

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.**
- As you visit partnerships, listen for pairs of partners who can read the entire list of story words accurately. Place a sticker beside the story title on each student's Fluency Flyer.
- Award team celebration points to partners who read the words successfully.
- Call on partnerships to tell you which words were easy to read and which words were hard. Review reading strategies to sound out difficult words or to read sight words.

Team Celebration Points

Focus on Fluency

Reading Smoothly
with Expression

Monitor

Partner Reading

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



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're telling a story.**
- Lead a Guided Group Rereading of the story. Focus on reading the story with rich expression. Celebrate by leading a class cheer. Choose two students to read for tomorrow's Reading Celebration.
- Show the second *Between the Lions* segment for lesson 18.



Between the Lions

STaR

Vocabulary Review: Silly or Sensible?

- Read each sentence listed below, asking the students to think about whether it is silly or sensible. Explain that “sensible” means that the sentence makes sense.
- Think-Pair-Share: **Was that sentence silly or sensible? Decide with your partner whether the sentence was silly or sensible and why.**
- After providing time for partner discussion, ask the class: **Was it silly or sensible? Show me with your hands.** Ask the students to raise their hands normally if the sentence is sensible or in a “silly” way (e.g., wiggling fingers, flopping their wrist, etc.) if the sentences 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. My baby sister can **crawl** across the floor. [*sensible*]
 2. My **lazy** sister always completes all of her homework. [*silly*]
 3. We have a **fountain** in the middle of the classroom. [*silly*]
 4. The ground was dry during the **thunderstorm**. [*silly*]
 5. Leslie was very **tired** after swimming, running, and riding her bike. [*sensible*]
 6. Mom brushes her teeth with **shampoo**. [*silly*]
 7. The **farmer** goes to work to his office in a building downtown every day. [*silly*]
 8. We need food and water to **survive**. [*sensible*]
 9. Carlos **ignored** Caleb and played with him until their mothers called them home for dinner. [*silly*]
 10. Marla raised her hand to **attract** the teacher's attention. [*sensible*]

Adventures in Writing

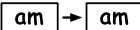
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



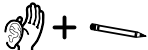
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Prewriting

- Have the students gather in front of the board. Draw a blank character web. **I am going to write some words that tell about someone we know around this web. We'll see if you can guess who it is.**
- Write the words “brown,” “fuzzy,” “four paws,” and “friendly” on the character web. Read the words to the students, and have them guess about whom you are writing. When the students have guessed the character Bett, write her name in the middle of the web.
- Demonstrate how to use the words from the character web to make a complete sentence about Bett. Write your sentence on the board. (Example: Bett is a fuzzy brown bear with four paws. She is very friendly.) Use strategies from the Writing Strategies Bank as needed by your class in your example.
- Repeat the process with the puppet Cami on a different character web. Use the words or phrases “small,” “insect,” “has wings,” and “black and yellow.” (Examples: Cami is a small insect with wings. She has black and yellow stripes on her body.)
- Explain that the students will make their own character webs and sentences about the character Fang.

Partner Planning

- Have the students return to their seats. Distribute copies of the blackline master to the students. Have them write the word “Fang” in the middle of their webs. If you are not using the blackline master, have the students draw their own webs.
- Ask partners to work together to think of words and phrases that describe Fang. Encourage them to use the Writing Strategies Bank as needed.
- Provide time for partners to discuss ideas and the sentences that they will write with their ideas. Encourage the students to help their partners think of details that will make their sentences interesting.

Writing

Drafting

- Ask the students to write sentences that describe Fang using the ideas from their character webs. They should write their sentences on the lines below the web.
- 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.

Checking

- Have the students check their sentences by reading them to themselves and then to their partners. Encourage the students to comment and ask questions about their partners’ sentences.
- Encourage the students to make any changes or additions to their sentences based on ideas from their partners. Point out that adding their partners’ ideas is optional.
- 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	Good partner discussions will lead to good information on the character webs. The students should be able to incorporate all that information into two or more complete sentences.
Writes with Quality and Quantity	The students should write at least two sentences for this assignment. All the information from the character web should be included.



Writing Celebration

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

Team Celebration Points

Team Celebration

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



Homework

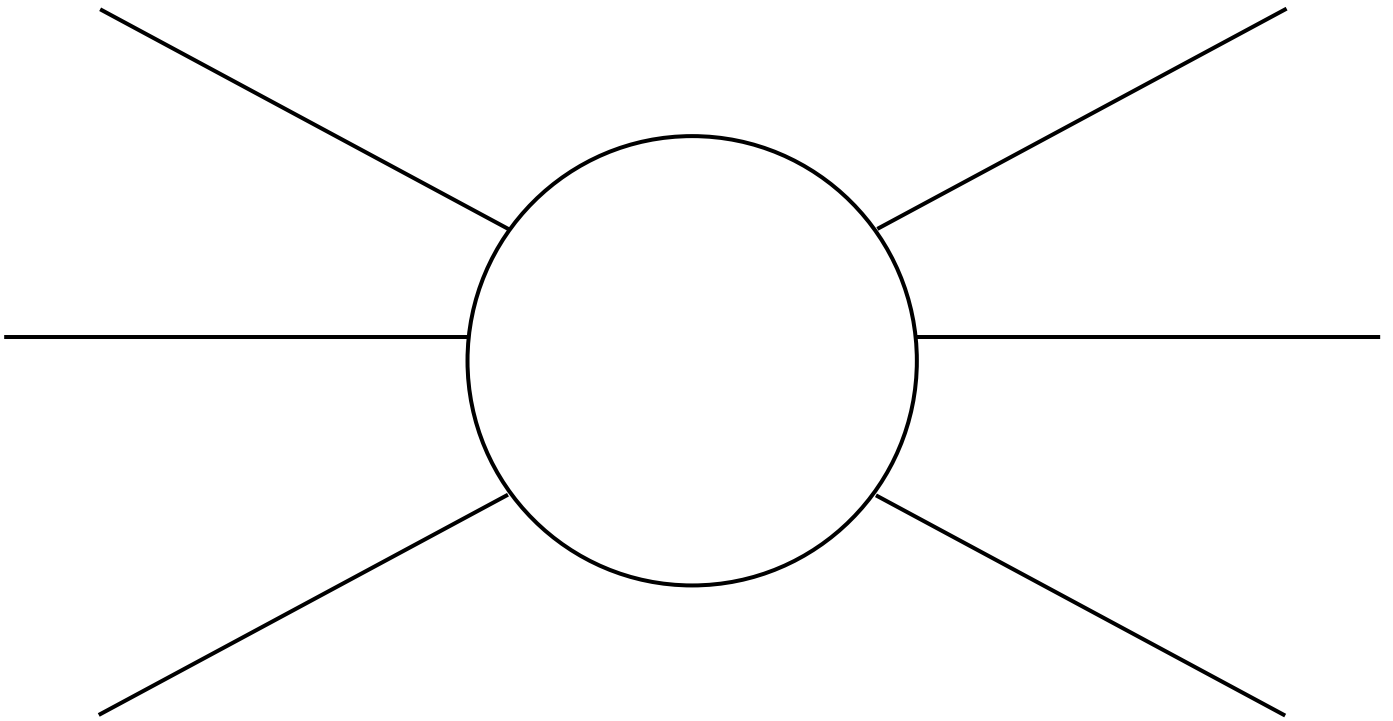
Have the students read the Shared Stories to family members several times. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

Extension Activity (*optional*)

Expanded Silly or Sensible?

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

Name _____

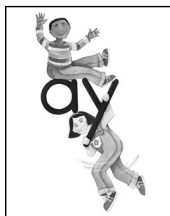


At a Glance

FastTrack Phonics

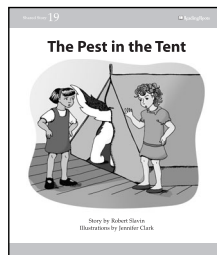


Days 1 and 2:
New sound: /ou/ (out)

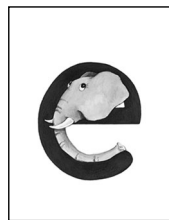


Day 3:
New sound: /ay/

Shared Story



Shared Story:
The Pest in the Tent
by Robert Slavin



Review Sound: /e/

Strategies/Skills:

Previewing

Predicting

Identifying and describing
new story characters

STaR

STaR Story:

Let's Go Camping!

written by Brody Coleson

Students will identify
the topic, main idea, and
supporting details 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 story.

Adventures in Writing

Students will write
about their plans for a
camping trip.

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

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

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 18
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 39*

Alphie puppet

Letter-Blending Cards*

*Reading Reels for Roots DVD**

Partner Practice Booklet 4

Green index cards, paper, or tagboard*

Shared Story

Shared Story:

The Pest in the Tent

Language development cards for lesson 19*

Key card for "e"*

Word cards*

Reading Strategy Cue Cards

*Reading Reels for Roots DVD**

STaR

STaR story:

Let's Go Camping!

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 18. Cheer for each team as its certificate is awarded.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.

Team Celebration Points →



Read & Respond

**Check Day 3 Homework**

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



Key Card

FastTrack Phonics

Presenting /ou/

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.

out	/ou-t/ (2)	speed	/s-p-ee-d/ (4)
shout	/sh-ou-t/ (3)	arm	/ar-m/ (3)
seed	/s-ee-d/ (3)	farm	/f-ar-m/ (3)



Animated Alphabet

Class Review—Sounds and Words

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



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.

- Point to the letters in the letter-group frieze in mixed order. Have the students make the sound for each letter group as you point to it.

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

space clapped broom

Partner Practice—Sounds and Words

- Ask the students to practice their letter sounds using the first three 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 18 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.



Partner Practice Booklet 4

Lesson 19 Day 1

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:
fee...bee...see...seed...seen...seek...peek...park...bark...bar...bee
- 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.



Key Card

Hear the New Sound

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

cloud pound sour

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

Key picture—Show the key card for “ou.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a cheerleader. She is shouting for her team. She can shout it out. “Shout it out.” Let’s say that sentence together.** [Shout it out.] Say each word in the phrase, and ask the students to repeat it. Stretch the /ou/ sound in each word.



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.

Lesson 19 Day 1

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

/ou→ou/ “Shout it out.” “ou”

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

Stretch and Read with the New Sound

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

out couch ouch

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

- When the students have finished, choose a partnership randomly, and have them read the words together.
- Award team celebration points to partners who read the words successfully.

ou Write Letters and Words

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

/oo/ as in soon

/ee/ as in tree

/i_e/ as in hide

/ar/ as in car

/ou/ as in shout

/e/ as in edge

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.

out loud sour

ouch couch shout

Interactive
Whiteboard Users

Method varies

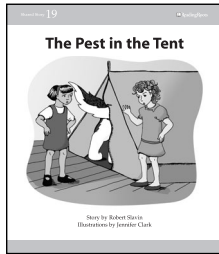


The Sound and the Furry



Partner Practice
Booklet 4

Team Celebration Points



Shared Story

Previewing

- Let's preview the story by thinking about the title and the cover picture. Remember, this will help us understand the story better when we read it.
- Display the book. **The title of this story is *The Pest in the Tent*. I see Lana (point) and her friend Megan. Point. They have a tent. Point. I can see Fang's tail poking out of the tent. Fang must be the pest in the tent. Lana and Megan look angry. A pest must be someone or something that makes you angry. I don't think they want Fang in their tent. Would you want a big dog in your tent? (WGR)**

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

Option A: Teacher Overview

- **Now let's look through the book to see if we can find out more of what this story is going to be about.**
- Display page 3. **Lana and Megan are in the tent. Here comes Fang!** Display pages 4 and 5. **It looks like Fang is making a big mess. Lana and Megan are trying to get Fang out of the tent. I wonder if they can get him out?**
- **Let's review some words we will see in the story.** Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Option B: Video Word Play

- **Now we're going to watch a video that will help us find out more about the story.** Show the video Word Play for Shared Story 19 to introduce the story theme and vocabulary. Have the students say the vocabulary words with the video during the "Do You Remember?" section.
- **Let's review some words we will see in the story.** Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Picture Cards

beds	camp out
dark	England
letters	month
neck	pen pal
pest	deck
tent	
hard-boiled eggs	

Video Words



tent	bed
neck	tug
pest	

The Pronunciation of the “ed” Ending

In **Reading Roots**, words in the past tense that use the “ed” inflection are introduced in Lesson 19. When the “ed” ending is added to words, it can sound slightly different depending on the final consonant of the word to which it is added. Sometimes “ed” can sound like /d/, as in **begged** and **tugged**; yet it can sound like /t/ in **stepped** and **messed**. In **melted**, both letters are sounded so you hear /ed/.

When we introduce the “ed” ending, we do not highlight these subtle differences to the students. When the students see and read “ed” at the end of a word, they know how to pronounce it, as it is part of their speaking vocabulary. The stretching of sounds within the words leads students to a close approximation of the word they are reading; the context of the word leads them to pronounce the word correctly.

In teaching “ed” words, we ask the students to read the root word first (the “ed” ending can be covered up) and then to add only the /d/ for the “ed” ending. These “ed” words would be stretched and read in the following way:

hummed

(cover the “ed”)

h...u...m

h.u.m

hum

(uncover the “ed”)

hummed

tapped

(cover the “ed”)

t...a...p

t.a.p

tap

(uncover the “ed”)

tapped

At this point, we do not ask students to determine if it is the /t/ or /d/ sound, nor do we concern ourselves with the doubling of the final consonant. Students will automatically make the adjustment to give the “ed” ending the proper sound. When the word is read in the broader context of the sentence and the story, the adjustment will be made even more readily.

A discussion of the changes in the “ed” ending on different words is inappropriate at this level. If, however, students remark on the different sound endings, they should be congratulated on their sharp hearing.



Animated Alphabet



The Sound and the Furry

Green Words

beds	dark
messed	tent
deck	bent
out	pest
had	egg
best	stepped
pal	sent
tugged	begged

Red Words

said	have	dear

Readles

letter	heard

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 19 of *Reading Reels for Roots*, or display the key card for "e." Have the students review the alliterative phrase and practice the sound.
- **Now let's practice reading some words.** Show the video segments for Finger Detective and Sound It Out.
- Select three to five Green Words to stretch and read with the students.
- **Today you are going to see some long words in the story. You will find that it is easy to read these words if you read one part at a time. One thing we can do when we see a long word is to use the Finger Detective. Let me show you how I use the Finger Detective to help me read a word.**
- Write the word "stepped" on the board. **I want to read this word, so I'm going to use my Finger Detective to cover up the last part and just read the first part for now.** Cover the "_ed" ending with your hand as you sound out the first part of the word. /s...t...e...p/, /s..t..e..p/, /s.t.e.p/. **Step.** Explain the meaning of the word, and use it in a sentence. (Example: **This is what a step looks like. Demonstrate the action. I can step onto this rug.**) Now that I know the first part of the word, I'll add the "_ed" ending. The "_ed" ending says /d/. Now I'll put them together: /step...ed/, /step..ed/, /step.ed/. **Stepped.** Explain that the "_ed" ending makes the word an action that happened in the past. Use the word in a sentence to clarify. (Example: **Did you see what I did just a moment ago? I stepped onto the rug.**)
- Use the Finger Detective, and discuss the present- and past-tense meanings, as you did with "stepped," to stretch and read the words "tugged," "begged," and "messed." Remind the students that the double letter only makes one sound.
- Use Say-Spell-Say to introduce the Red Words. Post the words on the word wall; then review all the Red Words with the class. Keep the Red Words posted until the students learn them.

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

- Present the story's readles one at a time, stating the words and asking the students to repeat them.

Partner Word and Sentence Reading

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

Monitor



Guided Partner Reading

Teacher Shared Story →

- **Now we're ready to read the story with our partners.**
- Make sure each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Follow the Guided Partner Reading steps to lead the class through a reading of the entire book.
 1. The teacher reads the teacher text 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 sentences and helping one another effectively. Model or assist as needed.

Monitor →

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. **Lana wrote a letter. To whom did she write?** [*She wrote to her pen pal Bess.*]
 2. **Why didn't Lana and Megan want Fang in the tent?** [*Fang was a pest. He messed up Megan's bed and bent Lana's bed.*]
 3. **How did Lana get Fang out of the tent?** [*Lana got an egg. Fang saw the egg and left the tent.*]

Lesson 19 Day 1

- **How do you think Lana feels about Fang?** (T-P-S) Explain to the students: **Even though Fang was being a pest, Lana still thinks he is “the best dog” because he is her pet. Many times, when we have special friends, brothers or sisters, or pets, we don’t mind if they act like pests occasionally. It doesn’t mean we stop liking them.** Ask the students to recall a time when a brother, sister, friend, or pet acted like a pest.
- Ask the students whether their predictions were accurate or the book surprised them.
- Choose two students to read for tomorrow’s Reading Celebration.
- Close with a quick review of the word wall.

STaR Words

supplies	layers
tent	trail

Background Words

picnic	chill
twist	compass

STaR

STaR story:

Let’s Go Camping!

Written by Brody Coleson

Summary: *This expository text shows readers everything they need to know to have a fun, safe, and happy camping trip. The book explains what food, clothes, and equipment are needed for camping. It also shows how to set up camp and suggests fun activities for the night. In the end, it reminds the readers of the importance of cleaning up the campsite when the camping trip is over.*

Preview

- Display the front cover of the book, and read the title and author while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts of the text, without giving away the ending. Review the underlined STaR words as appropriate.
- **Cover: The name of the book is *Let’s Go Camping!*. This book is an expository text. Does anybody remember what other expository texts we have read? (Wait for the students’ responses.) That’s right! We read *Beaks!* and *Head Louse*. Remember that expository texts tell us about something that is real. Look at the picture on the cover. What do you think the book is mostly about? Wait for the students’ responses. That’s right! This book is mostly about camping.**
- **This expository text has special features to help us better understand the book. It has a table of contents. Does anybody remember what a table of contents is? Use Think-Pair-Share to have the students respond. A table of contents is a list of the parts of the book, or chapters. It’s organized by the order in which the parts appear and gives page numbers. Read the chapter titles from the table of contents.**

Think-Pair-Share →

Lesson 19 **Day 1**

- Pages 2 and 3: **What do you see in this picture?** Wait for the students' responses. **Right! These are some of the supplies we need when we go camping. Supplies are things we need for a certain activity. Warm clothes and sleeping bags are some of the supplies we need to go camping.**
- Page 7: Point to the tent. **Does anybody know what this is?** Wait for the students' responses. **Very good! This is a tent. A tent is a temporary shelter made of fabric. When you go camping, you sleep in a tent. It keeps you warm and dry, in case it rains.**
- Page 8: **This book also has diagrams. A diagram is a drawing that makes something easier to understand. For example, this diagram shows a campsite. It also has labels that tell us what each thing is.** Read the labels.
- 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
supplies	1	things we need for a certain activity	Picture Walk, pages 2 and 3
layers	2	one thickness over or under another	Carter is wearing three <i>layers</i> of clothes to stay warm because it is very cold outside.
trail	4	rough path	We walked on a <i>trail</i> in the forest for an hour before reaching the campsite.
tents	3	temporary shelters made of fabric	Picture Walk, page 7

Lesson 19 **Day 1**

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

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
picnic	1	meal eaten outdoors	When the day is warm and sunny, we have a <i>picnic</i> at the park.
chill	2	feeling of cold and shivers	Jose wasn't wearing a jacket; that is why he caught a <i>chill</i> .
compass	4	device that tells where the north is	Sam's dad showed him how the <i>compass</i> needle points to the north.
twist	5	to sprain or hurt	Paige was afraid that she might <i>twist</i> her ankle while playing tag.

This book is about camping. When we go camping, we spend a lot of time outdoors. We have picnics. A picnic is a meal eaten outdoors. Have you ever been on a picnic? The students can respond with a show of hands. Invite the students to describe their picnics briefly. If the students have difficulty, prompt them with questions such as: **Where did you have a picnic? What food did you eat at the picnic?**

When we go camping, we do everything outdoors, and we might catch a chill. A chill is a feeling of cold and shivers. What do you do when you catch a chill? How can you avoid catching a chill?

During a camping trip, we go walking in the woods, and we might get lost. That's why we need a map and compass. A compass is a device that tells where the north is. Have you ever seen a compass?

"Twist" means to sprain or hurt. You can twist your ankle or your wrist. Have you ever twisted your ankle or wrist? What did you do?

Interactive Reading

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

Think-Pair-Share

Page 1 Pause after the first paragraph. **“Supplies” is one of our STaR words. The book says that we need to take special supplies with us so we stay fed, warm, dry, and safe. This helps me understand that supplies are things we need for a certain activity.** Use Think-Pair-Share to ask the students: **What supplies do you think we need to go camping?** Provide the following sentence stem for the students to complete. *[Food and water] are supplies we need to go camping.*

Page 2 Pause after the second paragraph. **“Layers” is one of our STaR words. The book says, “If we have layers of clothes, we can take off a layer if we are too warm or add a layer if we are too cold.” This helps me understand that layers are one thickness over or under another. If I wear a sweatshirt over a shirt, I would be wearing two layers.** Use Think-Pair-Share to ask the students: **How many layers would you wear if we go camping?** Provide the following sentence stem for the students to complete. **I would wear _____ layers.** *[Responses will vary.]* Continue reading.

“Trail” is another one of our STaR words. The book says, “Nice wool hats that cover our heads and ears will keep us from catching a chill on the trail.” I know that a chill is a feeling of cold. What does “trail” mean? A trail is a rough path. When we are walking in the woods, there are no sidewalks or streets; there are trails.

Page 3 **This picture shows other supplies. One of them is a tent. “Tent” is one of our STaR words. The book says, “To stay dry in our sleeping bags, we will put them in our tents.” A tent is a temporary shelter made of fabric.** Use Whole Group Response to ask the students: **Does a tent keep you dry if it rains?**



Page 4 Point to the compass. **This is a compass. We can use a compass to find out which direction is north. Knowing which direction is north helps us find our way if we get lost. In the story *Buster*, the dog got lost. Perhaps Buster could have used a compass to help him find his way home.**

Use Think-Pair-Share to ask the students: **What could happen if we don’t have a map when we go camping?**

Use Think-Pair-Share to ask the students: **Why is it important to bring a first-aid kit on a camping trip?** Provide the following sentence stem for the students to complete. **It’s important to bring a first-aid kit because *[we might get hurt]*.**

Page 6 Use Think-Pair-Share to ask the students: **Why do we remove any sticks or rocks from the area where we want to set up our tent?**

Lesson 19 **Day 1**

- Page 7 Use Think-Pair-Share to ask the students: **Do you think it's easy or hard to set up a tent?** Provide the following sentence stem for the students to complete. **I think it's [easy] to set a tent.**
- Page 8 Use Think-Pair-Share to ask the student: **What do we do with food so animals don't get to it?**
-  Point to the diagram of the campsite. **This is a diagram of a campsite.** Use Think-Pair-Share to ask the students: **What are some of the supplies that the diagram shows?**
- Page 9 Use Think-Pair-Share to ask the students: **Why do you think we have less chance of getting lost when we stay on a trail?**
- Page 10 Use Think-Pair-Share to ask the students the question posed in the book: **When we are camping, what story will you tell?**
- Page 12 Use Think-Pair-Share to ask the students: **Why is it important not to leave any trash behind?**



STaR Celebration

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

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

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

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

Random Reporter



Team Celebration Points



STaR Writing

Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



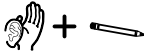
Remember a Word



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.
- Encourage the students to help their partners add details to their sentences to make them more interesting.
- Model writing your own sentence using the strategies from the Writing Strategies Bank most needed by your students.
- Allow time for the students to write their sentences in their writing notebooks. 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. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

Team Celebration Points →

Alphie's Question Quiz

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

Team Celebration Points →

Alphie's Questions:

What are some supplies we need when we go camping?

Why do we need to wear layers when we go camping?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>food and water</i>	Good answer. Can you say that in a complete sentence? <i>We need food and water when we go camping.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "We need food and water when we go camping."</i>
The student responds in a complete, but not very elaborate, sentence. <i>We need food and water when we go camping.</i>	Good answer. Can you add some details to your sentence? <i>We need food and water because we will get hungry and thirsty when we are camping.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why do we need to take food and water?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



**Read &
Respond**



Homework

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

You will need:**FastTrack Phonics**

Phonics picture cards from section 39*

Cami puppet

*Reading Reels for Roots DVD**

Partner Practice Booklet 4

Shared Story

Shared Story:

The Pest in the Tent

Reading Strategy Cue Cards

Fluency Flyers

*Reading Reels for Roots DVD**

Reading Celebration certificates

STaR

STaR story:

Let's Go Camping!

Idea Tree poster*

Book box: 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.



Key Card

FastTrack Phonics**Presenting /ou/****Say-It-Fast (optional)**

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

/sh-ou-t/ shout

/ou-t/ out

/b-o-ss-y/ bossy

/p-ar-k/ park

/h-oo-p/ hoop

/r-o-de/ rode

**Class Review—Sounds and Words**

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

- Point to the letters in the letter-group frieze in a mixed order. Have the students make the sound for each letter group as you point to it.

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—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 19 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:
couch...ouch...out...shout...shut...hut...hug...bug...bag
- 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.



Key Card

Hear the New Sound

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

shout out loud

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

Key picture—Show the students the “ou” key card. **What do you say when you see this picture?** [*responses*] **That’s right. “Shout it out.”** Flip the card over so the students can only see the letters “ou.” **What sound do these letters make?** [/ou/.] **Yes, the sound is /ou→ou/.**

Stretch and Read with the New Sound

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

shout out loud

With a partner—Have the students turn to page 19 in their Partner Practice Booklets and read the words in the bottom box together.

- Monitor the students as they read together. Have the students initial one another's books after 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.
- Award team celebration points to partners who read the words successfully.



Partner Practice Booklet 4

Team Celebration Points →

Write Words and Sentences

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

bone bones nice

ice shout *shouted

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

James shouted at Bob.

- 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

- **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 were Megan and Lana in the tent?** *[They wanted to camp out.]*
2. **How did Fang mess up the tent?** *[He messed up one bed. He bent another bed.]*
3. **How did Lana feel about Fang at the end of the story?** *[Lana still thinks Fang is the best dog.]*

Think-Pair-Share

Partner Word and Sentence Reading

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

Monitor

Team Celebration Points



The Sound and the Furry

Partner Reading

- Show the video segment for reading strategies. After Bett reads the Shared Story passage and the strategy menu appears, ask the class to choose a strategy for Bett to try. Then select that strategy from the menu, and push enter. If you have time, play all the strategies. Discuss why a particular strategy did or did not work. **Let's see how Bett uses strategies to figure out how to read a hard word. Which strategy do you think will help Bett read this word?**
- **Today you are going to read the whole story with your partner. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!** Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.

Focus on Fluency

Accuracy

Lesson 19 **Day 2**

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

Team Celebration Points

Partner Story Questions

- Have the students turn to the inside back cover of the Shared Story. Discuss and model 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.

Monitor



Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 2 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 19.

Team Celebration Points



Between the Lions

STaR

Think-Pair-Share

STaR Review

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

Display the cover of the book. **What is the title of this story?** *[The title is Let's Go Camping!]*

What are some of the supplies we need when we go camping? *[Some of the supplies we need when we go camping are: food, sleeping bags, a first-aid kit, warm clothes, flashlights, and tents.]* **We need camping supplies because...**

Display page 1. **How is the food we bring when we have a picnic similar to when we go camping? What food would you like to have on a picnic?**

How does wearing layers of clothing help when you go camping? *[Layers of clothes keep us comfortable.]* **We need different layers of clothes because...**

What layers of clothes would you wear if we went camping? What would you do if you got cold? What would you do if you got too warm?

Display page 2. **How can we avoid catching a chill when we are camping?**

Display page 4. **Why should we bring a compass when we go camping? What does a compass tell us?**

Why should we stay on a trail when we go camping? *[We should stay on a trail to avoid getting lost.]* **We can avoid getting lost if we stay on the trail because...**

How do we choose a site for our tents? *[We find a level site for our tents.]* **It is important to choose a site for our tents carefully because...**

Display page 5. **What can we do if one of the campers twists an ankle or a wrist when we are camping?**

What do we do before we leave our campsite? *[We clean the campsite before we leave.]* **It is important to clean up the campsite when we leave because...**

Idea Tree

Structure Review

- Display and review the Idea Tree poster. Tell the students that each branch tells us important details of the text.
- Prompt the students to generate a list of things they remember from the text.
- Write the ideas that the students share on branches. **Let's use our idea tree to help us think about important parts of the text. The big topic of this expository text is camping. Let's see what you remember from the text.**

Lesson 19 Day 2

Think-Pair-Share

- T-P-S: **What food can we bring on a camping trip?** *[We can bring sandwiches, fruit, trail mix, marshmallows, and water.]*
- T-P-S: **What clothes should we bring on a camping trip?** *[We should bring sweatshirts, extra socks, boots, a raincoat, and a hat.]*
- T-P-S: **What supplies can we take on a camping trip to keep us safe?** *[We can bring a map, lanterns or flashlights, a first-aid kit, and skin protectors like bug repellent and sunscreen.]*
- T-P-S: **What are some things to keep in mind when we set up a tent?** *[Some of the things we have to keep in mind when setting up a tent are level ground, no rocks or sticks, and being able to build a fire there at night.]*
- T-P-S: **What are some activities we can do when we are camping?** *[We can go on a long hike, and we can tell stories or sing songs.]*
- T-P-S: **What do we need to do when it's time to go home?** *[We have to clean the campsite so we don't leave trash that may hurt animals or the environment.]*

Retell

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

Book Box

banana	wood
hat	trail mix
first-aid kit	map
tent	blanket
lantern	
marshmallow	
sleeping bag	logs
raincoat	

Option 1: Book box

- Fill a box or container with several of the suggested items (or pictures of the 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 or text.
- Continue pulling items from the box until you have asked questions about all the items.

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.

Where would you like to go camping?

What food would you like to take on the camping trip?

Have you ever slept in a sleeping bag?

What can you do to avoid bug bites?

Why do we have to keep the food in closed containers?

How do you think you would feel when the camping trip is over?



STaR Celebration

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

Random Reporter →

Team Celebration Points →

STaR Writing

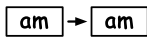
Writing Strategies Bank



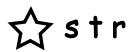
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



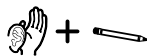
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Lesson 19 **Day 2**

- Explain to the students that they will now write sentences about their favorite parts of the story.
 - Model writing your own complete sentence with one of the words, using strategies from the Writing Strategies Bank as needed by your students.
 - Allow time for the students to write their 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 is it important to stay on a trail?

How does a tent protect us?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>lost</i>	Good answer. Can you say that in a complete sentence? <i>We need to stay on a trail so we don't get lost.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "We need to stay on a trail so we don't get lost."</i>
The student responds in a complete, but not very elaborate, sentence. <i>We need to stay on a trail so we don't get lost.</i>	Good answer. Can you add some details to your sentence? <i>We need to stay on the trail so we don't get lost and go to the wrong campsite.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What might happen if you get lost?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Read &
Respond



Homework

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

You will need:**FastTrack Phonics**

Phonics picture cards
from section 40*

Alphie puppet

Letter-Blending Cards*

*Reading Reels for
Roots DVD**

Partner Practice
Booklet 4

Green index cards, paper,
or tagboard*

Shared Story

Shared Story:

The Pest in the Tent

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Adventures in Writing

Writing Strategies Bank
(teacher created)

Partner writing books
(teacher acquired)

*Not needed for interactive whiteboard users

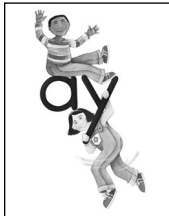
Team Celebration Points



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 /ay/

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.

bunny	/b-u-nn-y/ (4)	fate	/f-a-te/ (3)
tray	/t-r-ay/ (3)	trade	/t-r-a-de/ (4)
ace	/a-ce/ (2)	plates	/p-l-a-te-s/ (5)



Animated Alphabet

Class Review—Sounds and Words

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

Lesson 19 Day 3



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.

- Point to the letters in the letter-group frieze in a mixed order. Have the students make the sound for each letter group as you point to it.

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

pouch pancakes pest



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 20 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.

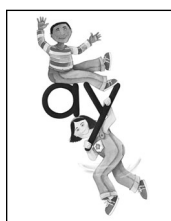
Team Celebration Points

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

Quick Erase

- Use the following sequence:

park...bark...bar...bat...mat...mate...make...lake...late...lane
- 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.



Key Card

Hear the New Sound

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

day may play

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

Key picture—Show the key card for “ay.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a boy and a girl who love to play. In fact, they love playing so much that they often ask, “May I play?” “May I play?” Let’s say that sentence together. [May I play?] Say each word in the phrase, and ask the students to repeat it. Stretch the /ay/ sound in each word.**



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.

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

/ay→ay/ “May I play?” “ay”

- Post the picture side of the key card for “ay” 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.

day lay say

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

- When the students have finished, choose a partnership randomly, and have them read the words together.
- Award team celebration points to partners who read the words successfully.



The Sound and the Furry



Partner Practice
Booklet 4

Team Celebration Points

ay

Write Letters and Words

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

/ay/ as in play

/a_e/ as in cake

/ee/ as in tree

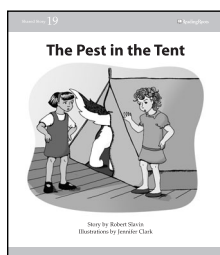
/o_e/ as in home

/a/ as in apple

/i_e/ as in bike

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.

day may gray lay play say

**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.**
- As you visit partnerships, listen for pairs of partners who can read the entire list of story words accurately. Place a sticker beside the story title on each student's Fluency Flyer.
- Award team celebration points to partnerships who earned stickers on their Fluency Flyers.
- 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.

Team Celebration Points →

Focus on Fluency

Reading Smoothly
with Expression

Monitor

Partner Reading

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



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're telling a story.**
- Lead a Guided Group Rereading of the story. Focus on reading the story with rich expression. Celebrate by leading a class cheer. Choose two students to read for tomorrow's Reading Celebration.
- Show the second *Between the Lions* segment for lesson 19.



Between the Lions

Adventures in Writing

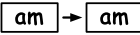
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



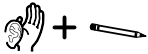
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Prewriting

- Have the students gather in front of the board. Introduce the activity. **We read two stories about camping trips. Today we are going to pretend that we are getting ready for our own camping trip. We are going to plan what we will take and what we will do.**
- Have the students name the things they will take on the camping trip. Create a list of items on the board under the title “Things we will need.” [*Tent, sleeping bag, food, etc.*]
- Invite the students to brainstorm ideas to create a second list that tells things they will do on their camping trip. Write a title, such as “Things we will do,” at the top of the list. [*Go fishing, build a campfire, sing songs, etc.*]
- Model writing your own complete sentences using strategies from the Writing Strategies Bank as needed by your students.

Lesson 19 **Day 3**

- **Now we are ready to write our papers. First we need to tell what we will do in a topic sentence.** Model writing a topic sentence, such as, “I will go on a camping trip,” on the board.
- **After the topic sentence, you will write a sentence about something you will take on the trip and why you need it. I will write a sentence about taking a tent. Why do I need a tent?** Use Think-Pair-Share to have the students respond. Use their answers to create a sentence. Add this new sentence next to the topic sentence, modeling strategies from the Writing Strategies Bank as needed by your students. [*I will take a tent to sleep in.*]
- Model adding a final sentence using one of the ideas generated about things to do on the trip. [*I will roast marshmallows on a stick.*]

Partner Planning

- Have the students talk with their partners about what they will do on a camping trip and what they will pack for their trip. Encourage the students to help their partners think of details that will make their sentences more interesting, such as telling why they need the item they will bring. Explain to the students that in their sentences, they will need to include at least one thing that they are bringing and tell about at least one thing that they will do.

Writing

Drafting

- Ask the students to begin writing. They may copy the topic sentence from the board or write their own sentences. Remind them that they need to include sentences that tell what they will bring and what they will do.
- 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.

Checking

- Have the students check their sentences by reading them to themselves and then to their partners. Encourage the students to comment and ask questions about their partners’ sentences.
- Encourage the children to make any changes or additions to their sentences based on ideas from their partners. Point out that adding their partners’ ideas is optional.

Lesson 19 **Day 3**

- 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 was generated during partner discussion to create complete sentences.
Writes with Quality and Quantity	The students must include a topic sentence and two or three supporting sentences that tell what they will bring and what they will do on their camping trip. Quality sentences will provide a reason for bringing the item and/or include descriptive language.



Writing Celebration

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

Team Celebration Points
→

Team Celebration

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



Homework

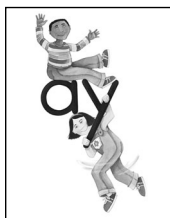
Have the students take the Shared Stories home and read them to family members several times. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

Extension Activity (*optional*)

- Explain to the students that they will play a game in which each person adds something to a story about a camping trip.
- Select two or three students to help you demonstrate. Start the story by saying, **“I am going on a camping trip, and I will take a tent.”** Then have one of the students repeat your sentence and add another camping item. For example, *“I am going camping, and I will take a tent and a sleeping bag.”* Have the other student add another item to the sentence such as, *“I am going camping, and I will take a tent, a sleeping bag, and a lantern.”*
- Divide the class into groups of four or five so each child has a chance to add something to the story. Use Random Reporter to assign a member of each group to start. Remind the students to use the story starter “I am going on a camping trip, and I will take....”
- If time allows, play again, but have a different student start the story so the person who started it the first time has a chance to use more of the story-related vocabulary.

At a Glance

FastTrack Phonics


Day 1:

New sound: /ay/

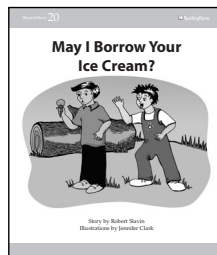
Day 2:

FTP Assessment 5
SOLO Assessment 5

Day 3:

Review Lesson

Shared Story


Shared Story:

May I Borrow Your Ice Cream?
by Robert Slavin



Review Sound: /i/

Strategies/Skills:

Previewing

Predicting

STaR

STaR Story:

Let's Be Friends Again!
written by Hans Wilhelm

Students will identify the theme of the story. They will give supporting evidence for this theme.

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 about sharing something with a friend.

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

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

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 19
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 40*

Cami puppet

*Reading Reels for Roots DVD**

Partner Practice Booklet 4

Shared Story

Shared Story 20:
May I Borrow Your Ice Cream?

Language development cards for lesson 20*

Key card for "I"*

Word cards*

Reading Strategy Cue Cards

*Reading Reels for Roots DVD**

STaR

STaR story:
Let's Be Friends Again!

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 19. Cheer for each team as its certificate is awarded.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.

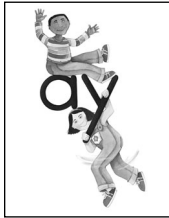
Team Celebration Points →



Read & Respond

**Check Day 3 Homework**

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



Key Card

FastTrack Phonics

Presenting /ay/

Say-It-Fast (optional)

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

/d-a-te/	<i>date</i>	/m-a-de/	<i>made</i>
/e-m-p-t-y/	<i>empty</i>	/t-r-ay/	<i>tray</i>
/v-a-se/	<i>vase</i>	/w-a-v-es/	<i>waves</i>



Class Review—Sounds and Words

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

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



Partner Practice 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 21 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

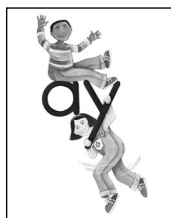
- Monitor the students as they read together. When partners have finished:
 - review any letters that the students seemed to have trouble with during Partner Practice;
 - randomly choose a partnership to read the word box together;
 - have a partnership share a sentence they created; and
 - have a partnership **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:
see...bee...bay...day...say...pay...play...lay...may...bay
- 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.



Key Card

Hear the New Sound

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

say may jay

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

Key picture—Show the students the “ay” key card. **What do you say when you see this picture?** [*responses*] **That’s right. “May I play?”** Flip the card over so the students can only see the letters “ay.” **What sound do these letters make?** [/ay/.] **Yes, the sound is /ay→ay/.**

Stretch and Read with the New Sound

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

may day ray

With a partner—Have the students turn to page 21 in their Partner Practice Booklets and 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.
- Award team celebration points to partners who read the words successfully.

Team Celebration Points →

Write Words and Sentences

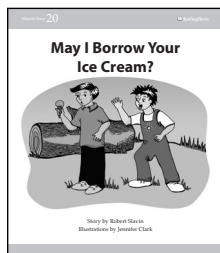
Write words—Show the “ay” key card, and explain that some of the words the students will write will use the /ay/ sound. Have the students use Stretch and Spell to write the words below. Use each word in a simple oral sentence, if necessary, to make sure that the students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class stretch and spell the words together.

play playing shout shouting hop hopping

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

It is a nice day.

- 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

Previewing

- **Let's preview the story by thinking about the title and the cover picture. Remember, this will help us understand the story better when we read it.**
- Display the book. **The title of this story is *May I Borrow Your Ice Cream?* I see Paco (point) and Bob. Point. Paco has an ice cream cone (point), and Bob looks very interested in it! The title says, "May I Borrow Your Ice Cream?" I think that means that Bob wants Paco to share the ice cream.**

*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

lap	dollar bill
leg	ice cream cone
log	kitchen
hand	pants

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 are Paco and Bob. Paco has an ice cream cone (point), and Bob has a bike. Point.** Display page 3. **Now they've traded. Bob has the ice cream cone (point), and Paco has the bike. Point. Paco doesn't look very happy. Maybe he's afraid Bob will eat all of his ice cream! Display page 4. Paco looks angry! I wonder if they'll have an argument? We'll have to read the story to find out.**
- **Let's review some words we will see in the story.** Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Option B: Video Word Play

- **Now we're going to watch a video that will help us find out more about the story.** Show the video Word Play for Shared Story 20 to introduce the story theme and vocabulary. Have the students say the vocabulary words with the video during the "Do You Remember?" section.
- **Let's review some words we will see in the story.** Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Video Words



leg	dollar bill
lick	landed
luck	melted
upset	spend



Animated Alphabet



The Sound and the Furry

Green Words

us	landed	until
bike	spilled	spent
lent	melted	gave
luck	licked	them
cones	last	lend
upset		

Red Words

your	full
so	I'll

Readles

dollar	house

Monitor



Teacher Shared Story



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 20 of *Reading Reels for Roots*, or display the key card for "l."
- **Now let's practice reading some words.** Show the video segments for Finger Detective and Sound It Out.
- Select three to five Green Words to stretch and read with the students.
- Use Say-Spell-Say to introduce the Red Words. Post the words on the word wall; then review all the Red Words with the class. Keep the Red Words posted until the students learn them.

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

- Present the story's readles one at a time, stating the words and asking the students to repeat them.

Partner Word and Sentence Reading

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

Guided Partner Reading

- **Now we're ready to read the story with our partners.**
- Make sure each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Follow the Guided Partner Reading steps to lead the class through a reading of the entire book.
 1. The teacher reads the teacher text 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.

Lesson 20 **Day 1**

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. **Bob and Paco made a trade. What did they trade?** *[Bob lent Paco his bike. Bob got to lick Paco’s ice cream cone.]*
 2. **Why was Paco mad?** *[Bob ate most of the ice cream.]*
 3. **What did Bob do to make Paco happy again?** *[Bob took Paco to his house. Bob’s mom gave them ice cream cones.]*
- Ask the students whether their predictions were accurate or the book surprised them.
- Choose two students to read for tomorrow’s Reading Celebration.
- Close with a quick review of the word wall.

STaR Words

pond	punish
upset	forget

Background Words

usually	sorry
sister	angry

STaR

STaR story:

Let’s Be Friends Again!

Written by Hans Wilhelm

Summary: *A boy tells the story of his little sister letting his pet turtle go in the pond. When he realized what she did, he was madder than he had ever been. But his sister apologized. She then offered to buy a new pet turtle with her pocket money. But the boy didn’t want a new turtle; he wanted his turtle back. The boy went to his room and thought about ways to punish his sister. Finally, he felt better by pounding on his pillow. His anger went away, and he was friendly to his sister again.*

Teacher’s Note: The pages of this book are not numbered. Page 1 begins with the text “This is a story about my little sister and me.”

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 *Let's Be Friends Again!* Look at the picture on the cover. There is a boy and a girl. What are they doing?** Wait for the students' responses. **That's right! They are playing pirate. I wonder how they are related. They couldn't be classmates because the boy looks older than the girl. Maybe they are brother and sister. This means that they have the same parents. She is the boy's sister, and he is the girl's brother. But I think something happened because the book's title is *Let's Be Friends Again!* This means that they stopped being friends. Why would you stop being friends with someone?** Wait for the students' responses.
- Page 7: **What is the girl doing?** Wait for the students' responses. **The girl is putting a turtle in a pond. A pond is a small body of water, like this one.**
- Pages 14 and 15: **How do you think the boy feels in this picture?** [*The boy is angry at his sister.*] **Why do you think he might be angry?** Use Think-Pair-Share to have the students respond.
- Read aloud the STaR words below, and ask the students to repeat them after you. If possible, post the words on cards, or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of 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.

Think-Pair-Share →

STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
pond	7	small body of water	Picture Walk, page 7
punish	14	make someone feel sorry	I know that I need to clean my room so my mother does not <i>punish</i> me.
upset	19	bothered	I feel <i>upset</i> after fighting with my sister.
forget	21	unable to remember	Mary tried to <i>forget</i> about the fight she had with Leila.

Lesson 20 **Day 1**

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

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
sister	1	a girl who has one or both parents in common with another person	My <i>sister</i> looks like our mom, but I look like our dad.
usually	2	normally	We <i>usually</i> come to school five days a week.
sorry	11	feels bad	Bob is <i>sorry</i> for breaking the toy.
angry	11	very mad	Pantomime being angry.

This book is about a boy and his sister. Does anyone have brothers or sisters? The students can respond with a show of hands. Invite the students to describe their siblings. If the students are unable to respond, prompt them with questions such as: **What is the name of your brother or sister?**

Do you play together? Most of you usually get along well with your brother or sister. Usually is what normally happens. What do you usually play with your brother or sister?

Sometimes brothers and sisters get angry at one another. When you get angry, you get very mad. Have you ever gotten angry at your brother or sister? What happened?

Sometimes we do things that make us feel sorry later. When we feel sorry, we feel bad about doing something wrong. We say we are sorry. Has your brother or sister ever said he or she is sorry? Why did he or she say sorry?

Interactive Reading

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



Think-Pair-Share



Page 1 Point to the illustration. **It looks like the boy and his sister have fun together. They are friends.**

Page 2 Use Think-Pair-Share to ask the students: **When is the boy's sister a pest?**

Page 4 **When you have brothers or sisters, you have to share your things with them.**

Use Think-Pair-Share to ask the students: **What does the boy share with his sister?**

Page 5 Use Think-Pair-Share to ask the students: **What terrible thing do you think the sister will do?**

Page 7 **"Pond" is one of our STaR words. A pond is a small body of water.**

What is the terrible thing that the sister does? The sister puts the turtle _____. Prompt the students to say, "in the pond."

Pages 8, 9 Use Think-Pair-Share to ask the students: **Why is the boy so mad at his sister? Wait for the students' responses. I think the boy is so mad at his sister because she lost his turtle.**



Page 11 **The sister said she was sorry. She felt bad for setting the turtle free in the pond. She apologized. But the boy was very angry. When you are angry, you get very mad. Show me what you look like when you are angry.**

Page 13 Use Think-Pair-Share to ask the students: **What do you think the boy is going to do next?**

Pages 14,15 **"Punish" is one of our STaR words. When someone gets punished, it's usually because they've done something wrong. Parents often punish children by sending them to their room. Use Think-Pair-Share to ask the students: **How does the boy want to punish his sister? Wait for the students' responses. Right! He wants to put his sister in jail.****

Page 19 **"Upset" is another of the STaR words. When you are upset, you are bothered by something. Use Think-Pair-Share to ask the students: **Why is the boy so upset?****

Is the boy's sister still upset? She doesn't seem upset anymore. It looks like she was able to forget about what happened. "Forget" is one of the STaR words. When you forget something, you don't remember it.

Lesson 20 **Day 1**

Page 20 Use Think-Pair-Share to ask the students: **Why do you think the boy feels better?** Wait for the students' responses. **He let out his feelings by pounding his pillow.**

Page 21 Use Think-Pair-Share to ask the students: **What do you think the boy is going to do next?**



Page 23 Point to the illustration. **It looks like the boy and the girl are getting along well. The boy is helping his sister.**
Use Think-Pair-Share to ask the students: **Do you think the boy has forgiven his sister?**

Think-Pair-Share

Page 24 Use Think-Pair-Share to ask the students: **Why do you think it was so easy for the boy to say to his sister that they were friends again?** Wait for the students' responses. **I think it was so easy because he wasn't angry with her anymore.**



Pages 26, 27 Point to the illustration. Use Think-Pair-Share to ask the students: **How do the boy and the girl look? If necessary, provide the following sentence stem. The boy and the girl look _____.**



STaR Celebration

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

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

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

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

Random Reporter

Team Celebration Points

STaR Writing

Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



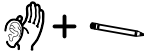
Remember a Word



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.
- Encourage the students to help their partners add details to their sentences to make them more interesting.
- Model writing your own sentence using the strategies from the Writing Strategies Bank most needed by your students.
- Allow time for the students to write their sentence in their writing notebooks. 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. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

Team Celebration Points →

Alphie's Question Quiz

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

Team Celebration Points →

Alphie's Questions:

What terrible thing does the boy's sister do?

How does the boy want to punish his sister?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>turtle</i>	Good answer. Can you say that in a complete sentence? <i>She put the turtle in the pond.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "She put the turtle in the pond."</i>
The student responds in a complete, but not very elaborate, sentence. <i>She put the turtle in the pond.</i>	Good answer. Can you add some details to your sentence? <i>The boy's sister thought the turtle needed exercise, so she set it free in the pond.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What made her put the turtle in the pond?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Read &
Respond



Homework

Have the students read 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.

Day 2

You will need:

FastTrack Phonics

Reading Roots Informal Assessment Booklet

Shared Story

Shared Story 20:
May I Borrow Your Ice Cream?

Reading Strategy Cue Cards

Fluency Flyers

*Reading Reels for Roots DVD**

Reading Celebration certificates

STaR

STaR story:
Let's Be Friends Again!

Story Star poster*

Writing Strategies Bank (teacher created)

Partner writing books (teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration Points →



Read & Respond



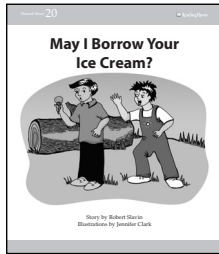
Check Day 1 Homework

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

FastTrack Phonics

Assessment 5

- Administer FastTrack Phonics Assessment 5 and the Structured Oral Language Observation (SOLO) 5 as guided by the Reading Roots Informal Assessment Booklet.



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 did Bob do with Paco's ice cream cone?** [*He ate most of it.*]
2. **What happened when Paco tried to get his cone back?** [*The ice cream cone fell. The ice cream landed on Paco's pants.*]
3. **How did Bob tease Paco at the end of the story?** [*He asked Paco to share his ice cream cone.*]

Partner Word and Sentence Reading

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

Monitor →

Team Celebration Points →

Partner Reading

- **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.

Focus on Fluency →

Accuracy

Lesson 20 **Day 2**

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

Team Celebration Points

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.

Monitor



Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 2 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 20.

Team Celebration Points



Between the Lions

STaR

Think-Pair-Share

STaR Review

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

Display the cover of the book. **What is the title of this story?** [*The title is Let's Be Friends Again!*]

What terrible thing does the boy's sister do? [*The boy's sister puts the turtle in the pond.*] **Have you ever been swimming in a pond?**

Display page 2. **What do the brother and sister like to do together? What do you play with your brother or sister?**

What does the boy want to do to his sister when he finds out what she has done? [*The boy wants to punish his sister.*]

How does the boy imagine punishing his sister? [*The boy imagines his sister in jail or being crushed by a boa.*] **Have you ever imagined punishing your brother or sister? Why did you imagine punishing your brother or sister?**

Display pages 3 and 4. **How do the brother and sister usually get along? How do you usually get along with your brother or sister?**

Why does the boy go to bed? [*The boy goes to bed because he is very upset.*] **Have you ever been so upset that you can't get out of bed? What made you so upset?**

Display page 9. **How does the boy feel when he finds out what his sister has done? Have you ever been so angry?**

What does the boy think when he sees his sister singing and dancing in the garden? [*The boy thinks his sister forgot that he was very angry.*] **Have you ever forgotten something? What did you forget?**

Display page 11. **What does the sister say to her brother after putting the turtle in the pond? Have you ever said you are sorry to your brother or sister?**

What is the story mostly about? [*The story mostly talks about friendship.*]

Story Star

Structure Review

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

Whole Group Response

Lesson 20 **Day 2**

Think-Pair-Share

- T-P-S: **Where does the story happen? What is the setting?** [*This story happens at the brother and sister's house.*]
- T-P-S: **Who are some of the characters in the story?** [*The brother, the sister, the parents, and the turtle.*]
- T-P-S: **What is the problem in the story?** [*The sister puts the boy's turtle in the pond.*]
- T-P-S: **What was the solution? How was the problem solved?** [*The boy lets out his anger and forgives his sister.*]

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: The brother and the sister play together.

Page 3: The brother and the sister read bedtime stories.

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 does the sister put the turtle in the pond?

How do you think the sister feels when her brother gets so angry?

Why do you think the boy feels better after punching his pillows?

Why was it easy for the boy to say to his sister that they were friends again at the end of the story?



STaR Celebration

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

Lesson 20 **Day 2**

Random Reporter

- Select one or two students to share their sentences with the class.
- Use Random Reporter to select students to share their sentences with the class.

Team Celebration Points

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

STaR Writing

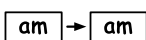
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



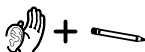
Remember a Word



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.
- Model writing your own complete sentence with one of the words, using strategies from the Writing Strategies Bank as needed by your students.
- Allow time for the students to write their own sentences in their 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.
- Award team celebration points to students who successfully share a complete sentence.

Team Celebration Points

Alphie's Question Quiz

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

Team Celebration Points →

Alphie's Questions:

How can you tell that the boy is angry even after his sister said she was sorry?

Why does the boy tell his sister to forget what happened?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>slammed door</i>	Good answer. Can you say that in a complete sentence? <i>The boy slammed the door.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The boy slammed the door."</i>
The student responds in a complete, but not very elaborate, sentence. <i>The boy slammed the door.</i>	Good answer. Can you add some details to your sentence? <i>The boy slammed the door as loudly as he could.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What is it about the way the boy slammed the door that shows he's very angry?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Read &
Respond



Homework

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

You will need:**FastTrack Phonics**

Phonics picture cards
from sections 36–40
as needed

Shared Story

Shared Story 20: *May
I Borrow Your Ice Cream?*

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Adventures in Writing

Shared Story:
May I Borrow Your Ice Cream?

STaR story:
Let's Be Friends Again!

Writing Strategies Bank
(teacher created)

Partner writing books
(teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration Points →



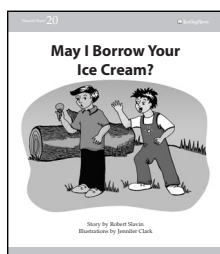
Read &
Respond

**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 options, select a FastTrack Phonics review lesson that best addresses your students' needs according to the results of Assessment 5. (See appendix for review lessons.)
 - Optional Review Lesson 19 /oo/, /ar/, and /c/
 - Optional Review Lesson 20 /ou/ and /ay/



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.**
- As you visit partnerships, listen for pairs of partners who can read the entire list of story words accurately. Place a sticker beside the story title on each student's Fluency Flyer.
- Award team celebration points to partnerships who earned stickers on their Fluency Flyers.
- 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.

Team Celebration Points

Focus on Fluency

Reading Smoothly
with Expression

Monitor

Partner Reading

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



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're telling a story.**
- Lead a Guided Group Rereading of the story. Focus on reading the story with rich expression. Celebrate by leading a class cheer. Choose two students to read for tomorrow's Reading Celebration.
- Show the second *Between the Lions* segment for lesson 20.



Between the Lions

Adventures in Writing

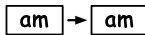
Writing Strategies Bank



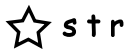
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



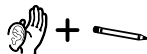
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Prewriting

- Have the students gather in front of the board. Review the things that the characters shared in the STaR and Shared stories. **We read two stories where characters share things.** Display the STaR story *Let's Be Friends Again!* **In the story *Let's Be Friends Again!*, what are some things that the brother and sister shared?** Use Think-Pair-Share to have the students respond. Display the Shared Story. **Very good! Now let's think about *May I Borrow Your Ice Cream?* What did the children in this story share?** Use Whole Group Response to have the students respond.

Lesson 20 **Day 3**

- Write the words “what,” “who,” and “why” on the board in a list format. Explain that the students will write about something they would like to share, including what they will share, with whom they will share it, and why they will share it. **Today we are going to write about things that we can share. We’ll begin by thinking of something that we can share. Hmmm. Let’s see.... I know something I can share. I can share my marbles.** Have the class repeat the sentence. Write the sentence on the board next to the word “what,” using strategies from the Writing Strategies Bank as needed by your students.
- **Now whom can I share my marbles with? Hmmm... I can share my marbles with Alphie.** Have the class repeat the sentence. Model writing the sentence next to the word “who.”
- **Now I need to think very carefully. Why would I share my marbles with Alphie? We can play a game together.** Have the class repeat the sentence. Model writing the sentence next to the word “why.”
- **I’ve written two sentences. I’ve told what I can share, whom I will share it with, and why I will share it.**

Partner Planning

- Have the students talk with their partners about something they can share. Remind them to include what they will share, the person with whom they will share, and why they will share it.
- Circulate as the students discuss, encouraging them to help their partners think of details that will make their sentences more interesting.

Writing

Drafting

- Have the students return to their seats. Ask the students to begin writing their three sentences in their partner writing books. Remind them that they will need to include sentences that tell what they will share, with whom they will share it, and why they will share it.
- 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.

Checking

- Have the students check their sentences by reading them to themselves and then to their partners. Encourage the students to comment and ask questions about their partners’ sentences.
- Encourage the students to make any changes or additions to their sentences based on ideas from their partners. Point out that adding their partners’ ideas is optional.

Lesson 20 **Day 3**

- 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 are expected to write complete sentences that tell about what they will share with someone, whom they will share it with, and why. The reasons for sharing should be logical.
Writes with Quality and Quantity	In the lesson, the students must write at least two sentences. Higher quality sentences will include descriptive language.



Writing Celebration

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

Team Celebration Points →

Team Celebration

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



Read &
Respond



Homework

Have the students take the Shared Stories home and read them 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 following rhyme for the extension activity.
- Teach the following rhyme using My Turn, Your Turn:

When I Get Mad

When I get mad, I slam the door

And throw my things down on the floor.

I sit and think, and in a while,

My mad goes away, and I can smile.

- Encourage the students to dramatize the actions in the rhyme.
- Have the students work in groups to think of an ending to a stem provided for the first lines of the rhyme. Have the group recite the entire rhyme. Example: **When I get mad, I count to ten to try to feel**_____. [*Possible response: better again*]

When I get mad, I stomp my feet

And give a frown _____. [*Possible response: to all I meet*]

I sit and think, and in a while,

My mad goes away, and I can smile.

- The students supply a new sentence for the first part of the rhyme. Possible ideas include:

I breathe real deep.

I take a walk.

I shout out loud.

At a Glance

FastTrack Phonics

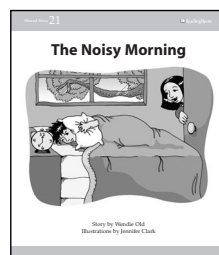


Days 1 and 2:
New sound: /ea/



Day 3:
New sound: /or/

Shared Story



Shared Story:
The Noisy Morning
by Wendie Old



Review Sound: /i/

Strategies/Skills:

Previewing

Predicting

Recognizing “_ed”
and “_ing” endings
to verbs. (See Word
Presentation.)

STaR

STaR Story:

Bear Snores On
written by Karma
Wilson, illustrated
by Jane Chapman

Students will retell the
story in logical order.

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 about
ways to wake up Bob, a
story character.

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

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

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 20
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 41*

Alphie puppet

Letter-Blending Cards*

*Reading Reels for Roots DVD**

Partner Practice Booklet 5

Green index cards, paper, or tagboard*

Shared Story

Shared Story 21:
The Noisy Morning

Language development cards for lesson 21*

Key card for "I"*

Word cards*

Reading Strategy Cue Cards

*Reading Reels for Roots DVD**

STaR

STaR story: *Bear Snores On*

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 20. Cheer for each team as its certificate is awarded.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.

Team Celebration Points →



Read & Respond

**Check Day 3 Homework**

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



Key Card

FastTrack Phonics

Presenting /ea/

Break-It-Down

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

bean	/b-ea-n/ (3)	beech	/b-ee-ch/ (3)
funny	/f-u-nn-y/ (4)	see	/s-ee/ (2)
feet	/f-ee-t/ (3)	leaf	/l-ea-f/ (3)



Animated Alphabet

Class Review—Sounds and Words

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

- Point to the letters in the letter-group frieze in a mixed order. Have the students make the sound for each letter group as you point to it.

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

stay sleeping liked

Partner Practice—Sounds and Words

- Have the students write the letter groups they need to practice in the first box on page 1 in Partner Practice Booklet 5.
- 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 2 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.



Partner Practice Booklet 5

Lesson 21 **Day 1**

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:

side...wide...wife...life...line...lane...cane...can...tan
- 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.



Key Card

Hear the New Sound

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

eat meal bead

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

Key picture—Show the key card for “ea.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a cup of tea. When I see this cup, I think about drinking tea. Every time I see this picture, I say, “Time for tea.” Let’s say that sentence together.** [*Time for tea.*] Say each word in the phrase, and ask the students to repeat it. Stretch the /ea/ sound in each word.



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.

- Build a strong connection between the picture and the letters. Point to the letter group “ea” in the picture. **When I look at the letters “ea,” I think about the phrase “Time for tea.”** Run your finger over the “ea” as you repeat the sound /ea/ three times. **Look really hard at the “ea,” and imagine seeing these letters with a cup of tea.** Flip the card over so the students can only see the letters “ea.”

Lesson 21 **Day 1**

What do these letters say? [*ea.*] Stretch the /ea/ sound. Show the picture side of the card again. **Here's a way to help us remember to say /ea/ when we see these letters. When I point to "ea," I want you all to say:**

/ea/ "Time for tea." "ea"

- Post the picture side of the key card for "ea" in the letter-group frieze.

Stretch and Read with the New Sound

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

tea bean lead

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. Partners will check each other's work.

- When the students have finished, choose a partnership randomly, and have them read the words together.
- Award team celebration points to partners who read the words successfully.

Write Letters and Words

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

/ay/ as in play

/a_e/ as in cake

/ou/ as in shout

/ee/ as in tree

/i_e/ as in time

/ar/ as in bar

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.

read seal team

bean beak ear

Interactive
Whiteboard Users

Method varies



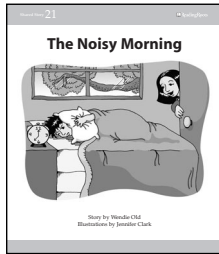
The Sound and the Furry



Partner Practice
Booklet 5

Team Celebration Points

ea



Shared Story

Previewing

- Let's preview the story by thinking about the title and the front cover picture. Remember, this will help us understand the story better when we read it.
- Display the book. **The title of this story is *The Noisy Morning*. I see two characters on the front cover of the book: Bob (point) and Bob's mother. Point. Bob is in bed. It looks like he doesn't want to get up. Why do you think the title of the story might be *The Noisy Morning*?** (T-P-S)

Think-Pair-Share →

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

Option A: Teacher Overview

- **Now let's look through the book to see if we can find out more of what this story is going to be about.**
- Display page 3. **Mom is clapping. She wants Bob to get out of bed.** Display page 5. **Now Bob's friend Derrick has come over. He's making noise so Bob will get up. The birds are making noise too.** Display page 7. **Look at all the people in Bob's room! Even Fang is there! I wonder if all these people can make Bob get up?**
- **Let's review some words we will see in the story.** Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Option B: Video Word Play

- **Now we're going to watch a video that will help us find out more about the story.** Show the video Word Play for Shared Story 21 to introduce the story theme and vocabulary. Have the students say the vocabulary words with the video during the "Do You Remember?" section.
- **Let's review some words we will see in the story.** Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Picture Cards

clock
dog biscuit
flock of birds
pillow
willow

Video Words



flopped	plopped
clock	tick tock
clapping	glad



Animated Alphabet



The Sound and the Furry

Green Words

black	bumped
clapping	clock
flat	glad
plopped	slipped
sang	flock
splat	stopped
tapping	ticked
time	flopped

Red Words

said	saying	says

Readles

birds	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 21 of *Reading Reels for Roots*, or display the key card for "l." Have the students review the alliterative phrase and practice the sound.
- **Now let's practice reading some words.** Show the video segments for Finger Detective and Sound It Out.
- Select three to five Green Words to stretch and read with the students.
- Review the following words with "_ed" and "_ing" endings. Write the words on the board. Read each word by covering the ending with your hand and sounding out the root word. Then remove your hand, and sound out the entire word. Use each word in a sentence to clarify its meaning.

tapped clapped flapped

tapping clapping flapping
- Use Say-Spell-Say to introduce the Red Words. Post the words on the word wall; then review all the Red Words with the class. Keep the Red Words posted until the students learn them.

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

- Present the story's readles one at a time, stating the words and asking the students to repeat them.

Partner Word and Sentence Reading

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

Guided Partner Reading

- Now we're ready to read the story with our partners.
- Make sure each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.

Monitor

Teacher Shared Story

Lesson 21 **Day 1**

- Follow the Guided Partner Reading steps to lead the class 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 sentences and helping one another effectively. Model or assist as needed.

Monitor

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 did Mom clap?** [*Mom wanted Bob to wake up.*]
 2. **What happened when Fang walked in?** [*Fang slipped on the floor. He plopped on the bed.*]
 3. **Why do you think Bob got up at the end of the story?** [*He wanted all the noise to stop.*]
- Ask the students whether their predictions were accurate or the book surprised them.
- Choose two students to read for tomorrow’s Reading Celebration.
- Close with a quick review of the word wall.

STaR Words

lair	spark
storm	snuck

Background Words

cave	snores
share	crowd

STaR

STaR story:

Bear Snores On

Written by Karma Wilson

Illustrated by Jane Chapman

Summary: *The bear sleeps in a cave during the long, cold winter. One night a mouse creeps into the cave and starts a small fire. The bear doesn't wake up. A hare joins the mouse, and they brew black tea. The bear continues sleeping. A badger comes into the cave to share its nuts. The mouse, the hare, and the badger eat while the bear keeps sleeping. Soon they are joined by a gopher, a mole, a wren, and a raven. The party is in full swing, but the bear doesn't wake up until a small pepper fleck makes him sneeze. The bear complains about missing the party. But the mouse convinces him that the party is still going on. However, when the sun comes up, the bear can't sleep, but his friends snore on.*

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 "In a cave in the woods...."

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 *Bear Snores On*. Look at the picture on the front cover. What is the bear doing? Wait for the students' responses. **Right.** The bear is sleeping. Does anybody know what "snores" means? Wait for the students' responses. Snoring is when we breathe with a rough, hoarse noise while sleeping. Like this. Demonstrate snoring. Why do you think the book is called *Bear Snores On*? Have the students discuss the title. Then have the students repeat the title.
- **The bear is not alone.** What animals are watching the bear sleep? Wait for the students' responses. **Very good!** Point to the animals while you name them. **There is a mouse, a badger, a hare, a gopher, a mole, a wren, and a raven.**
- **Page 3:** Let's look at this picture. There is a lot of snow falling. It looks like there is a big storm. A storm is very bad weather. This storm has a lot of snow and wind that blows the snow around.
- **Page 19:** This is a funny picture! It looks like the animals are having a party in the cave. A party is a group of people or animals having fun together.

Lesson 21 **Day 1**

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

STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
lair	1	where a wild animal rests	The wolf slept in his <i>lair</i> .
spark	5	a small bit of fire	The fire started with a tiny <i>spark</i> .
storm	17	bad weather with rain or snow	During the <i>storm</i> , it rained and the wind blew very strongly.
snuck	26	to move in a secret way	A mouse <i>snuck</i> in the kitchen when the back door didn't close all the way.

Lesson 21 **Day 1**

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

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
cave	1	a hole in the ground or in the side of a mountain	The <i>cave</i> was damp and dark, perfect for the sleeping bats.
snores	3	breathes loudly while asleep	My dog <i>snores</i> so loudly that he wakes me up at night.
share	12	give part of what you have to others	Elle likes to <i>share</i> her toys with Amy.
crowd	22	a group of people or animals standing close together	There was a big <i>crowd</i> at the movie theater waiting for the movie to start.

This book is about a bear that is sleeping in a cave. A cave is a hole in the ground or in the side of a mountain. What do you think caves are like? Invite the students to describe a cave briefly. If the students have difficulty, prompt them with questions such as: **Do you think animals live in caves? Do you think caves have light?**

Demonstrate snoring. **What am I showing you right now? I am snoring. When do people or animals snore?** Prompt student answers as necessary.

In the last STaR story we read, the boy had to share everything with his sister. Sharing is when you give a part of what you have to others. What is something you could share with a friend?

A crowd is a group of people or animals standing close together. For example, there is a crowd during lunchtime at the cafeteria. Where else can we find a crowd? Have you ever been part of a crowd?

Interactive Reading

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

Page 1 **“Lair” is one of the STaR words. The book says that the bear is sleeping in his lair. This helps me understand that a lair is the resting place of a wild animal. It can be a cave or a hole in the ground.**

Think-Pair-Share →

Page 4 Use Think-Pair-Share to ask the students: **What do you think the bear will do if he wakes up and sees the mouse?** Provide the students with the following sentence stem: **I think the bear will *[chase it away]*.**

Page 5 **“Spark” is a STaR word. Use Think-Pair-Share to ask the students: What is a spark? Wait for the students’ responses. The book says that the mouse lights wee twigs with a small hot spark. So spark has something to do with fire. The fire lights the cave. Use Think-Pair-Share to ask the students: Do you think this might wake up the bear?**



Page 7 Point to the bear. Ask the students to repeat the sentence “But the bear snores on.”



Page 8 Point to the hare. **A hare is a type of rabbit. Use Think-Pair-Share to ask the students: Why do you think the hare goes into the cave?**

Page 9 Use Think-Pair-Share to ask the students: **What do you think the bear will do when the hare and the mouse have their tea?** Provide the students with the following sentence stem: **I think the bear will *[snore on]*.**

Page 12 Use Think-Pair-Share to ask the students: **What do you think the badger will share with the mouse and hare?** Provide the students with the following sentence stem: **I think the badger will share *[answers will vary]*.**



Page 15 **There is so much noise from the chew, the chomp, and the crunch of the hare, the badger, and the mouse. Invite the students to show you how they would chew, chomp, and crunch if they were the animals in the cave.**

Point to the bear. Read the word “But,” and pause to allow the students to jump right in to complete the sentence “...the bear snores on.”

Lesson 21 **Day 1**



Page 16 Point to the different animals as you name them. **This is a gopher, and this is a mole. They dig tunnels in the earth. A wren and raven are both birds, though the raven is bigger than the wren.**

Page 17 **“Storm”** is one of the STaR words. I can see in the pictures that a lot of snow was falling and the wind was howling. A storm is when there is rain, snow, or thunder and lightning. There are so many animals in the cave now. What do you think the bear will do if he wakes up now? Provide the students with the following sentence stem: **I think the bear will _____.**

Page 19 **The group of animals are having fun; they are having a party.** Use Whole Group Response to ask the students: **Do you think the party is loud?**

Page 21 Use Think-Pair-Share to ask the students: **What do pepper flecks do to you?**

Page 26 **“Snuck”** is a STaR word. The bear is upset because the animals snuck into his lair. The animals came into the bear’s lair quietly and secretly. “Snuck” means moving quietly and secretly. Use Think-Pair-Share to ask the students: **What do you think the bear is going to do?**

Page 30 Use Think-Pair-Share to ask the students: **What happened in the end when morning came?**



STaR Celebration

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

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

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

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

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

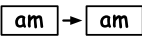
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



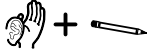
Remember a Word



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.
- Encourage the students to help their partners add details to their sentences to make them more interesting.
- Model writing your own sentence using the strategies from the Writing Strategies Bank most needed by your students.
- Allow time for the students to write their sentences in their writing notebooks. Circulate as they write, discussing with the students the strategies that they have used.
- Award team celebration points to students who successfully share a complete sentence.

Team Celebration Points →

Alphie's Question Quiz

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

Team Celebration Points →

Alphie's Questions:

What was the bear doing in his lair?

What did the mouse do with a small spark?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>sleeping</i>	Good answer. Can you say that in a complete sentence? <i>The bear was sleeping.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The bear was sleeping."</i>
The student responds in a complete, but not very elaborate, sentence. <i>The bear was sleeping.</i>	Good answer. Can you add some details to your sentence? <i>The bear was sleeping through the long, cold winter.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>How long was the bear going to sleep?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Read &
Respond



Homework

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

You will need:**FastTrack Phonics**

Phonics picture cards from section 42*

Cami puppet

Reading Reels for Roots DVD*

Partner Practice Booklet 5

Shared Story

Shared Story 21:
The Noisy Morning

Reading Strategy
Cue Cards

Fluency Flyers

Reading Reels for Roots DVD*

Reading Celebration
certificates

STaR

STaR story:
Bear Snores On

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.

FastTrack Phonics

Presenting /ea/

Say-It-Fast (optional)

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

/b-ea-d/ *bead*

/s-e-t/ *set*

/b-ay/ *bay*

/m-oo-n/ *moon*

/l-u-n-ch/ *lunch*

/s-t-r-e-a-m/ *stream*

**Class Review—Sounds and Words**

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

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



Partner Practice Booklet 5

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 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 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:
tea...sea...seal...deal...heal...heat...beat...bean
- 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.



Key Card

Hear the New Sound

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

tea flea please

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

Key picture—Show the students the “ea” key card. **What do you say when you see this picture?** [*responses*] **That’s right. “Time for tea.”** Flip the card over so the students can only see the letters “ea.” **What sound do these letters make?** [/ea/.] **Yes, the sound is /ea→ea/.**

Stretch and Read with the New Sound

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

seat bean eat

With a partner—Have the students turn to page 3 in their Partner Practice Booklets and read the words in the bottom box together.

- Monitor the students as they read together. Have the students initial one another’s books after 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.
- Award team celebration points to partners who read the words successfully.



Partner Practice Booklet 5

Team Celebration Points →

Write Words and Sentences

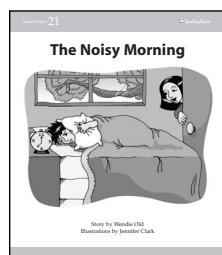
Write words—Show the “ea” key card, and explain that some of the words the students will write will use the /ea/ sound. Have the students use Stretch and Spell to write the words below. Use each word in a simple oral sentence, if necessary, to make sure that the students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class stretch and spell the words together.

bean ice heat
eat shout shouted

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

I will drink tea in a cup.

- 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.



Think-Pair-Share →

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 did Bob say to the clock?** [*“Stop, clock. Stop saying tick-tock.”*]
 2. **What did Mom, Derrick, and the birds do to wake up Bob?** [*Mom clapped. Derrick tapped. The birds sang.*]
 3. **Why did the bed flop flat?** [*The bed flopped flat because Fang jumped on it.*]

Partner Word and Sentence Reading

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

Monitor

Team Celebration Points

Partner Reading

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

Focus on Fluency

Accuracy

Team Celebration Points

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.

Monitor



Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 2 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 21.

Team Celebration Points



Between the Lions

STaR

Think-Pair-Share →

STaR Review

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

Display the front cover of the book. **What is the title of this story?** [*The title is Bear Snores On.*] **What is the bear's lair?** [*The bear's lair is a cave.*] **The mouse knew the cave was the bear's lair because...** Prompt the students to complete the sentence.

Display pages 2 and 3. **Where is the bear sleeping? Do you think the bear is warm inside the cave?**

Display pages 4 and 5. **What does the mouse light with a spark?** [*The mouse lights twigs.*] **The mouse lights twigs with a spark because...**

Display page 11. **Does the bear still snores when the animals come into the cave? How loudly do you think a bear snores?**

What do the animals do to get out of the storm? [*They go into the bear's cave.*] **The animals go into the cave to get out of the storm because...**

Display page 13. **Who shares his honey nuts with the mouse and the hare? What do you share with your friends?**

What does the bear do when he find out the animals have snuck into his lair? [*The bear whimpers and moans, and he wails and groans.*] **The bear is upset that the animals have snuck into his lair because...** Prompt the students to complete the sentence.

Display page 28 and 29. **What does the crowd do when the bear sneezes? What happens when the sun comes up?**

Story Star →

Structure Review

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

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

Whole Group Response →

- WGR: **The title tells us the name of the story. What is the title of the story?** [*Bear Snores On.*]

Think-Pair-Share →

- T-P-S: **Where did the story happen? What is the setting?** [*This story has one setting: a cave in the woods.*]

- T-P-S: **Who are some of the characters in the story?** [*The bear, the mouse, the hare, the badger, the mole, the wren, and the raven.*]

Lesson 21 **Day 2**

- T-P-S: **What is the problem in the story?** [*The bear wakes up to find the animals having a party in his lair.*]
- T-P-S: **What was the solution? How was the problem solved?** [*The animals pop more popcorn, brew more tea, and keep the party going until morning.*]

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:

mouse lights a spark; mouse sips, and hare burps; mouse, hare, and badger chew, chomp, crunch, etc.

Roles: bear, mouse, hare, badger, gopher, mole, wren, raven

Option 2: Reread the story.

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

What woke the bear up?

How do you think the animals feel when the bear wakes up and is very upset?

Why do all the animals, except the bear, fall asleep when morning comes?



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). Tell the students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask them to share their sentences in their partnerships or teams.
- Ask them to tell to which part of the story star their sentences relate.
- Select one or two students to share their sentences with the class.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

STaR Writing

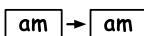
Writing Strategies Bank



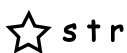
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



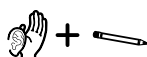
Remember a Word



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.
- Model writing your own complete sentence with one of the words, using strategies from the Writing Strategies Bank as needed by your students.
- Allow time for the students to write their own sentences in their writing notebooks. Circulate as they write, discussing the strategies that the students have used.

Lesson 21 **Day 2**

Team Celebration Points

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

Alphie's Question Quiz

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

Team Celebration Points

Alphie's Questions:

What was happening outside while the animals were inside the cave?

Why did the animals sneak into the bear's lair?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>snow</i>	Good answer. Can you say that in a complete sentence? <i>It was snowing.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "It was snowing."</i>
The student responds in a complete, but not very elaborate, sentence. <i>It was snowing.</i>	Good answer. Can you add some details to your sentence? <i>It was snowing because it was wintertime.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why was it snowing? When do we see snow?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Read &
Respond



Homework

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

You will need:**FastTrack Phonics**

Phonics picture cards
from section 42*

Alphie puppet

Letter-Blending Cards*

*Reading Reels for
Roots DVD**

Partner Practice
Booklet 5

Green index cards, paper,
or tagboard*

Shared Story

Shared Story 21:
The Noisy Morning

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Adventures in Writing

Shared Story 21:
The Noisy Morning

STaR story: *Bear Snores On*

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 /or/

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.

bead	/b-ea-d/ (3)	seeds	/s-ee-d-s/ (4)
key	/k-ey/ (2)	h-o-me	/g-o/ (3)
fuzzy	/f-u-zz-y/ (4)	coat	/c-oa-t/ (3)



Animated Alphabet

Class Review—Sounds and Words

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

Lesson 21 **Day 3**



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.

- Point to the letters in the letter-group frieze in a mixed order. Have the students make the sound for each letter group as you point to it.

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

liked sleeping cream



Partner Practice Booklet 5

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 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 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:
mean...bean...lean...leap...lap...tap...tape...shape
- 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.



Key Card

Hear the New Sound

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

corn fork born

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

Key picture—Show the key card for “or.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a horse. This horse likes to eat corn. Every time I see this picture, I say, “Corn for the horse.” Let’s say that sentence together.** [*Corn for the horse.*] Say each word in the phrase, and ask the students to repeat it. Stretch the /or/ sound in each word.



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.

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

/or/→/or/ “Corn for the horse.” “or”

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

Stretch and Read with the New Sound

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

corn horn fork

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 read the words in the bottom box together. Partners will check each other’s work.

- When the students have finished, choose a partnership randomly, and have them read the words together.
- Award team celebration points to partners who read the words successfully.

Focus on Fluency

Reading Smoothly
with Expression



The Sound and the Furry



Partner Practice
Booklet 5

Team Celebration Points

or

Write Letters and Words

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

/ay/ as in play

/a_e/ as in cake

/ea/ as in tea

/ou/ as in shout

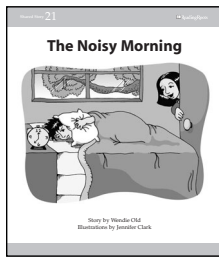
/or/ as in horse

/i_e/ as in ride

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.

fork fort horn

sort born corn



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.**
- As you visit partnerships, listen for pairs of partners who can read the entire list of story words accurately. Place a sticker beside the story title on each student's Fluency Flyer.
- Award team celebration points to partnerships who earned stickers on their Fluency Flyers.
- Call on partnerships to tell you which words were easy to read and which words were hard. Review reading strategies to sound out difficult words or to read sight words.

Team Celebration Points

Focus on Fluency

Reading Smoothly
with Expression

Monitor

Partner Reading

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



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're telling a story.**
- Lead a Guided Group Rereading of the story. Focus on reading the story with rich expression. Celebrate by leading a class cheer. Choose two students to read for tomorrow's Reading Celebration.
- Show the second *Between the Lions* segment for lesson 21.



Between the Lions

STaR

Vocabulary Review: Silly or Sensible?

- Read each sentence listed below, asking the students to think about whether it is silly or sensible. Explain that “sensible” means that the sentence makes sense.
- Think-Pair-Share: **Was that sentence silly or sensible? Decide with your partner whether the sentence was silly or sensible and why.**
- After providing time for partner discussion, ask the class: **Was it silly or sensible? Show me with your hands.** Ask the students to raise their hands normally if the sentence is sensible and in a silly way (e.g., wiggling their fingers, flopping their wrist) 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. Ray wears many **layers** of clothes under his swimsuit when he goes swimming. [*silly*]
 2. Ava’s mom wants to **punish** Ava for being nice and following her instructions. [*silly*]
 3. The **storm** was so strong that the lights went off and the streets flooded. [*sensible*]
 4. Cats, dogs, and people only **snore** when they are awake. [*silly*]
 5. It’s normal that people spend the winter sleeping in a **lair**. [*silly*]
 6. **Twisting** your ankle doesn’t cause any pain at all. [*silly*]
 7. Antonio is two years older than his **sister**, but they enjoy playing together. [*sensible*]
 8. We found a **cave** in the forest that doesn’t have a roof or walls. [*silly*]
 9. Allison and her family sleep in a **tent** when they go camping. [*sensible*]
 10. Jen **forgets** the song because she sings it all the time and knows it by heart. [*silly*]

Adventures in Writing

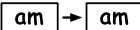
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



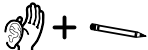
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Prewriting

- Have the students gather in front of the board. Review the ways the characters were awakened in the Shared Story and STaR story. **We read one story about a boy who did not want to get out of bed in the morning and a story about a bear that couldn't wake up. Who tried to wake up Bob in *The Noisy Morning*? What ways did they try to wake up Bob? What sounds did not awaken the bear in *Bear Snores On*?**
- Introduce the writing activity. **Today we're going to pretend that Bob is our friend. We go to his house one day so we can walk to school together. But Bob is still in bed asleep! We will write about how we plan to wake him up.**
- Provide an example. **What can we do to wake him up? Let's see. I know one thing I can do. I can hop on Bob's bed.** Write "hop on the bed" on the board. Generate a class list of ways that the students could wake up Bob themselves. **Can you help me think of another way to wake up Bob?** Use Think-Pair-Share to have the students answer. Add their responses to the list. Model using strategies from the Writing Strategies Bank as you record their ideas.
- Model writing a sentence with one of the ideas on the list. Invite the students to help you add details to your sentence to make it more interesting. **I will write a sentence with one of my ideas. My sentence will be, "I can jump on the bed."** Write the sentence on the board. **What are some details I could add to my sentence to make it more interesting?** Incorporate the students' ideas. [*I can jump up and down on the bed over and over.*]

- **We need a topic sentence for our papers. What could our topic sentence say?**
Use the students' ideas to create a sentence, and write it on the board. *[Bob is asleep, and I need to help wake him so we can walk to school together.]*

Partner Planning

- Have the students work with their partners to select items from the list about which they would like to write. Each student will write about at least two different ways to awaken Bob. Encourage the students to help their partners think of details that will make their sentences more interesting.

Writing

Drafting

- Ask the students to begin writing. Invite them to copy the topic sentence from the board or create their own topic sentences. Remind them that their other sentences need to tell about at least two different ways that they will try to wake up Bob.

Checking

- Have the students check their sentences by reading them to themselves and then to their partners. Encourage the students to comment and ask questions about their partners' sentences.
- Encourage the children to make any changes or additions to their sentences based on ideas from their partners. Point out that adding their partners' ideas is optional.
- 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 complete sentences.
Writes with Quality and Quantity	The students must include a topic sentence and at least two supporting sentences. Quality sentences will include descriptive language and/or provide the reason for using the chosen strategy to wake up Bob.



Writing Celebration

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

Team Celebration Points

Team Celebration

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



Homework

Have the students take the Shared Stories home and read them 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*)

- Reread the story *Bear Snores On*, allowing the students to recite the repetitive text, “But the bear snores on.”
- Pause as you read to allow the students to complete sentences using new vocabulary. For example, on page 5 read: “**So he lights wee twigs with a small, hot [*spark*].**”

At a Glance

FastTrack Phonics

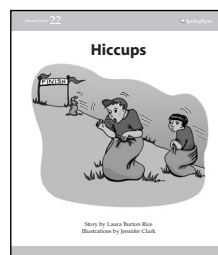


Day 1:
New sound: /or/

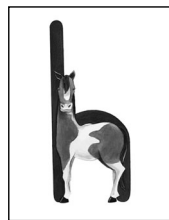


Days 2 and 3:
New sound: /ie/

Shared Story



Shared Story:
Hiccups
by Laura Burton Rice



Review Sound: /h/

Strategies/Skills:

Previewing

Predicting

STaR

STaR Story:

The Tortoise and The Hare
An Aesop Fable
adapted and illustrated
by Janet Stevens

Students will identify the moral of the story. They will tell the difference between the theme and the moral.

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 advice for a friend who has the hiccups.

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

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

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 21
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 42*

Cami puppet

*Reading Reels for Roots DVD**

Partner Practice Booklet 5

Shared Story

Shared Story 22:
Hiccups

Language development cards for lesson 22*

Key card for "h"*

Word cards*

Reading Strategy Cue Cards

*Reading Reels for Roots DVD**

STaR

STaR story: *The Tortoise and the Hare*

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 21. Cheer for each team as its certificate is awarded.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.

Team Celebration Points →



Read & Respond

**Check Day 3 Homework**

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



Key Card

FastTrack Phonics

Presenting /or/

Say-It-Fast (optional)

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

/b-ow-l/	<i>bowl</i>	/c-oa-s-t/	<i>coast</i>
/c-o-ne/	<i>cone</i>	/d-r-e-ss/	<i>dress</i>
/g-oa-t/	<i>goat</i>	/r-o-pe/	<i>rope</i>



Class Review—Sounds and Words

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

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



Partner Practice Booklet 5

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 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. This will help the students recognize words in their Partner Practice Booklets as words they already know and use.

Lesson 22 **Day 1**

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:
cord...corn...horn...born... barn...bar...far
- 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.



Key Card

Hear the New Sound

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

horn born corn

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

Key picture—Show the students the “or” key card. **What do you say when you see this picture?** [*responses*] **That’s right. “Corn for the horse.”** Flip the card over so the students can only see the letters “or.” **What sound do these letters make?** [*/or/*] **Yes, the sound is /or/.**

Stretch and Read with the New Sound

With the teacher—Write each word on the board, and stretch and read it with the students:

thorn horn short

With a partner—Have the students turn to page 5 in their Partner Practice Booklets and read the words in the bottom box together.

- Monitor the students as they read together. Have the students initial one another's books after 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.
- Award team celebration points to partners who read the words successfully.



Partner Practice Booklet 5

Team Celebration Points →

Write Words and Sentences

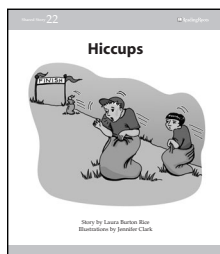
Write words—Show the “or” key card, and explain that some of the words the students will write will use the /or/ sound. Have the students use Stretch and Spell to write the words below. Use each word in a simple oral sentence, if necessary, to make sure that the students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class stretch and spell the words together.

nice fork torn
shouting cord stay

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

Mark beeped his horn.

- 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

Previewing

- Let's preview the story by thinking about the title and the cover picture. Remember, this will help us understand the story better when we read it.
- Display the book. The title of this story is *Hiccups*. I can see two people on the cover of the book, Lana (point) and Scott. Point. Scott looks like he has the hiccups! These are hiccups. Pantomime hiccups. Show me what it looks like when you have hiccups.
- Do you know any ways to get rid of the hiccups? (T-P-S)

Think-Pair-Share →

*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

principal	glass
hill	potato sack

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. Scott has hiccups when the story starts. Tanya looks worried. Maybe she will see if she can help him get rid of the hiccups. Display pages 2 and 3. It looks like Scott's friends are all trying to help him get rid of his hiccups. It doesn't look like it is working though. Display pages 6 and 7. Scott is having a sack race with his friends. I wonder if he can race with the hiccups? We'll have to read the rest of the story to find out.
- 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



help	hiccups
glass	hopping
sipping	ouch

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 22 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.



Animated Alphabet



The Sound and the Furry

Green Words

three	for
still	sipped
race	patted
ouch	hummed
hopped	hitting
hum	helped
glass	hill
plan	hiccups

Red Words

were one began

Readles

water

Monitor

Teacher Shared Story

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 22 of *Reading Reels for Roots*, or display the key card for “h.”
 - **Now let’s practice reading some words.** Show the video segments for Finger Detective and Sound It Out.
 - Select three to five Green Words to stretch and read with the students.
 - Use Say-Spell-Say to introduce the Red Words. Post the words on the word wall; then review all the Red Words with the class. Keep the Red Words posted until the students learn them.
- Teacher’s Note:** If any letter sounds appear to be especially difficult for the students to remember in the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow’s phonics lesson.
- Present the story’s 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 ask the students to turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind the students to say every sound in the Green Words.
- Write the second sentence on the board (“I cannot (hic) run!” said Scott.”), and read it with the class. Point out the parentheses around the word “hic.” Explain to the students that the parentheses tell you that Scott is saying “hic” while he is speaking.

Guided Partner Reading

- **Now we’re ready to read the story with our partners.**
- Make sure each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.

Lesson 22 **Day 1**

- Follow the Guided Partner Reading steps to lead the class 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 sentences and helping one another effectively. Model or assist as needed.

Monitor

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 didn't Scott think he could run in the potato sack race?** *[Scott didn't think he could run in the race because he had the hiccups.]*
 2. **What were some ways that Scott's friends tried to help him get rid of the hiccups?** *[They gave him a glass of water. They hit him on the back.]*
 3. **What happened when Scott raced?** *[Scott won the race. He hopped fast. The hiccups helped him hop fast.]*
- Ask the students whether their predictions were accurate or the book surprised them.
- Choose two students to read for tomorrow's Reading Celebration.
- Close with a quick review of the word wall.

STaR

STaR story:

The Tortoise and the Hare

An Aesop Fable adapted and illustrated by Janet Stevens

Summary: *In this version of Aesop’s fable, the flashy, rude Hare harasses the friendly, quiet Tortoise. Tortoise’s friends insist that shy Tortoise must meet Hare’s challenge to a race, and they offer to help. With training help from Rooster, Raccoon, and Frog, Tortoise gets himself ready for the big race. Because Hare doesn’t take Tortoise seriously and stops for snacks and a nap, Tortoise wins the race. Truly, “Hard work and perseverance bring reward.”*

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 “Once upon a time....”

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.
- **The story we will read today has a moral. A moral is a message that teaches us something. It is also a fable. A fable is a story where the characters are animals, plants, or even things that don’t move but that act like people.**
- **Cover: The name of the book is *The Tortoise and the Hare*. Look at the illustration on the cover. Who is the Tortoise?** Wait for the students’ responses. **That’s right! A tortoise is a turtle. What do you know about tortoises?** Wait for the students’ responses. **In the last STaR story, there was a hare. A hare is a kind of rabbit. What do you know about hares?** Wait for the students’ responses. **What do you see happening in the illustration?** Wait for the students’ responses. **It looks like they are having a race. Who do you think will win this race?** Wait for the students’ responses.
- **Pages 10 and 11: What are the other animals doing?** Wait for the students’ responses. **That’s right! The animals are cheering for the Tortoise and Hare. When we cheer for someone, we yell things to support them. What do you think the animals are yelling to cheer on the Tortoise and the Hare?** Wait for the students’ responses.
- **Pages 22 and 23: What is the Hare doing in this picture?** Wait for the students’ responses. **That’s right! The Hare is sleeping. He is taking a nap. A nap is a short sleep during the day.**
- 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
tease	1	make fun of	Mom told Alex not to <i>tease</i> Amy about being too little to play soccer.
cheer	10	shouted with joy	We <i>cheer</i> for our favorite soccer team when they win a game.
nap	22	a short sleep during the day	Picture Walk, pages 22 and 23
victory	22	to win	Annie won the race, so she had a <i>victory</i> .

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

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
tortoise	1	turtle	Every <i>tortoise</i> has a shell.
hare	1	rabbit	The <i>hare</i> hopped across the garden.
rude	1	impolite	Leah reminded Hannah that it's <i>rude</i> to interrupt someone when he or she is speaking.
beat	3	to win against someone else	Max <i>beat</i> Angel in the race; he got to the finish line first.

This book is about a tortoise and a hare. A tortoise is a turtle, and a hare is a kind of rabbit. Have you ever seen a tortoise? The students can respond with a show of hands. Invite the students to describe the tortoise they saw. If the students need further prompting, ask questions such as: **What color was it? How did it move?**

Have you ever seen a hare? The students can respond with a show of hands. Invite the students to describe the hare they saw. Help the students elaborate their responses by asking questions such as: **What color was the hare? How did it move?**

In the story, the Tortoise and the Hare are having a race. The Hare thinks it will beat the Tortoise. To “beat” means to win against someone. Have you beaten anyone in a race? Have you been beaten by someone else in a race?

When someone is rude, he or she is impolite, doesn’t use good manners. Invite the students to tell about a time when someone was rude. If needed, ask: Who was the rude person? What did the person do that was rude?

Interactive Reading

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

Page 1	The book says Hare is rude. He teases Tortoise about being slow. “Tease” is one of our STaR words. “Teasing” means saying things to make fun of someone and make them feel bad. Use Think-Pair-Share to ask the students: Why do you think Hare teases Tortoise?
Page 3	Use Think-Pair-Share to ask the students: How do you think Tortoise feels when Hare teases him?
Page 5	Tortoise’s friends believe that Tortoise can beat Hare if he works hard enough. Use Think-Pair-Share to ask the students: Do you think Tortoise can beat Hare?
Page 7	Tortoise is working really hard to get in shape before the big race. Use Think-Pair-Share to ask the students: What are some of the things Tortoise does to get ready for the race?
Pages 10, 11	“Cheered” is one of our STaR words. The book says everyone cheered to show support and encourage Tortoise. We use cheers every day to encourage one another. Use Think-Pair-Share to ask the students: What is a cheer we can do for Tortoise? Have the students perform a cheer for Tortoise.
Page 15	Use Think-Pair-Share to ask the students: What does Tortoise do while Hare stops for a drink at Bear’s house? Provide the students with the following sentence stem. Tortoise keeps [on going]. Have them repeat the complete answer with you.

Think-Pair-Share →



Whole Group Response →

- Page 21 **This is the second time Hare stops. Tortoise keeps making his way to the finish line.** Use Think-Pair-Share to ask the students: **Do you think Tortoise has a chance of beating Hare? Why?**
- Use Whole Group Response to ask the students: **What does Tortoise do while Hare stops for a snack at Mouse’s house?** Provide the students with the following sentence stem. **Tortoise keeps [on going].** Have them repeat the complete answer with you.
- Page 22 **“Nap” is a STaR word. The book says the snacks made Hare sleepy. This helps me understand what “nap” means. A nap is a short sleep during the day.**
- “Victory” is another STaR word.** Model how to determine the meaning of a word from its context by thinking through the process out loud. **I wonder what “victory” means. What does Hare want to do? Hare wants to win the race. Let me think about this. I’ll put the word “winning” in the sentence in place of victory to see if it makes sense. As he closed his eyes, Hare dreamed of winning. That makes sense. “Victory” must mean winning.** Use Think-Pair-Share to ask the students: **Do you think Hare will achieve victory?**
- Page 25 **Hares are faster than tortoises.** Use Think-Pair-Share to ask the students: **How does Tortoise get so close to the finish line?**
- Page 28 **“Hard work and perseverance bring reward” is the moral of the story. That’s another way of saying that even if you are slow, if you keep working, you might win the race. We learn what the moral of the story is at the end. Can you think of another way to say this moral?**

Teacher’s Note: Due to the complex language of this moral, teachers may want to introduce an alternative for this fable, such as “Slow and steady wins the race.”



STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
Let’s **cel-e-brate** a **word** we’ve **learned**.
We’ll **make** a **sentence**. It’s **our** turn.
- Say the STaR words again. Ask the students to pick STaR words and discuss the words they choose in their partnerships or teams. Tell the students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships or teams.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

STaR Writing

Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



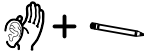
Remember a Word



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.
- Encourage the students to help their partners add details to their sentences to make them more interesting.
- Model writing your own sentence using the strategies from the Writing Strategies Bank most needed by your students.
- Allow time for the students to write their sentences in their writing notebooks. 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. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

Team Celebration Points →

Alphie's Question Quiz

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

Team Celebration Points →

Alphie's Questions:

Why does Hare tease Tortoise?

Whom does the crowd cheer for at the beginning of the race?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>rude</i>	Good answer. Can you say that in a complete sentence? <i>Hare is rude.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Hare is rude."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Hare is rude.</i>	Good answer. Can you add some details to your sentence? <i>Hare is rude and says Tortoise is so slow that it will be winter before he picks spring flowers.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What does Hare say to Tortoise that is rude?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



**Read &
Respond**



Homework

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

You will need:**FastTrack Phonics**

Phonics picture cards from section 43*

Alphie puppet

Letter-Blending Cards*

*Reading Reels for Roots DVD**

Partner Practice Booklet 5

Green index cards, paper, or tagboard*

Shared Story

Shared Story 22: *Hiccups*

Reading Strategy Cue Cards

Fluency Flyers

*Reading Reels for Roots DVD**

Reading Celebration certificates

STaR

STaR story: *The Tortoise and the Hare*

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 /ie/

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.

bride	/b-r-i-de/ (4)	goat	/g-oa-t/ (3)
tie	/t-ie/ (2)	hive	/h-i-ve/ (3)
dice	/d-i-ce/ (3)	coast	/c-oa-s-t/ (4)



Animated Alphabet

Class Review—Sounds and Words

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

Lesson 22 **Day 2**



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.

- Point to the letters in the letter-group frieze in a mixed order. Have the students make the sound for each letter group as you point to it.

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

south squeaking splash



Partner Practice Booklet 5

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 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 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:
horn...born...corn...cord...card...hard...hand...land
- 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.



Key Card

Hear the New Sound

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

pie tie die

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

Key picture—Show the key card for “ie.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a penguin with a tie.**

He is going to tie the tie. “Tie your tie.” Let’s say that sentence together. [*Tie the tie.*] Say each word in the phrase, and ask the students to repeat it. Stretch the /ie/ sound in each word.



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.

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

/ie/ “Tie your tie.” “ie”

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

Stretch and Read with the New Sound

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

pie die lie

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 read the words in the bottom box together. Partners will check each other’s work.

- When the students have finished, choose a partnership randomly, and have them read the words together.
- Award team celebration points to partners who read the words successfully.

Interactive
Whiteboard Users

Method varies



The Sound and the Furry



Partner Practice
Booklet 5

Team Celebration Points

ie

Write Letters and Words

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

/_ed/ as an ending, as in walked

/ee/ as in “see the tree”

/_ing/ as an ending, as in jumping

/oo/ as in moon

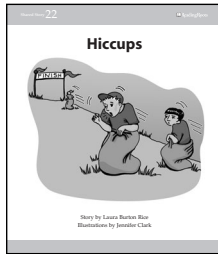
/ea/ as in “time for tea”

/ar/ as in car

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.

pie tie die

lie pipe time

**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 is a potato sack race?** [*You take a sack or bag and get inside it. You hop in the bag.*]
2. **Why didn't Scott think he could run in the race?** [*He didn't think he he could run because he had the hiccups.*]
3. **How did the race end?** [*Scott's hiccups helped him win the race.*]

Partner Word and Sentence Reading

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

Think-Pair-Share →

Monitor →

Team Celebration Points →

Partner Reading

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.
- Circulate to monitor partner work.

Monitor



Reading Celebration

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

Team Celebration Points

Lesson 22 **Day 2**

- 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 22.



Between the Lions

STaR

Think-Pair-Share →

STaR Review

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

Display the cover of the book. **What is the title of this story?** [*The title is The Tortoise and the Hare.*]

What does Hare tease Tortoise about? [*Hare teases Tortoise about being so slow.*] **Have you ever been teased by someone? How did it make you feel?**

Display page 1. **What is Hare like? How does he move?**

Display page 1. **What is Tortoise like? How does he move?**

Display page 3. **What does Hare do to Tortoise that is rude? What is a rude person like?**

Why did the crowd cheer for Tortoise? [*They were his friends, and they wanted him to win.*] **Have you ever been cheered on by someone? Have you ever cheered for someone? What did you yell?**

Display page 19. **Why does Hare think he will beat Tortoise? Why does Tortoise beat Hare?**

Why did Hare take a nap? [*Hare took a nap because he felt sleepy after eating many snacks.*] **Have you ever felt sleepy after eating many snacks? What did you do?**

Who achieves victory? [*Tortoise achieves victory because he wins the race.*] **Have you ever achieved victory? What did you win?**

What is the moral of the story? [*The moral of the story is "Slow and steady wins the race."*]

Structure Review

Story Star →

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

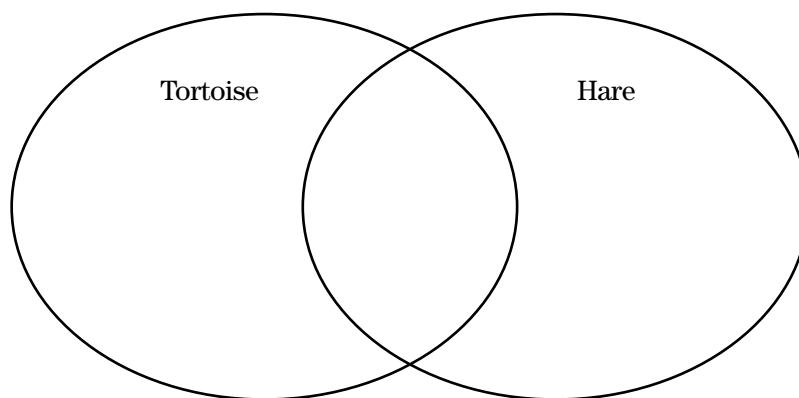
Whole Group Response →

Think-Pair-Share →

- **WGR: The title tells us the name of the story. What is the title of the story?**
- **T-P-S: Where did the story happen? What is the setting?** [*This story has four settings: Tortoise's house, the race, Bear's house, and Mouse's house.*]
- **T-P-S: Who are some of the characters in the story?** [*Tortoise, Hare, Rooster, Raccoon, Frog, Mouse, and Bear.*]
- **T-P-S: What is the problem in the story?** [*Hare and Tortoise are having a race.*]
- **T-P-S: What was the solution? How was the problem solved?** [*Tortoise wins the race because Hare takes a nap.*]
- **T-P-S: What is the moral of the story?** [*The moral of the story is "Slow and steady wins the race."*]

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 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 "Tortoise" and the other "Hare."
- 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.

Lesson 22 **Day 2**

- 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. [*Tortoise and Hare are different because Tortoise is slow and Hare is fast. Tortoise and Hare are the same because they both need food and rest.*]

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 Tortoise feels when he decides to race Hare?

How do you think Tortoise feels when the race begins and Hare is already far away?

Why does Hare stop for a drink and snacks?

How do you think Hare feels when he sees Tortoise at the finish line?

How do you think Tortoise feels after winning the race?

Do you think Hare will still tease Tortoise?



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.
- Select one or two students to share their sentences with the class.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter

Team Celebration Points

STaR Writing

Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



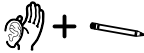
Remember a Word



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

Team Celebration Points →

Alphie's Question Quiz

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

Team Celebration Points →

Alphie's Questions:

Why does Hare take a nap?

Who achieves victory?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>sleepy</i>	Good answer. Can you say that in a complete sentence? <i>Hare is sleepy.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Hare is sleepy."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Hare is sleepy.</i>	Good answer. Can you add some details to your sentence? <i>Hare is sleepy because he ate snacks.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What made Hare sleepy?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Read &
Respond



Homework

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

You will need:**FastTrack Phonics**

Phonics picture cards
from section 43*

Cami puppet

*Reading Reels for
Roots DVD**

Partner Practice
Booklet 5

Shared Story

Shared Story 22:
Hiccups

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Adventures in Writing

Shared Story 22: *Hiccups*

Copies of the blackline
master for lesson 22

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 /ie/

Say-It-Fast (optional)

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

/b-i-ke/ *bike*

/f-i-re/ *fire*

/f-l-y/ *fly*

/p-i-pe/ *pipe*

/h-a-pp-y/ *happy*

/p-ie/ *pie*

**Class Review—Sounds and Words**

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

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



Partner Practice Booklet 5

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 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 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:
pie...die...lie...tie...tip...rip...ripe...wipe
- 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.



Key Card

Hear the New Sound

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

lie tie die

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

Key picture—Show the students the “ie” key card. **What do you say when you see this picture?** [*responses*] **That’s right. “Tie your tie.”** Flip the card over so the students can only see the letters “ie.” **What sound do these letters make?** [/ie./] **Yes, the sound is /ie→ie/.**

Stretch and Read with the New Sound

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

pie lie tie

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

- Monitor the students as they read together. Have the students initial one another’s books after 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.
- Award team celebration points to partners who read the words successfully.



Partner Practice Booklet 5

Team Celebration Points →

Write Words and Sentences

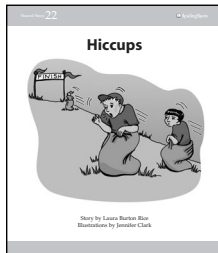
Write words—Show the “ie” key card, and explain that some of the words the students will write will use the /ie/ sound. Have the students use Stretch and Spell to write the words below. Use each word in a simple oral sentence, if necessary, to make sure that the students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class stretch and spell the words together.

pie out tie
smoke lie jumping

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

Sad Sam is eating a pie.

- 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

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.**

Lesson 22 **Day 3**

Team Celebration Points

- As you visit partnerships, listen for pairs of partners who can read the entire list of story words accurately. Place a sticker beside the story title on each student's Fluency Flyer.
- Award team celebration points to partnerships who earned stickers on their Fluency Flyers.
- 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.

Focus on Fluency

Reading Smoothly
with Expression

Monitor

Partner Reading

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



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're telling a story.**
- Lead a Guided Group Rereading of the story. Focus on reading the story with rich expression. Celebrate by leading a class cheer. Choose two students to read for tomorrow's Reading Celebration.
- Show the second *Between the Lions* segment for lesson 22.



Between the Lions

Adventures in Writing

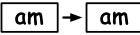
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



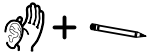
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Prewriting

- Display a copy of the blackline master. Explain what the students will write in the speech bubbles. **In the story *Hiccups*, Scott had a problem. He couldn't get rid of his hiccups. His friends gave him some different ideas for how to get rid of his hiccups. Today we're going to write about things we could tell a friend who has the hiccups.** Point to the picture of Scott. Here's Scott. **You can see that he has the hiccups.** Point to the other children in the picture. **These are Scott's friends. Each friend is going to tell him one thing he can do to get rid of the hiccups.**
- Ask the students to think of ideas about how Scott's friends could tell him to get rid of his hiccups. Use Think-Pair-Share to have the students respond.
- **Let's think about what each person could be saying.** Point to one of the children on the blackline master. **I'll begin with this character. I'm going to imagine that she is saying, "You need to jump."** Have the class repeat the sentence. Model writing the sentence in the speech bubble, using strategies from the Writing Strategies Bank as needed.

Think-Pair-Share →

Partner Planning

- Distribute a copy of the blackline master to each student. Provide time for partners to think of ideas that they could write for each character pictured. Encourage the students to help their partners think of details that will make their sentences more interesting.

Writing

Drafting

- Ask the students to begin writing. The students should write their draft sentences in their partner writing books.

Checking

- Have the students check their sentences by reading them to themselves and then to their partners. Encourage the students to comment and ask questions about their partners' sentences.
- Encourage the children to make any changes or additions to their sentences based on ideas from their partners. Point out that adding their partners' ideas is optional.
- Ask the students to write the final version of their sentences in the speech bubbles on the blackline master.
- 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 sentences in the speech bubbles should be written in the command form as if the characters were speaking to Scott.
Writes with Quality and Quantity	There should be at least one sentence in each speech bubble. Quality sentences will include reasons for the approaches to getting rid of hiccups and/or incorporate descriptive language.



Writing Celebration

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

Team Celebration Points

Team Celebration

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



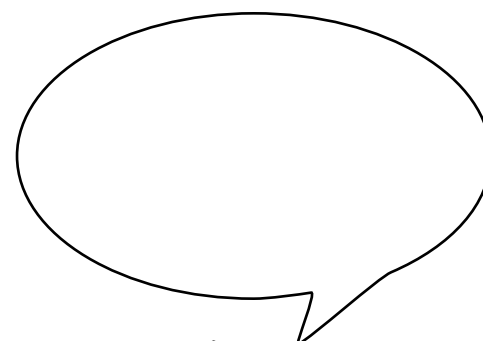
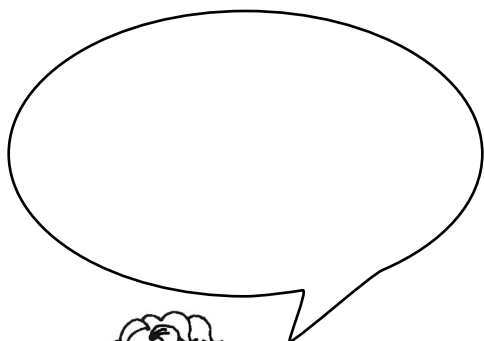
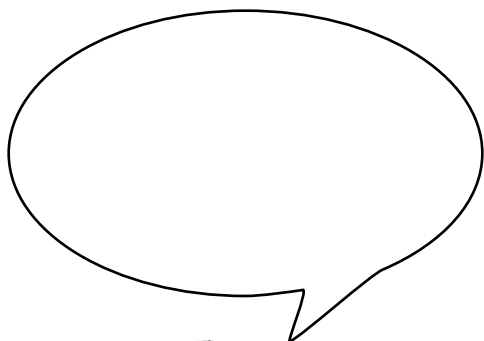
Homework

Have the students take the Shared Stories home and read them 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 fable *The Tortoise and the Hare*.
- Divide the students into groups of four or five to dramatize the story.
- Ask the students to talk with their groups to decide who will be the tortoise, the hare, and the friends who support the tortoise (rooster, frog, and raccoon).
- **Now it's your turn to act out the fable *The Tortoise and the Hare*. Don't forget to act out taking a nap, teasing, being rude, cheering for Tortoise, and finally, achieving victory. Remember that we only learn about the moral of the story at the end.**
- If there is time, have the students change roles and act out the story again.

Name _____



At a Glance

FastTrack Phonics

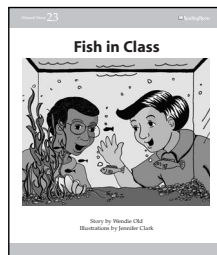


Days 1 and 2:
New sound: /_y/ (puppy)



Day 3:
New sound: /oy/

Shared Story



Shared Story:
Fish in Class
by Wendie Old



Review Sound: /sh/

Strategies/Skills:

Previewing

Predicting

Introducing the word
pattern “-all” (See
Word Presentation.)

STaR

STaR Story:

*What's It Like to Be
a Fish?*

written by Wendy Pfeffer,
illustrated by Holly Keller

Students will identify text
features (e.g., pictures,
diagrams) that help
them to understand the
main ideas.

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 about
the contents of a fish tank.

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

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

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 22
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 44*

Alphie puppet

Letter-Blending Cards*

*Reading Reels for Roots DVD**

Partner Practice Booklet 5

Green index cards, paper, or tagboard*

Shared Story

Shared Story 23:
Fish in Class

Language development cards for lesson 23*

Key card for "sh"*

Word cards*

Reading Strategy Cue Cards

*Reading Reels for Roots DVD**

STaR

STaR story:
What's It Like to Be a Fish?

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 22. Cheer for each team as its certificate is awarded.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.

Team Celebration Points →



Read & Respond

**Check Day 3 Homework**

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



Key Card

FastTrack Phonics

Presenting /_y/ (puppy)

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.

wheat	/wh-ea-t/ (3)	tree	/t-r-ee/ (3)
penny	/p-e-nn-y/ (4)	see	/s-ee/ (2)
puppy	/p-u-pp-y/ (4)	jumpy	/j-u-m-p-y/ (5)



Animated Alphabet

Class Review—Sounds and Words

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

- Point to the letters in the letter-group frieze in a mixed order. Have the students make the sound for each letter group as you point to it.

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

dish pie card

Partner Practice—Sounds and Words

- Ask the students to practice their letter sounds using the top two boxes on the first page of their Partner Practice Booklets. Have them write down any letters or letter groups that they have trouble with in their partner writing books.
- Next ask the students to turn to page 8 in their Partner Practice Booklets, and have them read the words in the top box with their partners. Have partners initial each other's books when each reader has read each word correctly twice. After the students have read the words, have them make up sentences that use the words. This will help the students recognize words in their Partner Practice Booklets as words they already know and use.



Partner Practice Booklet 5

Lesson 23 Day 1

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:

pie...lie...tie...time...fine...fin...win...pin...pine
- 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.



Key Card

Hear the New Sound

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

silly funny tummy

- Stress the end sound for /_y/ in each word. Ask: **What sound do you hear at the end of these words?** [/_y/.] Say each word again, and have the students repeat each one. Stretch the /_y/ sound in each word.

Key picture—Show the key card for “_y.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a puppy. This is no ordinary puppy. This is a silly, happy puppy. Look how he is playing and jumping around. He is silly. He is happy. Every time I see this picture, I say, “Silly, happy puppy.” Let’s say that phrase together.** [*Silly, happy puppy.*] Say each word in the phrase, and ask the students to repeat it. Stretch the /_y/ sound in each word.



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 letter makes.

Lesson 23 Day 1

- Build a strong connection between the picture and the letters. Point to the letter “_y” in the picture. **We’ve seen this letter before. We know that it says /y/. But this letter is special. It can make another sound. When it comes at the end of words, it says /_y/, /_y/, /_y/. When I see this letter at the end of a word, I think of the silly, happy puppy.** Run your finger over the “_y” as you repeat the sound /_y/ three times. Flip the card over so the students can only see the letter “_y.” **What do you say when you see this letter at the end of a word? [/_y/.]** Say /_y/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /_y/ when we see this letter at the end of a word. When I point to “_y,” I want you all to say:**

/_y/ “Silly, happy puppy.” “dash y”

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

Stretch and Read with the New Sound

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

happy funny silly

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

With a partner—Have the students turn to page 8 in their Partner Practice Booklets and read the words in the bottom box together. Partners will check each other’s work.

- When the students have finished, choose a partnership randomly, and have them read the words together.
- Award team celebration points to partners who read the words successfully.

Write Letters and Words

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

/ou/ as in shout

/c/ as in ice

/ie/ as in pie

/ar/ as in car

/or/ as in horse

/_y/ as in puppy

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.

happy silly funny

sunny penny candy

Interactive
Whiteboard Users

Method varies

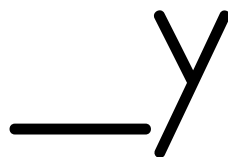


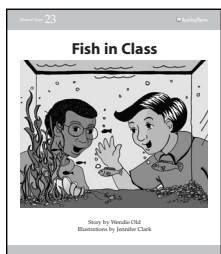
The Sound and the Furry



Partner Practice
Booklet 5

Team Celebration Points





Shared Story

Previewing

- Let's preview the story by thinking about the title and the cover picture. Remember, this will help us understand the story better when we read it.
- Display the book. The title of this story is ***Fish in Class***. I see Derrick (point) and Paco (point) looking in a fish tank. Since the title of the story is ***Fish in Class***, this fish tank must be in their classroom.

*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

aquarium	decorations
fish	net
plants	shells
ship	tank

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. I see some kids in class. They look really excited about the fish tank in their classroom, don't they? Point to the fish tank. I don't see any fish though. Maybe the students will bring fish. Display pages 4 and 5. I see Paco and Derrick going to a fish shop. I bet they're going to get some things for the fish tank in class. We'll have to read the story to find out what they get.
- Let's review some words we will see in the story. Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Option B: Video Word Play

- Now we're going to watch a video that will help us find out more about the story. Show the video Word Play for Shared Story 23 to introduce the story theme and vocabulary. Have the students say the vocabulary words with the video during the "Do You Remember?" section.
- Let's review some words we will see in the story. Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Video Words



fish shop	fish
bag	fishtank
net	shells
pink	fins
ship	small
splash	tall



Animated Alphabet



The Sound and the Furry

Green Words

fish	tall
shack	ship
shells	tank
plants	shop
small	handed
called	nipped
rushed	netted
splashed	bagged

Red Words

Mr.	you
put	looked

Monitor



Teacher Shared Story



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 23 of Reading Reels for Roots, or display the key card for "sh."
- **Now let's practice reading some words.** Show the video segments for Finger Detective and Sound It Out.
- Select three to five Green Words to stretch and read with the students.
- Use Say-Spell-Say to introduce the Red Words. Post the words on the word wall; then review all the Red Words with the class. Keep the Red Words posted until the students learn them.

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

Partner Word and Sentence Reading

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

Guided Partner Reading

- **Now we're ready to read the story with our partners.**
- Make sure that each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Follow the Guided Partner Reading steps to lead the class through a reading of the entire book.
 1. The teacher reads the teacher text 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.

Lesson 23 Day 1

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. **What did Miss Stanton get for the classroom?** *[Miss Stanton got a fish tank for the classroom.]*
 2. **What did Derrick and Paco do after school?** *[They went to the fish shop.]*
 3. **Name the things that Derrick and Paco got for the aquarium.** *[They got fish, a ship, a shell, and plants.]*
- Ask the students whether their predictions were accurate or the book surprised them.
- Choose two students to read for tomorrow’s Reading Celebration.
- Close with a quick review of the word wall.

STaR Words

fin	scales
breathe	eyelids

Background Words

fish	bowl
plants	aquarium

STaR

STaR story:

What’s It Like to Be a Fish?

Written by Wendy Pfeffer

Illustrated by Holly Keller

Summary: *This expository text gives lots of useful information about fish. Readers learn about the different body parts of fish, their eating habits, and how they survive underwater. Readers also learn how to set up an aquarium and care for their own pet fish.*

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, without giving away the ending. Review the underlined STaR words as appropriate.
- **The book we're reading today is different from the books we usually read. It's an expository text. The things that happen in this book are real. It has a main idea and supporting details. A main idea is what the text is mostly about. The supporting details back up the main idea. We have read expository texts, like *Head Louse*, before.**
- Cover: **The name of the book is *What's It Like to Be a Fish*? Ask the students to repeat the title with you. The title of the book is a question. How do we know the title is a question? Wait for the students' responses. Very good! We can tell that it's a question because it has a question mark.** Point to the question mark.
- Point out text features of this expository text: labels, diagrams, and bullets.
- Pages 4 and 5: **The words next to each fish are labels. Labels are used to identify things. For example, the label next to each fish tells us what kind of fish it is.**
- Page 17: **This is a diagram of a human lung. A diagram is a drawing, sketch, plan, or chart that makes something clearer and easier to understand. This diagram shows how we breathe. Breathing is when we draw air into and let it out of our lungs. We need to breathe all the time to survive.**
- Pages 30 and 31: **Bullets are marks used in texts to point out information. Authors use bullets for different purposes. Sometimes bullets show items in a list. Sometimes they show the steps for how to do something. This expository text uses bullets to show the steps for setting up a goldfish bowl. Point to the bullets. Look at these bullets! They are shaped like fish. Each bullet tells us a step, or instruction. They would have been very handy for setting up the aquarium in Miss Stanton's class!**
- 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
fin	10	the thin, flat part of a fish that sticks out and helps the fish to move in the water	Susan's goldfish has one <i>fin</i> on its back and one on each side of its body.
scales	12	small, thin plates that cover a fish's body	The fish's body seemed to sparkle when the sun shone on its <i>scales</i> .
breathe	16	drawing air into and letting it out from the lungs	Demonstrate breathing.
eyelids	26	skin that covers the eyes	We close our <i>eyelids</i> when we sleep.

- 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
fish	5	animal that lives in water	<i>Fish</i> live and swim in the ocean.
bowl	9	rounded dish that can carry water	The class has a <i>bowl</i> that holds water and goldfish.
plants	9	living things that get their food and energy from sunlight, soil, and air	The <i>plants</i> growing in Suzie's backyard garden are beautiful because they get a lot of sunlight and she waters them every day.
tail	10	rear end of certain animals	The fish uses its <i>tail</i> to steer it through the water.

This book is about fish. Fish are animals that live in water. We read about fish in the Shared Story. Does anyone have a pet fish at home?

The students can respond with a show of hands. Invite the students to describe their fish briefly. If the students have difficulty, prompt them with questions such as: **What color is it? What does it eat?**

Point out that fish can live in different places. **Fish can live in different places as long as they live in water. For example, they can live in an aquarium (like the one in Mrs. Stanton’s class) or in a bowl. A bowl is a rounded dish that can carry water. A fish bowl usually is transparent, but we sometimes use bowls to eat. When do you use a bowl?**

Plants are living things that get their food and energy from sunlight, soil, and air. Where can we find plants? What color are plants usually?

Some animals have a tail. A tail is the rear end of certain animals. What animals have a tail?

Interactive Reading

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

Think-Pair-Share →



Page 5 Use Think-Pair-Share to ask the students: **Where else do fish live?**



Page 6 Point to the aquarium. Use Think-Pair-Share to ask the students: **What animals can be kept in an aquarium?**

Page 9 Point to the bowl. **The fish are swimming around the bowl. There can also be plants in the bowl. They can also live in the water.** Point to the label. **The label tells us that these fish are “Common Goldfish.”**

Pages 10, 11 **“Fin” is a STaR word. Look at the illustration. The labels tell us which part of the fish are the fins. That helps me understand that a fin is the part of a fish’s body that sticks out and helps the fish move in the water. Fish have different fins.** Point to the illustration, and read each label.

Use Think-Pair-Share to ask the students: **What is a tail?** Wait for the students’ responses. **The illustration shows that the fin at the rear end of the fish is the tail.** Use Whole Group Response to ask the students: **Do people have fins?** Use Think-Pair-Share to ask the students: **What do people use to swim?**



Page 13 Point to the scales in the illustration. **These are fish scales. “Scales” is a STaR word. The book says that fish are covered with scales, the same way our bodies are covered with skin. Scales are the small, thin plates that cover a fish’s body.**

What is this part of the text mostly about? What are some details about a fish's skin? Provide sentence stems for the students to use in their answers. Examples: **This part is mostly about** _____. **A fish's skin has** _____.



Page 17

Point to the diagram. **“Breathe”** is one of our STaR words. The book says that we breathe all day and all night. When we breathe, we draw air into our lungs and then out of our lungs through our nose. The diagram helps me understand how people **breathe**. Point to the diagram. **Drawing air into our lungs is called inhaling. Then we let the air out of our lungs. That is called exhaling.**



Page 18

Point to the diagram. **What is this part of the text mostly about?** Provide sentence stems for the students to use in their answers. Example: **This part is mostly about** _____.

Think-Pair-Share

Page 20

Use Think-Pair-Share to ask the students: **What are some details about how and what fish eat?** Provide sentence stems for the students to use in their answers. Example: **When a fish eats, it** _____.

Page 23

Use Think-Pair-Share to ask the students: **What do fish eat in the wild?**

Page 24

What is this part of the text mostly about? Provide sentence stems for the students to use in their answers. Example: **This part is mostly about** _____.



Pages 26, 27

“Eyelids” is another STaR word. The book says that fishes’ eyes are always open because they have no **eyelids**. This helps me understand what eyelids are. An eyelid is the skin that can be closed over our eyes. Touch your eyelids. We have eyelids. We can close our eyes. Have the students open and close their eyelids.

What are some details about fish from this part of the text? Provide sentence stems for the students to use in their answers. Example: **Fish don’t have** _____. Have them repeat the complete answer with you.

Page 29

Use Think-Pair-Share to ask the students: **What do fish do underwater?**

Pages 30, 31

The bullets in this text are shaped like fish. Each one is a step, or instruction, for setting up a goldfish bowl. Use Think-Pair-Share to ask the students: **Why do we have to wait fifteen minutes before letting the fish out of the bag?**



STaR Celebration

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

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

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

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

Random Reporter →

Team Celebration Points →

STaR Writing

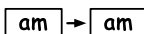
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



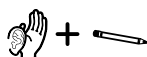
Remember a Word



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.
- Encourage the students to help their partners add details to their sentences to make them more interesting.

Lesson 23 **Day 1**

- Model writing your own sentence using the strategies from the Writing Strategies Bank most needed by your students.
- Allow time for the students to write their sentences in their writing notebooks. 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. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

Team Celebration Points →

Alphie's Question Quiz

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

Team Celebration Points →

Alphie's Questions:

What do fins help a fish do?

What is the fish's skin covered with?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>swim</i>	Good answer. Can you say that in a complete sentence? <i>They help a fish swim.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "They help a fish swim."</i>
The student responds in a complete, but not very elaborate, sentence. <i>They help a fish swim.</i>	Good answer. Can you add some details to your sentence? <i>Fins help a fish move forward or steer.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>How do the fins help the fish move?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Homework

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

You will need:**FastTrack Phonics**

Phonics picture cards from section 44*

Cami puppet

*Reading Reels for Roots DVD**

Partner Practice Booklet 5

Shared Story

Shared Story 23:
Fish in Class

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for Roots DVD**

Reading Celebration
certificates

STaR

STaR story:
What's It Like to Be a Fish?

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 /_y/ (puppy)

Say-It-Fast (optional)

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

/r-ai-n-y/ *rainy*

/b-ee-s/ *bees*

/i-n/ *in*

/s-i-ll-y/ *silly*

/c-r-ee-k/ *creek*

/l-i-d/ *lid*

**Class Review—Sounds and Words**

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

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



Partner Practice Booklet 5

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 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:
corn...cord...card...car...bar...bat...cat...sat...say
- 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.



Key Card

Hear the New Sound

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

sunny bunny puppy

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

Key picture—Show the students the “_y” key card. **What do you say when you see this picture?** [*Silly, happy puppy.*] That’s right. **“Silly, happy puppy.”** Flip the card over so the students can only see the letter “_y.” **What sound does this letter make?** [/_y/.] **Yes, the sound is /_y/, /_y/, /_y/.**

Stretch and Read with the New Sound

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

funny sunny penny

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

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



Partner Practice Booklet 5

Team Celebration Points →

Write Words and Sentences

Write words—Show the “_y” key card, and explain that some of the words the students will write will use the /_y/ sound. Have the students use Stretch and Spell to write the words below. Use each word in a simple oral sentence, if necessary, to make sure that the students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class stretch and spell the words together.

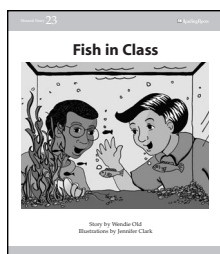
happy wax penny

round candy *stopped

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

Max found a penny.

- 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.



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. **Why is the class excited at the beginning of the story?** *[The class is excited because they are getting a fish tank.]*
2. **Where do Paco and Derrick go? What do they do there?** *[Paco and Derrick go to a fish shop. They get some fish.]*
3. **Name some things that are going to go into the aquarium.** *[The tank will have fish, shells, plants, and a ship.]*

Partner Word and Sentence Reading

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

Monitor

Team Celebration Points

Partner Reading

- **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.

Focus on Fluency

Accuracy

Lesson 23 **Day 2**

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

Team Celebration Points

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.

Monitor



Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 2 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 23.

Team Celebration Points



Between the Lions

STaR

Think-Pair-Share

STaR Review

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

Display the cover of the book. **What is the title of this expository text?**
[The title is What's It Like to Be a Fish?]

Display page 5. **Where do fish live?**

What are fins for? *[Fins help the fish to swim.]* **Have you ever seen fish fins? What did they look like?**

Display page 8. **Can you keep a pet goldfish in a bowl? Do you have a pet goldfish in a bowl?**

What is the fish's skin covered with? *[The fish's skin is covered with scales.]*
Have you ever touched fish scales? How did they feel?

Display page 8. **What else can you put in a fish bowl? What can fish do with the water plants?**

What are fish doing when they open and close their mouths? *[Fish are breathing when they open and close their mouths.]* **Have you ever watched a fish breathe? What did it look like?**

Display page 11. **How can you tell a fish tail from the other fins?**

Do you have any other questions about fish? *[Example: Can fish survive out of the water?]*

Why don't fish need eyelids? *[They don't need to protect their eyes from sunlight and other things that will hurt their eyes.]* **Have you ever closed your eyelids to protect your eyes? What were you protecting them from?**

Structure Review

Idea Tree

- Display and review the idea tree poster.
- **Let's use our idea tree to help us think about important parts of the text. The big topic of this book is how fish live underwater.** Write “how fish live underwater” on the trunk of the tree.
- Prompt the students to generate a list of things they remember from the text. Record their ideas on branches of the tree.
- Use the questions below, if needed, to help the students remember information from the book.

Whole Group Response

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

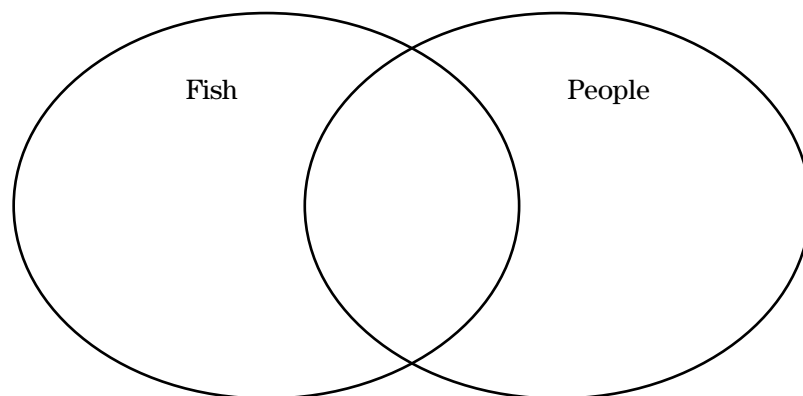
Think-Pair-Share

- **T-P-S: What are some details about a fish's body?** *[A fish's body has fins and scales to help it swim.]*
- **T-P-S: What do fish eat?** *[Fish in the wild may eat other fish or tiny plants. A fish in a bowl eats fish flakes.]*
- **T-P-S: How cold or warm is a fish's body?** *[A fish's body is as cold or warm as the water it is swimming in.]*
- **T-P-S: How do fish live underwater?** *[Fish live underwater the way we do on land.]*

Retell

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

Option 1: Graphic Organizer—Compare and Contrast



- Tell the students how graphic organizers can help them remember a story or text. Display a Venn diagram. Explain the graphic organizer, telling the students what should go in each part. Label one circle “Fish” and the other “People.”

Lesson 23 **Day 2**

- 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 circle as the students respond.
- Ask the students to talk in their groups about what they remembered that was the same about both subjects. Use Random Reporter to have the students share their answers. Fill in the overlapping parts of the circles as the students respond.
- Summarize the similarities and differences. [*Fish and people are the same because they both breathe oxygen. They are different because fish live in water and people live on land.*]

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 does clear slime cover the fish's scales?

What do people use to breathe?

What do fish use to breathe?

What does being “cold-blooded” mean?

Why don't fish need eyelids?



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.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter



Team Celebration Points



STaR Writing

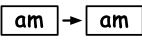
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



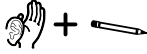
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

- Explain to the students that they will now write sentences about their favorite parts of the story.
- Model writing your own complete sentence with one of the words, using strategies from the Writing Strategies Bank as needed by your students.
- Allow time for the students to write their own sentences in their 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.
- Award team celebration points to students who successfully share a complete sentence.

Team Celebration Points →

Alphie's Question Quiz

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

Team Celebration Points →

Alphie's Questions:

What do fish use to breathe in the water?

Why don't fish need eyelids?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>gills</i>	Good answer. Can you say that in a complete sentence? <i>Fish use gills to breathe.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Fish use gills to breathe."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Fish use gills to breathe.</i>	Good answer. Can you add some details to your sentence? <i>Fish use gills to get oxygen from water to breathe.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>How do gills help fish breathe?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Read &
Respond



Homework

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

You will need:

FastTrack Phonics

Phonics picture cards
from section 45*

Alphie puppet

Letter-Blending Cards*

*Reading Reels for
Roots DVD**

Partner Practice
Booklet 5

Green index cards, paper,
or tagboard*

Shared Story

Shared Story 23:
Fish in Class

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Adventures in Writing

Copies from the blackline
master for lesson 23

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 /oy/

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.

top	/t-o-p/ (3)	us	/u-s/ (2)
sock	/s-o-ck/ (4)	boy	/b-oy/ (2)
yes	/y-e-s/ (3)	waist	/w-ai-s-t/ (4)

Class Review—Sounds and Words

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



Animated Alphabet

Lesson 23 **Day 3**



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.

- Point to the letters in the letter-group frieze in a mixed order. Have the students make the sound for each letter group as you point to it.

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

shell bossy lace



Partner Practice Booklet 5

Partner Practice—Sounds and Words

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

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

Monitor

- 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:

lie...die...pie...pit...bit...bite...kite...kit...fit...fix
- 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.



Key Card

Hear the New Sound

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

boy joy toy

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

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



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.

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

/oy/ “Boy with a toy.” “oy”

- Post the picture side of the key card for “oy” 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.

boy toy Roy

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

With a partner—Have the students turn to page 10 in their Partner Practice Booklets and read the words in the bottom box together. Partners will check each other’s work.

- When the students have finished, choose a partnership randomly, and have them read the words together.
- Award team celebration points to partners who read the words successfully.



The Sound and the Furry



Partner Practice
Booklet 5

Team Celebration Points

oy

Write Letters and Words

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

/ou/ as in shout

/ie/ as in pie

/or/ as in horse

/_ed/ as an ending, as in jumped

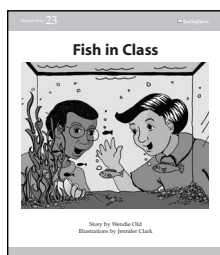
/ay/ as in play

/oy/ as in boy

Write words—Have the students write the following words. Partners will check each other's work.

boy Roy soy

toy joy toys



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.**
- As you visit partnerships, listen for pairs of partners who can read the entire list of story words accurately. Place a sticker beside the story title on each student's Fluency Flyer.
- Award team celebration points to partnerships who earned stickers on their Fluency Flyers.
- 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.

Team Celebration Points

- Award team celebration points to partnerships who earned stickers on their Fluency Flyers.
- 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.

Focus on Fluency

Reading Smoothly
with Expression

Monitor

Partner Reading

- **Now we're ready to read the story with our partners, just like we did yesterday. Since we already know what happens in the story, we can use this time to practice reading in our best storytelling voices. A storytelling voice is nice and smooth. Let's practice that today as we read the story together.**
- Monitor the students as they participate in partner reading. Make sure that the students are taking turns, reading with expression, and retelling what happened on each page.

Lesson 23 **Day 3**

- 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.
- Show the second *Between the Lions* segment for lesson 23.



Between the Lions

Adventures in Writing

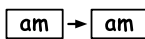
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



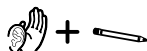
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Think-Pair-Share

Prewriting

- Draw a large box on the board. Introduce the writing activity by explaining that the box represents your own fish tank. **In the story *Fish in Class*, the children in Miss Stanton’s class get a fish tank. We’re going to pretend that we have a new fish tank!** Point to the fish tank. **This is a fish tank. My fish tank is empty! I need to draw some things inside. What could I put in my fish tank?** Use Think-Share-Pair to have the students answer. Draw the items that the students suggest.
- Model writing a complete sentence about one of the things in your fish tank, using strategies from the Writing Strategies Bank as needed by your students. **Now I want to write about my fish tank. One thing that we thought of was a red fish. I can write, “My tank has a red fish.”** Write the sentence underneath the box.
- Invite the students to help you add details to your sentence to make it more interesting. **That’s not a very interesting sentence. What are some things that I could add to my sentence to make it more interesting?** Use Think-Pair-Share to have the students answer. Revise your sentence to incorporate some of their ideas.

Partner Planning

- Have the students return to their seats. Distribute copies of the blackline master for lesson 23 to each student.
- Provide time for partners to discuss ideas for things that they can put in their own fish tanks. Allow partners to work together as they draw and label their items. Each student should have at least three different items in his or her tank.
- Ask partners to work together to think of sentences they could write about the objects in their fish tanks. Encourage the students to help their partners think of details that will make their sentences more interesting.

Writing

Drafting

- Ask the students to begin writing their draft sentences in their partner writing books. Remind them that they will need to write sentences for at least three of the items in their tanks.

Checking

- Have the students check their sentences by reading them to themselves and then to their partners. Encourage the students to comment and ask questions about their partners’ sentences.
- Encourage the children to make any changes or additions to their sentences based on ideas from their partners. Point out that adding their partners’ ideas is optional.
- Ask the students to write their polished sentences on the lines at the bottom of their blackline masters.

- 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 use descriptive language as they tell about the three items in their fish tanks.
Writes with Quality and Quantity	The students must write at least three sentences. Quality sentences will provide reasons for the items to be in the fish tanks and/or include descriptive language.



Writing Celebration

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

Team Celebration Points →

Team Celebration

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



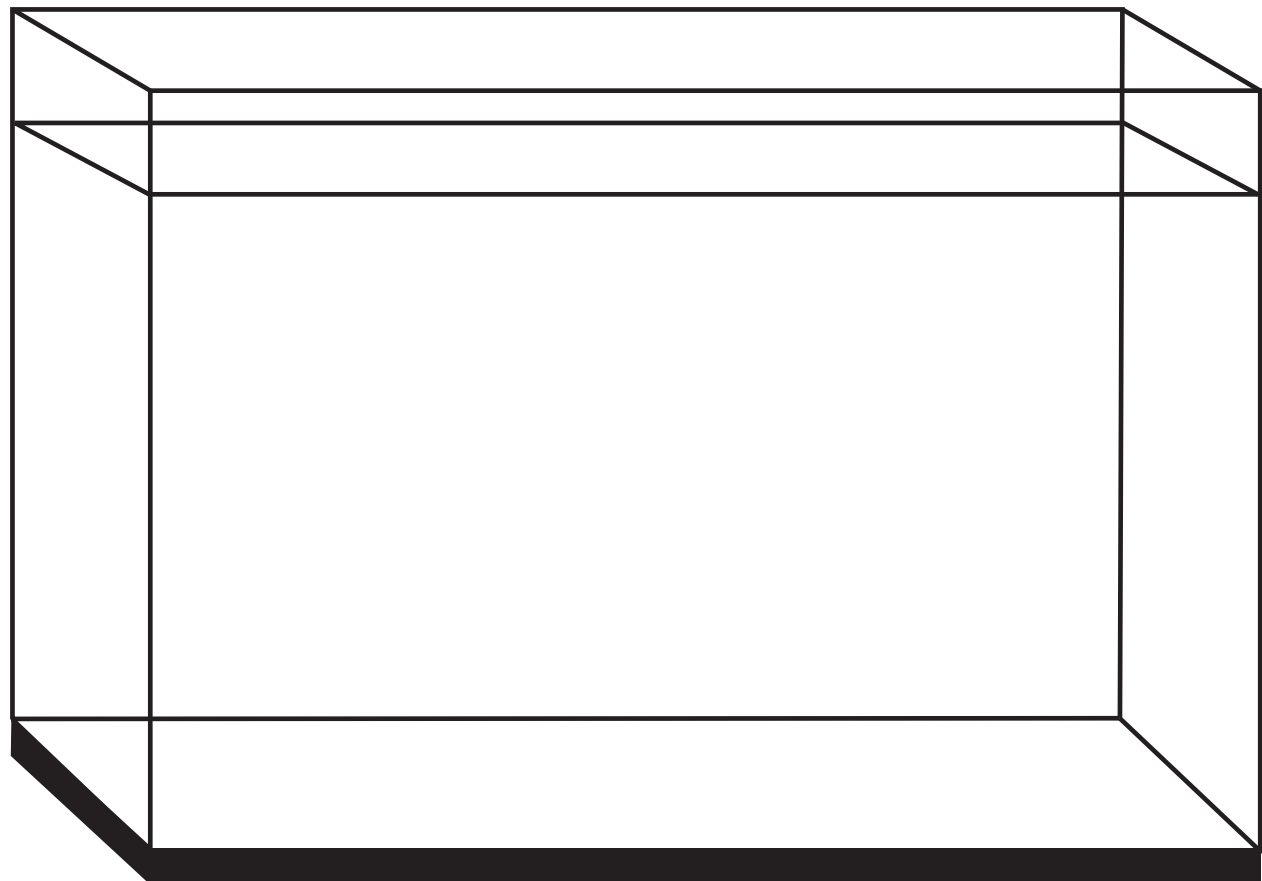
Homework

Have the students take the Shared Stories home and read them 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*)

- Tell the students they will pretend they are fish in an aquarium, and they will tell something about themselves. Model a sentence or two, such as “I am a goldfish. I have fins that help me move through the water.”
- Divide the students into groups of four or five so each child has a turn to tell something. Circulate among the groups to encourage each child to say something different from the others.

Name _____



At a Glance

FastTrack Phonics



Day 1:

New sound: /oy/

Day 2:

FTP Assessment 6

SOLO Assessment 6

Day 3: Review lesson

Shared Story



Shared Story:

Late!

by Wendie Old



Review Sound: /r/

Strategies/Skills:

Previewing

Predicting

STaR

STaR Story:

The Grouchy Ladybug

written and illustrated

by Eric Carle

Students will identify facts and opinions in the 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 story.

Adventures in Writing

Students will use sequencing words to write about different things they do to get ready for school in the morning.

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

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

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 23
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards
from section 45*

Cami puppet

*Reading Reels for
Roots DVD**

Partner Practice Booklet 5

Shared Story

Shared Story 24: *Late!*

Language
development cards
for lesson 24*

Key card for "r"*

Word cards*

Reading Strategy
Cue Cards

*Reading Reels for
Roots DVD**

STaR

STaR story:

The Grouchy Ladybug

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 23. Cheer for each team as its certificate is awarded.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.

Team Celebration Points →



Read &
Respond

**Check Day 3 Homework**

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



Key Card

FastTrack Phonics

Presenting /oy/

Say-It-Fast (optional)

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

/h-e-n/	<i>hen</i>	/i-ll/	<i>ill</i>
/s-u-nn-y/	<i>sunny</i>	/m-i-tt/	<i>mitt</i>
/p-i-ne/	<i>pine</i>	/s-i-l-k/	<i>silk</i>



Class Review—Sounds and Words

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

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



Partner Practice Booklet 5

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 11 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:
day...ray...Roy...boy...toy...tot...toot...hoot...hot...not...note
- 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.



Key Card

Hear the New Sound

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

joy toy boy

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

Key picture—Show the students the “oy” key card. **What do you say when you see this picture?** [*responses*] **That’s right. “Boy with a toy.”** Flip the card over so the students can only see the letters “oy.” **What sound do these letters make?** [/oy/.] **Yes, the sound is /oy→oy/.**

Stretch and Read with the New Sound

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

joy toy soy

With a partner—Have the students turn to page 11 in their Partner Practice Booklets and read the words in the bottom box together.

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



Partner Practice Booklet 5

Team Celebration Points →

Write Words and Sentences

Write words—Show the “oy” key card, and explain that some of the words the students will write will use the /oy/ sound. Have the students use Stretch and Spell to write the words below. Use each word in a simple oral sentence, if necessary, to make sure that the students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class stretch and spell the words together.

tie silly boy
toy moon rake (Use a_e, as in “Bake a cake.”)

Lesson 24 **Day 1**

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

The toy I like best is a baseball.

- 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

Previewing

- **Let’s preview the story by thinking about the title and the picture on the front cover. Remember, this will help us understand the story better when we read it.**
- Display the book. **The title of this story is *Late!* If you are late, you are not on time for something.** Display page 1. Point to the clock. **See the clock? The clock tells us that Bob should be awake. But look! He’s still sleeping!** Display the cover. **Now Bob is running to catch the bus. He has to run because he is late! He slept too long.**

*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

books	breakfast
bus door	cafeteria
cap	clock
cookies	eyes
rocks	lunch
teeth	sandwich

Video Words



rush	grabbed
rang	rapped
rock	rubbed
slept	here

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 Bob again. He is going to have to move fast to catch the bus.** Display page 4. **Now Bob is at school. He is looking for something in his bag. I see a readle for the word “sandwich.”** Point. **I bet Bob was in such a hurry that he forgot to bring his lunch.**

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 24 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.



Animated Alphabet



The Sound and the Furry

Green Words

dumped	rang	
grabbed	rapped	
held	red	left
ripped	parts	rubbed
slept	split	yes
thanks	late	rushed

Red Words

come	Mrs.
here	two

Readles

sandwich	eyes	door
cookies	house	
book	books	

Monitor



Teacher Shared Story



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 24 of Reading Reels for Roots, or display the key card for "r."
- Now let's practice reading some words. Show the video segments for Finger Detective and Sound It Out.
- Select three to five Green Words to stretch and read with the students.
- Use Say-Spell-Say to introduce the Red Words. Post the words on the word wall; then review all the Red Words with the class. Keep the Red Words posted until the students learn them.

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

- Present the story's readles one at a time, stating the words and asking the students to repeat them.

Partner Word and Sentence Reading

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

Guided Partner Reading

- **Now we're ready to read the story with our partners.**
- Make sure that each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.

Lesson 24 **Day 1**

- Follow the Guided Partner Reading steps to lead the class 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 sentences and helping one another effectively. Model or assist as needed.

Monitor

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

Discussion Questions



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

- Ask the discussion questions listed on the inside back cover of your Shared Story. Have the students use the Think-Pair-Share strategy to discuss and listen to one another’s responses. Call on different partnerships to share their answers with the class.
 1. **Why was Bob late for class?** [*Bob was late for class because he slept too long.*]
 2. **What did Bob forget to take to school?** [*Bob forgot his lunch bag.*]
 3. **What did Bob and Derrick have for lunch?** [*Bob and Derrick shared a sandwich and cookies for lunch.*]
- Ask the students whether their predictions were accurate or the book surprised them.
- Choose two students to read for tomorrow’s Reading Celebration.
- Close with a quick review of the word wall.

STaR

STaR story:

The Grouchy Ladybug

Written and illustrated by Eric Carle

Summary: *A grouchy ladybug starts her morning by picking a fight with another ladybug. When the other ladybug agrees to fight, the grouchy ladybug suddenly loses her courage. She protects her pride by saying, “You’re not big enough to fight.” The grouchy ladybug continues her day this way, picking fights hour after hour with larger and larger creatures and then claiming none of them is big enough to fight. At the end of the story, the grouchy ladybug learns a valuable lesson about friendship and sharing.*

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages. Page 2 begins, “It was night and some fireflies...” Be careful numbering the pages, as the size of the actual pages varies.

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 Grouchy Ladybug*. The title tells us something about the ladybug. It tells us that the ladybug is grouchy. Look at the picture on the cover. What do you notice about the ladybug’s face?** Wait for the students’ responses. **Yes, the ladybug looks angry. Its mouth turns down, and its eyes look mean. By looking at the ladybug, what do you think “grouchy” means?** Use Think-Pair-Share to have the students share what they think the word “grouchy” means. Confirm or correct their ideas. **Grouchy is when someone is in a bad mood or irritated.**
- Page 23: **Can anyone tell me what animal this is? Wait for the students’ responses. Very good! This is a gorilla.**
- (Point out the clock in the upper right corner. Model thinking out loud to understand why there is a clock on the pages.) **I see a clock on each of these pages. I wonder why there is a clock here. Maybe I’ll find out when I read the story.**
- Page 27: Let’s look at this picture. **What animal is this?** Wait for the students’ responses. **That’s right! This is an elephant. The elephant has tusks. The tusks are two large, long teeth that stick out of the elephant’s mouth. Look at the clock. It shows that it’s four o’clock. Let’s see what other animals there are in this book.**

Lesson 24 **Day 1**

- Define “fact” and “opinion.” **A fact is a true piece of information about something. “We are human beings,” is fact because it’s real information. An opinion is what a person thinks about something. It doesn’t necessarily have to be true. “We are great human beings,” or “We are terrible human beings,” are both opinions. We don’t know which one is true.**
- Ask the students to look closely at the ladybug on the cover. Ask them to tell their partners how they think the ladybug feels. **Look carefully at the ladybug’s face. Its mouth turns down, and its eyes don’t look friendly. The title tells us that the ladybug is grouchy. However, this is an opinion. We don’t know for sure how the ladybug feels.**
- Read the information on the upper left page, opposite the title page. **These are facts about aphids and ladybugs. They tell real information about these insects.**
- 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
grouchy	3	in a bad mood, grumpy	Reference the book’s cover.
insist	5	be firm about something	Mom <i>insisted</i> I take my jacket because it is going to be colder tonight.
tusks	27	Large, long teeth that stick out of the mouth	Picture Walk, page 27
across	37	from one side to the other	Tommy slid the paper <i>across</i> the table, and it fell off the other side.

Lesson 24 **Day 1**

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

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
friendly	3	nice and kind	Emma is very <i>friendly</i> ; she always plays with everyone.
laughing	20	expressing happiness with sounds from the mouth and a smile on the face	Demonstrate laughing.
lowering	24	moving down	James saw the bull <i>lowering</i> his horns just before it charged at the fence.
hungry	39	needing food	I am so <i>hungry</i> at lunch that I eat two sandwiches.

This book is about a grouchy ladybug. The grouchy ladybug meets a friendly ladybug. Someone friendly is someone who is nice and kind. How would you describe someone who is friendly? If the students are unable to respond, prompt them with questions such as: **How would a friendly person play with you? How would a friendly person act with you at lunch? How would a friendly person greet you?**

Demonstrate laughing. What am I doing? I am laughing. What makes you laugh?

“Lowering” means moving something down. Many animals that have horns lower them before they start to fight. Why do you think animals lower their horns before a fight?

I am hungry when I wake up in the morning. “Hungry” means needing food. When I get hungry, my stomach rumbles. What do you do when you get hungry?

Interactive Reading

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



Think-Pair-Share



- Page 3 Point out the many tiny aphids on the leaves in the illustration. **Aphids are tiny insects. You can see that there are a lot of aphids on these leaves. Ladybugs eat aphids, and both of the ladybugs on this page want to eat these aphids.** Use Think-Pair-Share to ask the students: **What do you think will happen?**
- Page 4 “**Grouchy**” is a STaR word. The book says that the grouchy ladybug shouted, “Go away! I want those aphids.” This helps me understand what “**grouchy**” means. A **grouchy** person is someone who is in a bad mood. Use Think-Pair-Share to ask the students: **How is the grouchy ladybug different from the friendly ladybug?**
- Page 5 “**Insist**” is another STaR word. To **insist** is to be firm or really mean something. Use Whole Group Response to ask the students: **Does the grouchy ladybug insist on fighting?** Use Think-Pair-Share to have the students respond. **Do you think the grouchy ladybug really wants to fight?**
-  Pages 6, 7 Point to the clock in the upper right corner. **This clock shows what time it is in this part of the story. It shows that it’s six o’clock. Time is fact. It is real information.**
- Pages 8, 9 Use Think-Pair-Share to ask the students: **Do you think the ladybug is stating a fact or giving an opinion when it says, “Oh you’re not big enough.”** Provide a sentence stem such as, “**The grouchy ladybug is [giving an opinion].**”
- Pages 10, 11 **What kind of animal is a praying mantis?** Wait for the students’ responses. **A praying mantis is an insect.** Use Whole Group Response to ask the students: **Is a praying mantis bigger than a ladybug?**
- Pages 12, 13 Stop after reading “Want to fight?” Use Think-Pair-Share to ask the students: **What do you think the sparrow is going to answer?**
- Pages 16, 17 Stop before reading “Oh you are not big enough....” Use Whole Group Response to ask the students: **What do you think the ladybug is going to say to the skunk?**
- Pages 18, 19 Use Whole Group Response to ask the students: **Is the boa constrictor smaller than the ladybug?** Use Think-Pair-Share to ask the students: **Do you think the ladybug is stating a fact or giving an opinion when it says, “Oh you’re not big enough?”** Provide a sentence stem such as, “**The grouchy ladybug is [giving an opinion].**”

Lesson 24 **Day 1**

Think-Pair-Share

Pages 20, 21 **Usually we laugh when we think something is funny or when we are happy. Hyenas laugh when they fight other hyenas. It's how they communicate with one another. Some people think hyenas are nasty animals.** Use Think-Pair-Share to ask the students: **Is this a fact or an opinion?** Wait for the students' responses. Provide them with the following sentence stem if necessary. **This is an [opinion]. Very good! This is an opinion about hyenas.**

Pages 22, 23 Use Think-Pair-Share to ask the students: **Do you think the ladybug is stating a fact or giving an opinion when it says, "Oh you're not big enough"?** Provide a sentence stem such as, **"The grouchy ladybug is [giving an opinion]."**



Pages 24, 25 **The book says the rhinoceros lowered its horn. When the rhinoceros put its horn down, it was getting ready to fight the grouchy ladybug.** Invite the students to show how they would lower their horns if they were a rhinoceros. Use Think-Pair-Share to ask the students: **Who do you think would have won if the ladybug and the rhinoceros had fought?**



Pages 26, 27 Point to the elephant's tusks. **"Tusks" is a STaR word. The book says that the elephant raises its trunk and shows its big tusks. The illustration helps me see that the elephant's tusks are two large, long teeth. They stick out when the mouth is closed. Elephants use their tusks to dig for food but also to fight.** Use Think-Pair-Share to ask the students: **Is this a fact or an opinion about elephants?** Provide the students with the following sentence stem if necessary. **This is a [fact]. Very good! This is a fact about elephants.**

Pages 28, 29 Use Think-Pair-Share to ask the students: **What do you think the whale would have said if it had answered the grouchy ladybug?**

Pages 32, 33 Use Whole Group Response to ask the students: **What do you think the grouchy ladybug would have said if the flipper had answered?**



Pages 36, 37 **"Across" is one of our STaR words. The book says the whale's tail gave the grouchy ladybug such a slap that it flew across the sea and across the land.** Point to the ladybug in the illustration. **This helps me understand what "across" means. "Across" means from one side to the other. The ladybug went flying from one side of the sea to the other when the whale's tail slapped it.**

Page 39 **The grouchy ladybug is hungry because it hasn't eaten anything.** Use Think-Pair-Share to ask the students: **What has the grouchy ladybug been doing instead of eating?**

Page 40 Read the information about aphids opposite the title page to help the students answer the following question. Use Think-Pair-Share to ask the students: **Why did the leaf thank the ladybugs?**



STaR Celebration

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

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

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

Think-Pair-Share

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

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

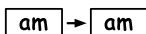
Writing Strategies Bank



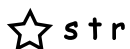
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



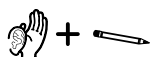
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Lesson 24 **Day 1**

- Restate each of the STaR words.
 - Tell the students to work with partners to think of sentences using the STaR words. The students may use the same words they used for their celebration sentences or different words.
 - Encourage the students to help their partners add details to their sentences to make them more interesting.
 - Model writing your own sentence using the strategies from the Writing Strategies Bank most needed by your students.
 - Allow time for the students to write their sentences in their writing notebooks. 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. 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 we tell the ladybug is grouchy?

Why doesn't the grouchy ladybug insist on fighting?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>shouted</i>	Good answer. Can you say that in a complete sentence? <i>The ladybug shouted.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The ladybug shouted."</i>
The student responds in a complete, but not very elaborate, sentence. <i>The ladybug shouted.</i>	Good answer. Can you add some details to your sentence? <i>The ladybug shouted, "Go away!"</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What did the ladybug shout?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Homework

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

Day 2

You will need:

FastTrack Phonics

FastTrack Phonics
Assessment 6

Shared Story

Shared Story 24: *Late!*
Reading Strategy
Cue Cards
Fluency Flyers
*Reading Reels for
Roots DVD**
Reading Celebration
certificates

STaR

STaR story:
The Grouchy Ladybug
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.

FastTrack Phonics

Assessment 6

- Administer the FastTrack Phonics Assessment 6 and the Structured Oral-Language Observation (SOLO) 6 as guided by the *Reading Roots Informal Assessment Booklet*.



Shared Story

Story Review

- **Yesterday we read a new story. I want to see how much you remember about 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 Bob forget his lunch?** [*He was rushing to catch the bus.*]
2. **What did Derrick do to help his friend Bob?** [*He shared his lunch with him.*]
3. **How did Bob get his lunch?** [*His mom brought it to school.*]

Think-Pair-Share

Partner Word and Sentence Reading

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

Monitor

Partner Reading

- **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.

Focus on Fluency

Accuracy

Lesson 24 **Day 2**

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

Team Celebration Points

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.

Monitor



Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 2 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 24.

Team Celebration Points



Between the Lions

STaR

STaR Review

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

Display the cover of the book. **What is the title of this story?** [*The title is The Grouchy Ladybug.*]

What does the grouchy ladybug tell the friendly ladybug when it says, “Good morning”? [*The grouchy ladybug tells the friendly ladybug to go away.*] **Have you ever been grouchy? What do you do when you are grouchy?**

Display page 4. **What does the friendly ladybug suggest they do with the aphids? How does someone who is friendly act?**

What did the animals answer when the grouchy ladybug asked them to fight? [*The animals answered, “If you insist.”*] **Does the grouchy ladybug insist? Have you ever insisted on something? What did you insist on?**

Display page 21. **Why does the hyena laugh?**

Why did the elephant show its tusks? [*The elephant showed its tusks because it was getting ready to fight.*] **Have you ever seen an elephant’s tusks? How big are tusks? What color are tusks?**

Display page 24. **Why does the rhinoceros lower his horn?**

What did the grouchy ladybug fly across when the whale’s tail gave it a slap? [*The whale’s tail sent the grouchy ladybug flying across the sea and across the land.*] **Have you ever seen a bird or an insect fly across something? What did it fly across?**

Display page 39. **Why was the grouchy ladybug hungry? What does it do to stop feeling hungry?**

Do you think the grouchy ladybug will stop being grouchy? Why?

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 does the story happen? What is the setting?** [*This story has two settings: the land and the sea. The land is where the grouchy ladybug meets most of the animals, and the sea is where it meets the whale.*]

Lesson 24 **Day 2**

- T-P-S: **Who are some of the characters in the story?** [*The grouchy ladybug, the friendly ladybug, the sparrow, the lobster, the gorilla, the boa, the hyena, the rhinoceros, the elephant, and the whale.*]
- T-P-S: **What is the problem in the story?** [*The grouchy ladybug doesn't want to share the aphids. It goes off looking for someone to fight.*]
- T-P-S: **What was the solution? How was the problem solved?** [*The grouchy ladybug can't find anyone to fight, and when it gets very hungry, it shares aphids with the friendly ladybug.*]

Retell

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

Option 1: Dramatization

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

Examples:

Roles: the grouchy ladybug, the friendly ladybug, the praying mantis, the sparrow, the lobster, the skunk, the boa, the hyena, the gorilla, the rhinoceros, the elephant, and the whale.

Dialogue: "Hey you, do you want to fight?"
"If you insist."

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 friendly ladybug feels when the grouchy ladybug wants to fight it?

Do you think the grouchy ladybug wants to fight the animals?

Is time a fact or an opinion?

Is the statement "You are not big enough" a fact or an opinion?

How do you think the grouchy ladybug feels after being slapped by the whale's tail?



STaR Celebration

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

Random Reporter →

Team Celebration Points →

STaR Writing

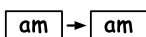
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



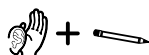
Remember a Word



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.
- Model writing your own complete sentence with one of the words, using strategies from the Writing Strategies Bank as needed by your students.
- Allow time for the students to write their own sentences in their writing notebooks. Circulate as they write, discussing the strategies that the students have used.

Lesson 24 **Day 2**

Team Celebration Points

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

Alphie's Question Quiz

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

Team Celebration Points

Alphie's Questions:

What happens when the grouchy ladybug talks to the whale's tail?

Why does the friendly ladybug tell the grouchy ladybug there are aphids left?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>slap</i>	Good answer. Can you say that in a complete sentence? <i>The whale's tail slaps the grouchy ladybug.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The whale's tail slaps the grouchy ladybug."</i>
The student responds in a complete, but not very elaborate, sentence. <i>The whale's tail slaps the grouchy ladybug.</i>	Good answer. Can you add some details to your sentence? <i>The whale's tail slaps the grouchy ladybug, and it flies across the sea and land.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Where does the ladybug go?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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


Read &
Respond



Homework

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

You will need:**FastTrack Phonics**

FastTrack Phonics
review lesson

Shared Story

Shared Story 24: *Late!*
Reading Strategy
Cue Cards
Fluency Flyers
*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.

FastTrack Phonics**Review Time**

- From the following options, select a FastTrack Phonics review lesson that best addresses your students' needs according to the results of Assessment 6. (See appendix for review lessons.)
 - Optional Review Lesson 21 /ea/ and /or/
 - Optional Review Lesson 22 /ie/, /_y/, and /oy/

**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.**

Lesson 24 **Day 3**

Team Celebration Points

- As you visit partnerships, listen for pairs of partners who can read the entire list of story words accurately. Place a sticker beside the story title on each student's Fluency Flyer.
- Award team celebration points to partnerships who earned stickers on their Fluency Flyers.
- 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.

Focus on Fluency

Reading Smoothly
with Expression

Monitor

Partner Reading

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



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're telling a story.**
- Lead a Guided Group Rereading of the story. Focus on reading the story with rich expression. Celebrate by leading a class cheer. Choose two students to read for tomorrow's Reading Celebration.
- Show the second *Between the Lions* segment for lesson 24.



Between the Lions

Adventures in Writing

Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



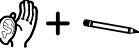
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Prewriting

- Have the students gather in front of the board. Introduce the activity. **In the Shared Story *Late!*, Bob stayed in bed too long! He had to rush and rush to get ready for school. Today we're going to talk and write about the things we do to get ready for school or work in the morning.**
- Generate a class list about the things the students do to get ready for school in the morning. **One thing that I do when I get out of bed is to take a shower.** Write "Take a shower," on the chart paper. **What are some other things that people do to get ready for school or work in the morning?** [*Brush teeth, eat breakfast, get dressed, etc.*] Add the students' responses to the list. Model writing the students' responses on the chart paper, using strategies from the Writing Strategies Bank as needed by your students.
- Explain that many people usually do things in the morning in a certain order. **Today you will write sentences about the things you do to get ready for school. You can show the order in which you do those things by using the words "first," "next," and "finally" in your sentences.**
- Model writing a beginning sentence using the word "first." **I shared with you that I take a shower in the morning. That's the first thing I do, so I will write, "First, I take a shower."** Point out your use of the comma after the word "first."

Lesson 24 **Day 3**

- Model adding subsequent sentences to your beginning sentence. **The next thing I do is get dressed. I will write, “Next, I get dressed.”** Add this sentence to the board. Point out the use of the comma after the word “next.” **After I get dressed, I go to the kitchen to eat breakfast. I will add, “Finally, I eat breakfast in the kitchen.”**
- Invite the students to provide ideas about how to make your sentences more interesting. Incorporate some of their ideas into your model sentences. [*First, I take a long, hot shower.*]

Partner Planning

- Ask the students to discuss with their partners things that they do to get ready for school in the morning. Remind them that they need to think about what they do first, next, and finally.
- Encourage the students to help their partners think of details that will make their sentences more interesting.

Writing

Drafting

- Ask the students to begin writing their sentences. Remind them that they will need to write sentences that tell what they do first, next, and finally.

Checking

- Have the students check their sentences by reading them to themselves and then to their partners. Encourage the students to comment and ask questions about their partners’ sentences.
- Encourage the children to make any changes or additions to their sentences based on ideas from their partners. Point out that adding their partners’ ideas is optional.
- 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 order of the sentences should be logical. (For example, the student has not written that he or she will take a bath after getting dressed.)
Writes with Quality and Quantity	The students must write at least three sentences. They should include sentences that tell what they do first, next, and finally. Quality sentences will include the reasons for doing the steps and/or use descriptive language.



Writing Celebration

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

Team Celebration Points →

Team Celebration

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



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*)

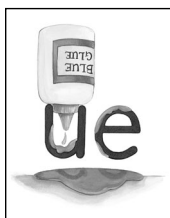
- Tell the students they will play a game in which they use interesting words to tell about something.
- Provide a sample sentence such as, “I saw a ladybug.” Tell the students that they will take turns adding a describing word to the sentence.
- Select one or two students to help you demonstrate.
- **Today we’re going to play a game in which you add describing words to a sentence to help tell about something. For example, if the sentence is, “I saw a ladybug,” I could add the word “small” to tell about the ladybug. Then my sentence would be, “I saw a small ladybug.”**
- Have one of the students you selected add another adjective to the sentence. **Jarrell, think of another word that describes the ladybug.** Have the student add the word to the sentence—for example, “grouchy.” Have the student repeat the sentence with the additional adjective. [*“I saw a small, grouchy ladybug.”*]
- Repeat this process with the other student you selected to demonstrate the activity.
- Divide the students into groups of four or five.
- Provide a sentence stem such as, “The ladybug met an elephant.”
- Use Random Reporter to select a person in each group to begin.
- Have each student take a turn repeating the sentence and adding his or her own adjective.
- If time permits, play the game again with a different sentence, this time selecting a different student to start.

At a Glance

FastTrack Phonics

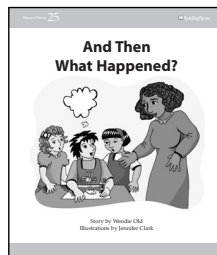


Days 1 and 2:
New sound: /er/



Day 3:
New sound: /ue/

Shared Story



Shared Story: *And Then What Happened?*
by Wendie Old

Review Sound: /ē/

Strategies/Skills:

Previewing

Predicting

Introducing the tall tale genre

STaR

STaR Story: *Cloudy With a Chance of Meatballs*
written by Judi Barrett,
illustrated by Ron Barrett

Students will identify humorous parts of 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 tall tales.

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

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

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 24
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 46*

Alphie puppet

Letter-Blending Cards

*Reading Reels for Roots DVD**

Partner Practice Booklet 5

Green index cards, paper, or tagboard*

Shared Story

Shared Story 25: *And Then What Happened?*

Language development cards for lesson 25*

Key cards for "ee" and "ea"*

Word cards*

*Reading Reels for Roots DVD**

STaR

STaR story: *Cloudy With a Chance of Meatballs*

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 24. Cheer for each team as its certificate is awarded.
- Remind the students of the team cooperation goal that you will be emphasizing during this lesson. Award additional team celebration points as the students exhibit the expected behaviors for that goal throughout the lesson.

Team Celebration Points →



Read & Respond

**Check Day 3 Homework**

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



Key Card

FastTrack Phonics

Presenting /er/

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.

grip	/g-r-i-p/ (4)	run	/r-u-n/ (3)
rug	/r-u-g/ (3)	tray	/t-r-ay/ (3)
truck	/t-r-u-ck/ (4)	bright	/b-r-igh-t/ (4)



Animated Alphabet

Class Review—Sounds and Words

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

- Point to the letters in the letter-group frieze in a mixed order. Have the students make the sound for each letter group as you point to it.

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

reading toy sour

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 12 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.



Partner Practice Booklet 5

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:

lie...tie...time...lime...line...like...bike...bake...brake...brakes
- 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.



Key Card

Hear the New Sound

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

bat	batter
farm	farmer
run	runner

- Ask: **What sound did I add at the end of those words?** [/er/.] Say each word again, and have the students repeat each one. Stretch the /er/ sound in each word.

Key picture—Show the key card for “er.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a boy ready to bat the ball. He is big. He is bigger than the others. He is a bigger batter. “Bigger batter.” Let’s say that phrase together.** [*Bigger batter.*] Say each word in the phrase, and ask the students to repeat it. Stretch the /er/ sound in each word.



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.

Lesson 25 Day 1

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

/er/ “Bigger batter” “er”

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

Stretch and Read with the New Sound

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

slipper runner farmer

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

- When the students have finished, choose a partnership randomly, and have them read the words together.
- Award team celebration points to partners who read the words successfully.

Interactive
Whiteboard Users

Method varies



The Sound and the Furry



Partner Practice
Booklet 5

Team Celebration Points

C

Write Letters and Words

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

/a/ as in apple

/a_e/ as in bake

/ee/ as in tree

/oy/ as in toy

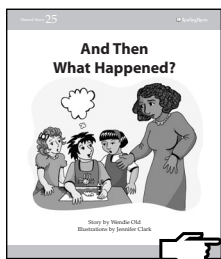
/_ed/ as an ending, as in jumped

/er/ as in batter

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.

run jump slip

runner jumper slipper



Shared Story

Previewing

- Let's preview the story by thinking about the title and the cover picture. Remember, this will help us understand the story better when we read it.
- Display the book. The title of this story is *And Then What Happened?* I see **Bob** (point) on the cover. He looks like he's telling a story. **Megan** (point), **Lana** (point), and **Miss Stanton** (point) are all listening. I think they are the ones asking, "And then what happened?" They want to learn more about **Bob's** story.
- **Bob's story is a tall tale. A tall tale is a story that has some true parts and some made-up parts.**

*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

bee	seeds
giant	sheep pen
leash	steep hill
stream	fisherman

Video Words

reading	seat
bee	stream
sting	scream



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. I can see that **Bob** is late for class again. He is trying to sneak in. His teacher, **Miss Stanton** (point), is going to want to know why he is late. Display page 2. **Bob** is telling a story. I guess he is telling why he is late. Display page 7. **Bob** is still telling his story. I see **Fang**, some **sheep**, and a **giant**! I wonder if **Bob's** story is real or if he's making it up. We'll have to read the rest of the story to find out.

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 25 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.



Animated Alphabet



The Sound and the Furry

Green Words

barked	steep
farmer	leash
then	near
stung	sheep
street	reading
needed	stream
peeked	seemed
screamed	fisherman

Red Words

his giant my

Readles

good-bye

Monitor

Teacher Shared Story

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 25 of *Reading Reels for Roots*, or display the key cards for "ee" and "ea."
 - **Now let's practice reading some words.** Show the video segments for Finger Detective and Sound It Out.
 - Select three to five Green Words to stretch and read with the students.
 - Use Say-Spell-Say to introduce the Red Words. Post the words on the word wall; then review all the Red Words with the class. Keep the Red Words posted until the students learn them.
- Teacher's Note:** If any letter sounds appear to be especially difficult for the students to remember in the context of words, make a note of them, and spend extra time on those letter sounds in tomorrow's phonics lesson.
- Present the story's 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 ask the students to turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners and assist with Stretch and Read or partner work behaviors as necessary. Remind the students to say every sound in the Green Words.

Guided Partner Reading

- **Now we're ready to read the story with our partners.**
- Make sure that each partnership has a Reading Strategy Cue Card to refer to while they are reading.
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Follow the Guided Partner Reading steps to lead the class through a reading of the entire book.
 1. The teacher reads the teacher text 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.

Lesson 25 **Day 1**

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 did Bob try to sneak into class?** [*He didn’t want his teacher to know that he was late.*]
 2. **Why didn’t Miss Stanton believe Bob’s story?** [*Bob’s story was too silly to be real. Miss Stanton also knew that Bob liked to make up stories.*]
 3. **Why was Lana worried?** [*Lana was worried about her dog, Fang.*]
 4. **In his story, what helped Bob catch Fang?** [*A giant screamed, “Stop!” Everyone stopped, and Bob grabbed Fang.*]
- Ask the students whether their predictions were accurate or the book surprised them.
- Choose two students to read for tomorrow’s Reading Celebration.
- Close with a quick review of the word wall.

STaR Words

menu	meal
portion	abandon

Background Words

town	food
sky	weather

STaR

STaR Story:

Cloudy With a Chance of Meatballs

Written by Judi Barrett

Illustrated by Ron Barrett

Summary: *Grandpa entertains his grandchildren by telling them a tall tale about a tiny coastal town called Chewandswallow. This town is very special because of its weather; the sky showers food on the residents three times a day! The residents always travel with plates, cups, spoons, and forks so they can catch their meals. There are showers of orange juice, gusts of wind that blow in hamburgers, and snows of mashed potatoes and peas! The residents of Chewandswallow are quite happy with the arrangement until the weather suddenly takes a turn for the worse. The food rains down harder and harder, damaging buildings and threatening the lives of all who live there. The townspeople eventually decide to sail away to build a new life on a new shore. The grandchildren enjoy the story so much that they can imagine a food-covered landscape as they are playing the next day.*

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 “We were all sitting around the big kitchen table.”

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 *Cloudy with a Chance of Meatballs*.** Have the students repeat the title with you. **Look at the picture on the cover. What is the man doing?** Wait for the students’ responses. **Right. The man is catching what looks like a meatball falling from the cloud. Let’s talk about the title. Have you ever heard an expression like “cloudy with a chance of meatballs”?** Where have you heard it? Use Think-Pair-Share to have the students share their answers.
- **The title might remind you of a weather report. The weather is the state of the outdoors, such as how windy it is, how hot or cold it is, or if it is raining or snowing. “Cloudy with a chance of meatballs” sounds like a weather report and also a menu, doesn’t it? A menu is the list of foods served at a meal. A meal can be breakfast, lunch, or dinner.**
- **Today we are going to read a story that has humorous parts. This means it has parts that are funny.** Tell me something you think is funny. Use Think-Pair-Share to have the students share their answers.

Lesson 25 **Day 1**

- Pages 8 and 9: **This is an example of a funny part in the book. Imagine hamburgers floating in the sky. I have never seen hamburgers floating in the sky, have you?**
- Page 15: **Look at the Sanitation Department truck in this picture. The Sanitation Department has the job of cleaning up the city. This sanitation truck has a big plate, a fork, and a spoon. Why is this funny? Wait for the students' responses.**
- Read aloud the STaR words below, and ask the students to repeat them after you. If possible, post the words on cards, or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of each word as prompted by the following chart. Tell the students that these are important words for the book, and ask them to listen for the words as you read.

STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
menu	12	a list of food	The <i>menu</i> for dinner tonight includes chicken pot pie, salad, and cake for dessert.
meal	13	the food eaten at a certain time	Breakfast is the <i>meal</i> we have in the morning.
portion	19	amount	I had such a big <i>portion</i> of spaghetti that I couldn't eat dessert after my dinner.
abandon	23	to leave	We had to <i>abandon</i> the castle we built at the beach when it started to rain.

Lesson 25 **Day 1**

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

Background Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
town	5	a place where people live	We visited the <i>town</i> of Cape May on our vacation.
food	7	things we eat to get energy and grow	When I get hungry, I eat <i>food</i> .
sky	7	where the clouds are	Sasha watched the puffy white clouds move across the <i>sky</i> .
weather	7	the state of the outdoors; how cold or warm it is outside; if it is raining or snowing.	Antoine enjoys being outside when the <i>weather</i> is warm and sunny.

This is a book about a town. A town is a place where people live. A town is smaller than a city. The name of this town is Chewandswallow. Have you visited other towns? Invite the students to describe briefly the towns they visited. If the students have difficulty, prompt them with questions such as: **What was the name of the town you visited? Why did you go there?**

Food is something we eat to give us energy and help us grow. What is your favorite food?

The sky is the air above the earth where the clouds are. It is the atmosphere of our planet. When it is not cloudy, the sky is blue. What other things can you see in the sky during the day? What can you see in the sky at night? Prompt student answers as necessary.

The weather is the state of the outdoors. Weather conditions, such as sunshine, clouds, rain, or how warm or cold it is, can be different each day. When the weather is good, the sun shines, and the sky is blue. When the weather is bad, it's raining, it's snowing, or the wind is blowing. There can be storms. What is the weather like right now? What is your favorite weather?

Interactive Reading

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

Think-Pair-Share

- Page 2 Read the text without showing the page. Use Think-Pair-Share to ask the students: **What do you think flew through the air?**
- Page 3 Use Think-Pair-Share to ask the students: **What happens that makes everyone laugh?** Wait for the students' responses. **Do you think it's funny?** Use Think-Pair-Share to have the students talk about whether they would find it funny if a pancake landed on them.
- Page 5 **Chewandswallow is a funny name for a town.** Use Think-Pair-Share to ask the students: **Why do you think the town had the name Chewandswallow?** Provide the students with the following sentence stem. **I think it had the name Chewandswallow because _____.**
- Page 7 **In the town of Chewandswallow, the weather is very different from our weather.** Use Think-Pair-Share to ask the students: **How is the weather in the town of Chewandswallow different from where we live?** Use Think-Pair-Share to ask the students: **What kind of food can you imagine falling from the sky?** Wait for the students' responses.
-  Pages 8, 9 Point to the hamburger in the picture. **This is a funny picture! The book says that sometimes the wind blew in storms of hamburger.** Use Think-Pair-Share to ask the students: **Why do you think this is funny?** Provide the students with the following sentence stem. **I think this is funny because _____.**
- Page 11 **“Meal” is a STaR word. The book says that the people of Chewandswallow put the leftovers in the refrigerator in case they got hungry between meals. When we eat food, we eat a meal. We usually eat three meals a day.** Use Think-Pair-Share to ask the students: **What are the three meals a day we usually eat?**
-  Point to the illustration of the pancakes and the taxi. **Here is a meal of pancakes.** Point to the illustration of the woman with a plate chasing the chicken. **This is a funny illustration of a woman running to catch a meal of fried chicken.** Use Think-Pair-Share to ask the students: **What meal would you like to have fall from the sky?**
- Page 12 **“Menu” is a STaR word. A menu is a list of food for meals. The menu for breakfast in this part of the story includes orange juice, sunny-side-up eggs, and toast.** Have the students indicate, using thumbs up or thumbs down, whether they like this breakfast menu.
- Page 15 **Look at the Sanitation Department truck! It has a big plate, a huge fork, and a spoon to clean up the food on the streets.** Use Think-Pair-Share to ask the students: **Have you ever seen a sanitation truck in your neighborhood? How is it different from this one?** Wait for the students' responses.

Lesson 25 Day 1

Think-Pair-Share



- Page 16 Use Think-Pair-Share to ask the students: **How do you think the weather can be bad in this town?**
- Page 17 Point to the picture of the people with clothespins on their noses. **Gorgonzola cheese is a smelly cheese. Look at this picture.** Use Think-Pair-Share to ask the students: **What are people doing so they don't smell the cheese?** Wait for the students' responses.
- Point to the picture of the party. **Imagine having brussels sprouts and peanut butter with mayonnaise at a birthday party. I don't think the guests at this party are happy. Why are these pictures funny?** Provide sentence stems, such as **"It is funny when _____,"** or **"I think this is funny because _____."**
- Page 18 Read the first sentence. **"Portion" is a STaR word. The book says that the portions were getting larger and larger. A portion is how much food you have. If you have a large portion, that means you have a lot of food.**
- Continue reading. **The portions of bread are too large, aren't they?** Use Think-Pair-Share to ask the students: **What happens if you have a portion that is too big?** Wait for the students' responses. **That's right! If you have a portion that is too big, you can't eat it all. This is what is happening in the town of Chewandswallow.**
-  Page 21 Point to the tornado. **Look at this tomato tornado! There is a man taking a shower, a boy trying to brush his teeth, a chicken without feathers, and a sailor rowing a boat. Why do you think this is funny?** Provide sentence stems, such as **"It is funny when _____,"** or **"I think this is funny because _____."**
- Page 22 **It looks like the bad weather in the town of Chewandswallow is not getting any better.** Use Think-Pair-Share to ask the students: **What do you think the people will do?**
- Page 23 **"Abandon" is another STaR word. The book says that a decision was made to abandon Chewandswallow. The people decided to leave Chewandswallow. "Abandon" means to leave.** Use Think-Pair-Share to ask the students: **Would you abandon the town of Chewandswallow?**
- Page 25 **The people used big slices of cheese and huge slices of pizza as sails for the rafts.** Use Think-Pair-Share to ask the students: **What is the shark doing?**
- Page 27 **Imagine how hard it will be for the people of Chewandswallow to get used to normal weather like snow and rain.** Use Think-Pair-Share to ask the students: **What other things are they going to have to get used to?**



STaR Celebration

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

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

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

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

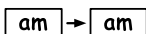
Writing Strategies Bank



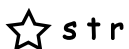
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



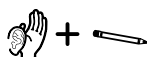
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Lesson 25 **Day 1**

- 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.
 - Encourage the students to help their partners add details to their sentences to make them more interesting.
 - Model writing your own sentence using the strategies from the Writing Strategies Bank most needed by your students.
 - Allow time for the students to write their sentences in their writing notebooks. Circulate as they write, discussing with the students the strategies that they have used.
 - Select one or two students to share their written sentences with the class. Try to select students who have used the new strategy. Display the writing on a special writing celebration bulletin board.
- Team Celebration Points** →
- Award team celebration points to students who successfully share a complete sentence.

Alphie's Question Quiz

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

Lesson 25 **Day 1**

Alphie's Questions:

Where did the people in the town of Chewandswallow get their food?

How many meals a day fell in Chewandswallow?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>from the sky</i>	Good answer. Can you say that in a complete sentence? <i>Their food came from the sky.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Their food came from the sky."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Their food came from the sky.</i>	Good answer. Can you add some details to your sentence? <i>Three times a day the weather sent food from the sky.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>How did the food come from the sky?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Homework

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

You will need:**FastTrack Phonics**

Phonics picture cards from section 46*

Cami puppet

Reading Reels for Roots DVD*

Partner Practice Booklet 5

Shared Story

Shared Story 25: *And Then What Happened?*

Reading Strategy Cue Cards

Fluency Flyers

Reading Reels for Roots DVD*

Reading Celebration certificates

STaR

STaR story: *Cloudy With a Chance of Meatballs*

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 /er/

Say-It-Fast (optional)

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

/a-pe/

ape

/b-ai-t/

bait

/b-ee-p/

beep

/s-l-ur-p/

slurp

/f-i-re/

fire

/s-w-i-mm-er/

swimmer

**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 5

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 13 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:
lie...like...line...lone...cone...cane...can...ban...bay
- 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.



Key Card

Hear the New Sound

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

plumber jumper helper

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

Key picture—Show the students the “er” key card. **What do you say when you see this picture?** [*responses*] **That’s right. “Bigger batter.”** Flip the card over so the students can only see the letters “er.” **What sound do these letters make?** [/er/.] **Yes, the sound is /er→er/.**

Stretch and Read with the New Sound

With the teacher—We’re going to practice reading words with the /er/ sound. Write each word on the board, and use the Finger Detective strategy to stretch and read each word in parts with the students:

bigger longer sister

With a partner—Have the students turn to page 13 in their Partner Practice Booklets and read the words in the bottom box together.

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



Partner Practice Booklet 5

Team Celebration Points →

Write Words and Sentences

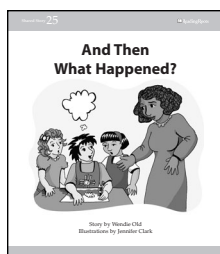
Write words—Show the “er” key card, and explain that some of the words the students will write will use the /er/ sound. Have the students use Stretch and Spell to write the words below. Use each word in a simple oral sentence, if necessary, to make sure that the students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class stretch and spell the words together.

stay (Use /ay/ as in play.) born better
joy runner *hammered

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

The batter hit a home run. His team won.

- Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentences in their partner writing books. Have the sight words “the,” “a,” and “his” posted. When everyone is finished, have a partnership tell you how to write these sentences on the board.
- Discuss the periods and capital letters, noting that there are two sentences. Celebrate everyone’s growing skills.



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. **Why did Bob try to sneak into class?** *[Bob tried to sneak into class because he was late.]*
 2. **Why didn't Miss Stanton believe Bob's story?** *[Miss Stanton knew Bob liked to tell tall tales.]*
 3. **Why was Lana worried?** *[Lana thought Fang was stung by a bee.]*

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.
 - As you visit partnerships, listen for pairs of partners who can read the entire list of story words accurately. Place a sticker beside the story title on each student's Fluency Flyer.
- Team Celebration Points**
- Award team celebration points to partnerships who earned stickers on their Fluency Flyers.

Partner Reading

- Focus on Fluency**
- **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.
- Accuracy**

Lesson 25 **Day 2**

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

Team Celebration Points

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.

Monitor



Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 2 and read for approximately two minutes. Remember to keep your voice low and slightly behind the students' voices. Listen for words that the students are finding difficult to read, and stop to stretch and read these words as appropriate.
- Conduct a rapid review of the word wall.
- Show the first *Between the Lions* segment for lesson 25.

Team Celebration Points



Between the Lions

STaR

Think-Pair-Share →

STaR Review

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

Display the cover of the book. **What is the title of this story?** *[The title is Cloudy With a Chance of Meatballs.]*

Display page 5. **What is the name of the town in the story? What other towns do you know?**

How did the people of Chewandswallow know what food was on the menu? *[From the weather report.]* **The people of Chewandswallow knew what the menu was because...**

Display page 7. **Where do the people of Chewandswallow get their food? Where do we get our food?**

What did the people of Chewandswallow do if they got hungry between meals? *[The people of Chewandswallow ate the leftovers.]* **My favorite meal is...**

Display page 9. **What falls from the sky in Chewandswallow? What falls from the sky where you live?**

What happened when the portions became too big? *[The people couldn't eat all the food.]* **You know a portion is too big when...**

Display page 9. **How did the people prepare for the weather in Chewandswallow? What is the weather usually like where we live?**

Why did the people of Chewandswallow decide to abandon the town? *[The people of Chewandswallow decided to abandon the town because there was food everywhere and it was dangerous to stay.]* **The people of Chewandswallow knew they had to abandon the town because...**

Structure Review

Story Star →

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

Whole Group Response →

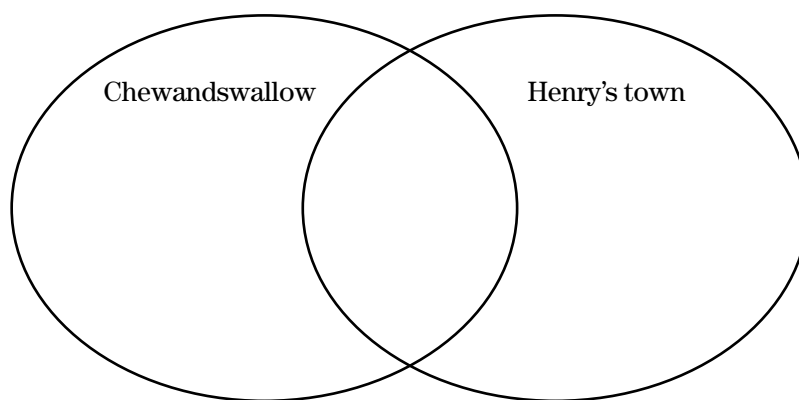
Think-Pair-Share →

- **WGR: The title tells us the name of the story. What is the title of the story?**
- **T-P-S: Where did the story happen? What is the setting?** *[This story has three settings: Henry's house, the town of Chewandswallow, and the small coastal town.]*
- **T-P-S: Who are some of the characters in the story?** *[Henry, Grandpa, Mom, Henry's sister, and the people of Chewandswallow are some of the characters.]*
- **T-P-S: What is the problem in the story?** *[The weather in Chewandswallow took a turn for the worse. The portions became too big, and nobody liked the menu.]*
- **T-P-S: What was the solution? How was the problem solved?** *[The people of Chewandswallow abandoned the town. They moved to a small coastal town where food didn't fall from the sky.]*

Retell

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

Option 1: Graphic Organizer: Compare and Contrast



- Tell the students how graphic organizers can help them remember a story or text. Display a Venn diagram. Explain the graphic organizer, telling the students what should go in each part. Label one circle “Chewandswallow” and the other “Henry's town.”
- 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.

Lesson 25 **Day 2**

- Ask the students to talk in their groups about what they remembered that was the same about both subjects. Use Random Reporter to have the students share their answers. Fill in the overlapping parts of the circles as the students respond.
- Summarize the similarities and differences. (The town of Chewandswallow and Henry’s town are the same because they both have schools. They are different because in Chewandswallow, people get their food from the sky. In Henry’s town, people get their food from the stores.)

Option 2: Reread the story.

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

What do you think the people of Chewandswallow do when they don’t like the menu?

How do you think the people of Chewandswallow feel about abandoning the town?

Do you think the people of Chewandswallow think the way people get their food in the new town is funny?

Do you think the people of Chewandswallow like the weather in their new town?



STaR Celebration

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

Random Reporter →

Team Celebration Points →

STaR Writing

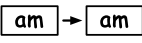
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



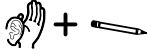
Remember a Word



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.
- Model writing your own complete sentence with one of the words, using strategies from the Writing Strategies Bank as needed by your students.
- Allow time for the students to write their own sentences in their 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.
- Award team celebration points to students who successfully share a complete sentence.

Team Celebration Points →

Alphie's Question Quiz

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

Team Celebration Points →

Alphie's Questions:

What happened to the portions of food when the weather took a turn for the worse?

Why did the people of Chewandswallow abandon the town?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>larger and larger</i>	Good answer. Can you say that in a complete sentence? <i>The portions got larger and larger.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The portions got larger and larger."</i>
The student responds in a complete, but not very elaborate, sentence. <i>The portions got larger and larger.</i>	Good answer. Can you add some details to your sentence? <i>The portions got larger and larger, and it was too much for the people of Chewandswallow to eat.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why was this bad?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Read &
Respond



Homework

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

You will need:**FastTrack Phonics**

Phonics picture cards from section 47*

Alphie puppet

Letter-Blending Cards*

*Reading Reels for Roots DVD**

Partner Practice Booklet 5

Green index cards, paper, or tagboard*

Shared Story

Shared Story 25: *And Then What Happened?*

Reading Strategy Cue Cards

Fluency Flyers

*Reading Reels for Roots DVD**

Adventures in Writing

Writing paper (teacher acquired)

*Not needed for interactive whiteboard users

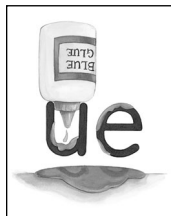
Team Celebration Points



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 /ue/

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.

zoo	/z-oo/ (2)	tube	/t-u-be/ (3)
suit	/s-ui-t/ (3)	moon	/m-oo-n/ (3)
bees	/b-ee-s/ (3)	bug	/b-u-g/ (3)



Animated Alphabet

Class Review—Sounds and Words

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

Lesson 25 Day 3



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. Stretch and read the compound word “cupcake” by reading “cup” and “cake” separately and then putting them together. Explain: **Sometimes words contain other words. A word made from two other words is called a compound word.**

cupcake fireplace daytime



Partner Practice Booklet 5

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 14 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.

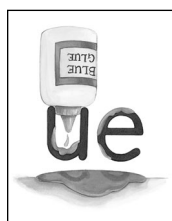
Team Celebration Points

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

Quick Erase

- Use the following sequence:

torn...horn...born...barn...bar...far...jar...jay...may...lay...play
- 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.



Key Card

Hear the New Sound

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

true blue Sue

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

Key picture—Show the key card for “ue.” Let’s look at this picture card to learn more about our sound for the day. **This is a picture of glue. The glue is blue. “Blue glue.” Let’s say that phrase together.** [Blue glue.] Say each word in the phrase, and ask the students to repeat it. Stretch the /ue/ sound in each word.



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.

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

/ue/ “Blue glue” “ue”

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

Stretch and Read with the New Sound

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

glue blue Sue

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

- When the students have finished, choose a partnership randomly, and have them read the words together.
- Award team celebration points to partners who read the words successfully.

Interactive
Whiteboard Users

Method varies



The Sound and the Furry



Partner Practice
Booklet 5

Team Celebration Points

ue

Write Letters and Words

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

/oo/ as in moon

/ea/ as tea

/ee/ as in tree

/o_e/ as in joke

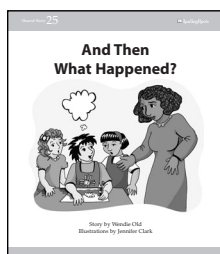
/ar/ as in car

/ue/ as in blue

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.

blue clue glue

Sue true *clues

**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.**
- As you visit partnerships, listen for pairs of partners who can read the entire list of story words accurately. Place a sticker beside the story title on each student's Fluency Flyer.
- Award team celebration points to partnerships who earned stickers on their Fluency Flyers.
- 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.

Team Celebration Points →

Focus on Fluency

Reading Smoothly
with Expression

Monitor

Partner Reading

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



All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. Let's use a nice, clear voice that sounds as though we're telling a story.**
- Lead a Guided Group Rereading of the story. Focus on reading the story with rich expression. Celebrate by leading a class cheer. Choose two students to read for tomorrow's Reading Celebration.
- Show the second *Between the Lions* segment for lesson 25.



Between the Lions

STaR

Vocabulary Review: Silly or Sensible?

- Read each sentence listed below, asking the students to think about whether it is silly or sensible. Explain that “sensible” means that the sentence makes sense.
- Think-Pair-Share: **Was that sentence silly or sensible? Decide with your partner whether the sentence was silly or sensible and why.**
- After providing time for partner discussion, ask the class: **Was it silly or sensible? Show me with your hands.** Ask the students to raise their hands normally if the sentence is sensible 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. Joshua achieved **victory** because he was the last one to cross the finish line. [*silly*]
 2. People have skin covered in **scales** so they can swim better. [*silly*]
 3. Valerie is **grouchy** and in a bad mood because she didn’t get much sleep last night. [*sensible*]
 4. Justin was very **hungry** after he ate three cheeseburgers, a hotdog, and a chocolate milkshake. [*silly*]
 5. **Fish** don’t like water very much because they don’t know how to swim; they prefer land. [*silly*]
 6. We run **across** the field when we play soccer. [*sensible*]
 7. We **abandon** the school building and come back every day. [*silly*]
 8. The **sky** is green with purple and orange dots. [*silly*]
 9. Juan has a **portion** of fruit and a portion of toast every morning. [*sensible*]
 10. A **hare** is as big as a whale and as slow as a turtle. [*silly*]

Adventures in Writing

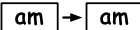
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



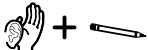
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Prewriting

- Have the students gather in front of the board. Introduce the activity.
- **We read two stories that were tall tales. In our STaR story, Grandpa told a tall tale about a town called Chewandswallow. In our Shared Story, Bob told his class a tall tale about why he was late for school.**
- **A tall tale is a story that usually starts out sounding like something that could really happen, but then it gets sillier and sillier. Why was Bob late for class? Wait for the students' responses. Right! Bob was late for class because a bee stung Fang. That is something that could really happen. In the story, though, what Bob tells after that begins to get really silly. What were some things that happened next in Bob's story?** *[Fang ran to a sheep pen, everyone ran up a hill onto a farmer's seeds, the farmer chased them all into a stream, and then a giant yelled for everyone to stop.]*
- **Today you are going to write your own tall tale about why you were late for school. We are going to write our tall tales in a fun and different way in teams.**

Lesson 25 **Day 3**

- Generate a class list of reasons for someone to be late that could really happen. **First, you will need to think about a reason that you were late for school that is something that could really happen.** Write, “I was late for school because...” on the board. **What are some reasons that you could be late for school?** Use Think-Pair-Share to have the students respond. Record ideas on the board. *[Your alarm clock did not work, you missed the bus, you lost your homework, you could not find clean clothes to wear, etc.]*
- Model how teams will write their tall tales. **You are going to write a sentence about why you were late for school that is something that could really happen. Then you will bring your paper and sit in a circle with your team.**
- **When I give the signal, everyone will pass their papers to the person on their right. Everyone will then have someone else’s paper. You will read the sentence on the paper that you have and then add another sentence to the story. The sentence that you add will be a silly sentence. We will do this again two more times. At the end, you will be able to read the tall tale that your first sentence became.**

Partner Planning

- Have the students talk with their partners about the ideas that they will use for their first sentences. They may select an idea from the board or come up with a new idea. Partners will only plan their initial sentences and keep the additional sentences a surprise.
- Encourage the students to help their partners think of details that will make their initial sentences more interesting.

Writing

Drafting

- Have the students return to their seats. Ask them to write their first sentences. Remind them that these sentences should tell the reasons that they were late for school, but they should be something that could really happen.
- Once all the students have written their first sentences, ask team members to sit in a circle, or have them sit at desks arranged in groups of four or five. Tell the students to pass their papers to the person on their right. Provide assistance as needed to ensure that everyone has someone else’s paper.
- Ask the students to read the sentences on their papers and then add a silly sentence to the story.
- After the students have had time to add a new sentence, use the Zero Noise Signal to capture the students’ attention, and prompt them to pass their papers to the right again. Repeat this step until each student has four sentences on his or her paper.

Checking

- Each student will check his or her own paper. Provide time for the students to read the whole story on their papers. They may correct capitalization, punctuation, and spelling if needed, even for the sentences added by their teammates.
- 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 first sentence on the student's paper should tell about something that could really happen. The sentences that the student adds to his or her teammates' papers should be silly but make sense when read with the initial sentence.
Writes with Quality and Quantity	Each student will write a total of five sentences. Quality sentences will contain descriptive language and humor.



Writing Celebration

- Randomly select a number, and explain that the team member with that number will read his or her tall tales to the team first. Ask the other students on the team to listen carefully while their teammate reads. The students should take turns reading until all team members have had an opportunity to share.
- Circulate as the students share, modeling proper reading, listening, and responding behaviors.
- 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.
- Invite the students to share examples of how their partners helped them to make their sentences better.
- Ask teams to select the tall tale that turned out the funniest among their team's papers. Allow the authors of the first sentence of those stories to read them to the class. Display their work on the writing celebration bulletin board.
- Award team celebration points to students who successfully share a writing strategy that they used or who read their writing to the class.

Team Celebration Points



Team Celebration

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



Homework

Have the students take the Shared Stories home and read them 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*)

- Use Alphie to teach the students the format for a knock-knock joke.

Teacher: **Okay Alphie. Are you ready for a joke?**

Alphie: Yes, I am!

Teacher: **When I knock, you have to ask, “Who’s there?” Knock-knock.**

Alphie: Who’s there?

Teacher: **Boo.**

Alphie: Boo who?

Teacher: **Don’t cry.**

- Have Alphie tell a joke with the class.

Alphie: That was funny! I have another one, but this time you (the students) answer. Knock-knock.

Students: *Who’s there?*

Alphie: Thank.

Students: *Thank who?*

Alphie: You’re welcome.

Lesson 25 **Day 3**

- Ask the students to work with their partners to think of a knock-knock joke. Some examples of knock-knock jokes are:

Look – Look through the key hole, and you’ll find out!

Who – Is there an owl in here?

Goat – Goat to the door, and find out!

Expanded Silly or Sensible?

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

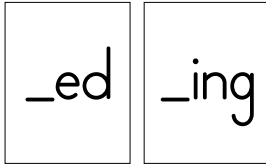
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You will need:

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Partner Practice Booklet 4



Key Cards

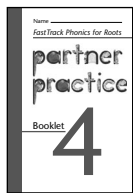
Review of /_ed/ and /_ing/**Break-It-Down**

- 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.

made	/m-a-de/ (3)	pond	/p-o-n-d/ (4)
sled	/s-l-e-d/ (4)	trade	/t-r-a-de/ (4)
pig	/p-i-g/ (3)	jug	/j-u-g/ (3)

Stretch and Read with the Letter Group

Model Stretch and Read—Choose several green cards from the “_ed” and “_ing” lesson. Stretch and read the words with the class.



Partner Practice Booklet 4

Partner Practice

- Ask the students to read the bottom boxes on pages 2 and 3 in Partner Practice Booklet 4. Have partners write down a word that they can read easily and one they are not sure about.
- Monitor partnerships as they work together.
- When the students have finished, ask each partnership to either model Stretch and Read with a word they can read easily or spell a word that they are not sure about so you can write it on the board. Stretch and read the words that the students found challenging with the class.

Write Words with the Letter Group

- Have the students stretch and spell the following words in their partner writing books:

planted patted kicked running standing hugging

- When you have finished reading the list, have the students check one another's work, and choose partnerships to tell you how to write the words on the board.

You will need:*Reading Reels for Roots DVD**

Partner Practice Booklet 4

*Not needed for interactive whiteboard users



Key Cards

Review of /ee/ and /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.

cake	/c-a-ke/ (3)	jeep	/j-ee-p/ (3)
seeds	/s-ee-d-s/ (4)	made	/m-a-de/ (3)
gate	/g-a-te/ (3)	teeth	/t-ee-th/ (3)



Animated Alphabet

Class Review—Sounds

Animated Alphabet—Introduce and play the Animated Alphabet segments for “a_e” and “ee.”

- Let’s take another look at our key cards in action. This will help us remember the sounds.** After playing each segment, ask the students what sound the letters make.

Review sounds—Review the letter-group frieze, pointing to the letter groups in a mixed order. Focus on reviewing the sounds for “a_e” and “ee” by pointing to each of these key cards several times. 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.

Stretch and Read with the Letter Group

Model Stretch and Read—Choose several green cards from the “a_e” and “ee” lessons. Stretch and read the words with the class.



Partner Practice
Booklet 4

Partner Practice

- Ask the students to read the bottom boxes on pages 4–7 in Partner Practice Booklet 4. Have partners write down a word that they can read easily and one they are not sure about.
- Monitor partnerships as they work together.
- When students have finished, ask each partnership to either model Stretch and Read with a word they can read easily or spell a word that they are not sure about so you can write it on the board. Stretch and read the words that the students found challenging with the class.

Write Words with the Letter Group

- Have the students stretch and spell the following words in their partner writing books:
bake date name meet beep feed
- When you have finished reading the list, have the students check one another's work, and choose partnerships to tell you how to write the words on the board.

You will need:*Reading Reels for Roots DVD**

Partner Practice Booklet 4

*Not needed for interactive whiteboard users



Key Cards

Review of /i_e/ and /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.

vine	/v-i-ne/ (3)	soap	/s-oa-p/ (4)
kite	/k-i-te/ (3)	bike	/b-i-ke/ (3)
nose	/n-o-se/ (3)		



Animated Alphabet

Class Review—Sounds

Animated Alphabet—Introduce and play the Animated Alphabet segments for “i_e” and “o_e.”

- Let’s take another look at our key cards in action. This will help us remember the sounds.** After playing each segment, ask the students what sound the letters make.

Review sounds—Review the letter-group frieze, pointing to the letter groups in a mixed order. Focus on reviewing the sounds for “i_e” and “o_e” by pointing to each of these key cards several times. 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.

Stretch and Read with the Letter Group

Model Stretch and Read—Choose several green cards from the “i_e” and “o_e” lessons. Stretch and read the words with the class.



Partner Practice
Booklet 4

Partner Practice

- Ask the students to read the bottom boxes on pages 8–11 in Partner Practice Booklet 4. Have partners write down a word that they can read easily and one they are not sure about.
- Monitor partnerships as they work together.
- When students have finished, ask each partnership to either model Stretch and Read with a word they can read easily or spell a word that they are not sure about so you can write it on the board. Stretch and read the words that the students found challenging with the class.

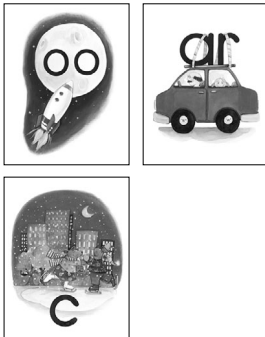
Write Words with the Letter Group

- Have students stretch and spell the following words in their partner writing books:
tide vine pipe woke hose note
- When you have finished reading the list, have the students check one another's work, and choose partnerships to tell you how to write the words on the board.

You will need:*Reading Reels for Roots DVD**

Partner Practice Booklet 4

*Not needed for interactive whiteboard users



Key Cards



Animated Alphabet

Review of /oo/ (moon), /ar/, and /c/ (ice)

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.

zoo	/z-oo/ (2)	mice	/m-i-ce/ (3)
tube	/t-u-be/ (3)	run	/r-u-n/ (3)
moon	/m-oo-n/ (3)	trace	/t-r-a-ce/ (4)

Class Review—Sounds

Animated Alphabet—Introduce and play the Animated Alphabet segments for “oo,” “ar,” and “c (ice).” **Let’s take another look at our key cards in action. This will help us remember the sounds.** After playing each segment, ask the students what sound the letters make.

Review sounds—Review the letter-group frieze, pointing to the letter groups in a mixed order. Focus on reviewing the sounds for “oo,” “ar,” and “c (ice)” by pointing to each of these key cards several times. 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.

Stretch and Read with the Letter Group

Model Stretch and Read—Choose several green cards from the “oo,” “ar,” and “c (ice)” lessons. Stretch and read the words with the class.



Partner Practice
Booklet 4

Partner Practice

- Ask the students to read the bottom boxes on pages 12–17 in Partner Practice Booklet 4. Have partners write down a word that they can read easily and one they are not sure about.
- Monitor partnerships as they work together.
- When the students have finished, ask each partnership to either model Stretch and Read with a word they can read easily or spell a word that they are not sure about so you can write it on the board. Stretch and read the words that the students found challenging with the class.

Write Words with the Letter Group

- Have students stretch and spell the following words in their partner writing books:
fool hoop star dark dice race
- When you have finished reading the list, have the students check one another's work, and choose partnerships to tell you how to write the words on the board.

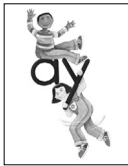
You will need:*Reading Reels for Roots DVD**

Partner Practice Booklet 4

*Not needed for interactive whiteboard users



Key Cards



Review of /ou/ (out) and /ay/ 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)	aid	/ai-d/ (2)
bay	/b-ay/ (2)	socks	/s-o-ck-s/ (4)
stop	/s-t-o-p/ (4)	pond	/p-o-n-d/ (4)



Animated Alphabet

Class Review—Sounds

Animated Alphabet—Introduce and play the Animated Alphabet segments for “ou” (out) and “ay.” **Let’s take another look at our key cards in action. This will help us remember the sounds.** After playing each segment, ask the students what sound the letters make.

Review sounds—Review the letter-group frieze, pointing to the letter groups in a mixed order. Focus on reviewing the sounds for “ou” (out) and “ay” by pointing to each of these key cards several times. 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.

Stretch and Read with the Letter Group

Model Stretch and Read—Choose several green cards from the “ou” (out) and “ay” lessons. Stretch and read the words with the class.



Partner Practice
Booklet 4

Partner Practice

- Ask the students to read the bottom boxes on pages 18–21 in Partner Practice Booklet 4. Have partners write down a word that they can read easily and one they are not sure about.
- Monitor partnerships as they work together.
- When the students have finished, ask each partnership to either model Stretch and Read with a word they can read easily or spell a word that they are not sure about so you can write it on the board. Stretch and read the words that the students found challenging with the class.

Write Words with the Letter Group

- Have the students stretch and spell the following words in their partner writing books:
out shout pound jay pay stay
- When you have finished reading the list, have the students check one another's work, and choose partnerships to tell you how to write the words on the board.

You will need:*Reading Reels for Roots DVD**

Partner Practice Booklet 5

*Not needed for interactive whiteboard users



Key Cards

**Review of /ea/ (tea) and /or/****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.

bowl	/b-ow-l/ (3)	cone	/c-o-ne/ (3)
goat	/g-oa-t/ (3)	key	/k-ey/ (2)
leaf	/l-ea-f/ (3)	teeth	/t-ee-th/ (3)



Animated Alphabet

Class Review—Sounds

Animated Alphabet—Introduce and play the Animated Alphabet segments for “ea” and “or.” **Let’s take another look at our key cards in action. This will help us remember the sounds.** After playing each segment, ask the students what sound the letters make.

Review sounds—Review the letter-group frieze, pointing to the letter groups in a mixed order. Focus on reviewing the sounds for “ea” and “or” by pointing to each of these key cards several times. 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.

Stretch and Read with the Letter Group

Model Stretch and Read—Choose several green cards from the “ea” and “or” lessons. Stretch and read the words with the class.



Partner Practice
Booklet 5

Partner Practice

- Ask the students to read the bottom boxes on pages 2–5 in Partner Practice Booklet 5. Have partners write down a word that they can read easily and one they are not sure about.
- Monitor partnerships as they work together.
- When the students have finished, ask each partnership to either model Stretch and Read with a word they can read easily or spell a word that they are not sure about so you can write it on the board. Stretch and read the words that the students found challenging with the class.

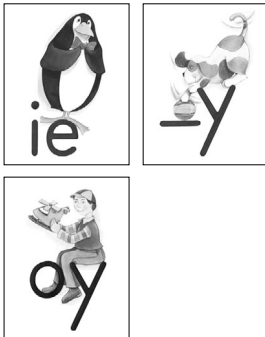
Write Words with the Letter Group

- Have the students stretch and spell the following words in their partner writing books:
mean sea read torn fort cord
- When you have finished reading the list, have the students check one another's work, and choose partnerships to tell you how to write the words on the board.

You will need:*Reading Reels for Roots DVD**

Partner Practice Booklet 5

*Not needed for interactive whiteboard users



Key Cards

Review of /ie/, /_y/ (puppy), and /oy/

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.

pie	/p- <i>ie</i> / (2)	tie	/t- <i>ie</i> / (2)
boy	/b- <i>oy</i> / (2)	bee	/b- <i>ee</i> / (2)
feet	/f- <i>ee</i> -t/ (3)	jeep	/j- <i>ee</i> -p/ (3)



Animated Alphabet

Class Review—Sounds

Animated Alphabet—Introduce and play the Animated Alphabet segments for “ie,” “_y” (puppy), and “oy.” **Let’s take another look at our key cards in action. This will help us remember the sounds.** After playing each segment, ask the students what sound the letters make.

Review sounds—Review the letter-group frieze, pointing to the letter groups in a mixed order. Focus on reviewing the sounds for “ie,” “_y” (puppy), and “oy” by pointing to each of these key cards several times. 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.

Stretch and Read with the Letter Group

Model Stretch and Read—Choose several green cards from the “ie,” “_y” (puppy), and “oy” lessons. Stretch and read the words with the class.



Partner Practice
Booklet 5

Partner Practice

- Ask the students to read the bottom boxes on pages 6–11 in Partner Practice Booklet 5. Have partners write down a word that they can read easily and one they are not sure about.
- Monitor partnerships as they work together.
- When the students have finished, ask each partnership to either model Stretch and Read with a word they can read easily or spell a word that they are not sure about so you can write it on the board. Stretch and read the words that the students found challenging with the class.

Write Words with the Letter Group

- Have the students stretch and spell the following words in their partner writing books:
lie tie bunny candy boy soy
- When you have finished reading the list, have the students check one another's work, and choose partnerships to tell you how to write the words on the board.

Level 1

Lesson	Day 1	Day 2	Day 3
1	/m/	/a/	/s/
2	/d/	/t/	/i/
3	/n/	/p/	/g/
4	/o/	Assessment 1	Review
5	/c/	/k/, /ck/	/u/
6	/r/	/b/	/f/
7	/e/	/l/	/h/
8	/ng/	Assessment 2	Review
9	/sh/	/z/	/w/
10	/ch/	/j/	/v/
11	/y/	/th/	/q/
12	/x/	Assessment 3	Review
13	/_ed/, /_ing/	/_ed/, /_ing/	/a_e/
14	/a_e/	/ee/	/ee/
15	/i_e/	/i_e/	/o_e/

Level 2

Lesson	Day 1	Day 2	Day 3
16	/o_e/	Assessment 4	Review
17	/oo/ (moon)	/oo/ (moon)	/ar/
18	/ar/	/c/ (ice)	/c/ (ice)
19	/ou/ (out)	/ou/ (out)	/ay/
20	/ay/	Assessment 5	Review
21	/ea/ (tea)	/ea/ (tea)	/or/
22	/or/	/ie/	/ie/
23	/_y/ (puppy)	/_y/ (puppy)	/oy/
24	/oy/	Assessment 6	Review
25	/er/	/er/	/ue/

Level 3

Lesson	Day 1	Day 2	Day 3
26	/ue/	/ai/	/ai/
27	/igh/	/igh/	/ow/ (snow)
28	/ow/ (snow)	Assessment 7	Review
29	/_ed/, /_ing/ (silent e)	/_ed/, /_ing/ (silent e)	/aw/
30	/aw/	/oi/	/oi/
31	/oa/	/oa/	/ur/
32	/ur/	Assessment 8	Review
33	/ow/ (cow)	/ow/ (cow)	/oo/ (book)
34	/oo/ (book)	/u_e/	/u_e/
35	/ir/	/ir/	/_y/ (fly)
36	/_y/ (fly)	Assessment 9	Review
37	/ph/	/ph/	/ge/, /dge/

Level 4

Lesson	Day 2	Day 3	Day 4
38	/ge/, /dge/	/tch/	/tch/
39	/ew/	/ew/	Assessment 10
40	Long a letter groups	Long a letter groups	Long a letter groups
41	Long e letter groups	Long e letter groups	Long e letter groups
42	Long i letter groups	Long i letter groups	Long i letter groups
43	Long o letter groups	Long o letter groups	Long o letter groups
44	/ur/, /ir/, /er/	/ur/, /ir/, /er/	/ur/, /ir/, /er/
45	/ou/, /ow/	/ou/, /ow/	/ou/, /ow/
46	/oy/, /oi/	/oy/, /oi/	/oy/, /oi/
47	Long u letter groups	Long u letter groups	Long u letter groups
48	Review	Review	Review

The Alphabet Chant

A is for apple	Pretend to take a bite of an apple.
B for bat and ball	Pretend to hit a ball with a bat.
C is for caterpillar climbing up the wall	Move one finger in the shape of a “c,” then use two hands to climb upwards.
D is for dinosaur	Place your arms in front of you, on top of each other. Open and close them like giant dinosaur jaws.
E for elephant	Clasp hands, bend over, and wave your “trunk.”
F is for flower what a pretty scent!	Pretend to smell a flower that you are holding.
G is for girl	Girls point to themselves; boys point to a girl.
H is for horse	Gallop in place.
I is for insect crawling up my shorts!	Place two fingers on top of your head like antennae and wiggle them. Smack an invisible insect on your leg.
J is for jump	Raise your arms high in the air, and leap up once.
K for kangaroo	Hop three times.
L is for legs walking to the zoo	Shake your legs and point to them. Walk in place.
M is for mountain	Make a mountain by placing your arms above your head with fingertips together.
N is for net	Hold your arms to the side, making a circle shape.
O is for octopus wiggly and wet	Wave your arms around.
P is for parrot	Open and close one hand to make the mouth of a talking parrot.
Q is for queen	Place an imaginary crown on your head.
R is for rabbit hopping on the green	Hop with your hands on your head like long ears.

FastTrack Phonics **The Alphabet Chant**

S is for snake	Squirm your whole body like a snake.
T is for tower	Stand very tall, and stretch your arms out from your shoulders in the shape of a “t.”
U is for umbrella keeps you dry in a shower,	Pretend to open and hold an umbrella.
V is for vulture	Hold arms up in a “v” shape, and then bring them down to imitate a flying vulture.
W is for worm	Wiggle your finger like a worm.
X is exercising fox now we take a turn	Do jumping jacks.
Y is for yo-yo	Pretend to make a yo-yo go down and up.
Zipper starts with Z	Pretend to zip up your coat.
Now I know my alphabet Hooray for me!	Pat hands on your chest and smile.

Alliterative Phrases

Letter	Phrase	Lesson
Aa	Alphie asks for apples	1
Bb	The boy bats balls	6
Cc	The curly caterpillar crawls	5
Dd	Don't disturb the dinosaur	2
Ee	Every elephant enters	7
Ff	The floppy flower falls	6
Gg	The growing girl giggles	3
Hh	The happy horse hops	7
Ii	Imagine itchy insects	2
Jj	Jane jumps for joy	10
Kk	The kangaroo keeps kicking	5
Ll	The long leg leaps	7
Mm	The man marches on mountains	1
Nn	Ned is near the net	3
Oo	The octopus observes olives	4
Pp	Peek at the proud parrot	3
Qq	The queen is quite quiet	11
Rr	The rapid rabbit races	6
Ss	The snake slides and slithers	1
Tt	Tap the tall tower	2
Uu	The upside-down umbrella is unusual	5
Vv	The vulture veers over valleys	10
Ww	Watch the worm wiggle	9
Xx	The excited fox exercises	12
Yy	Yank the yellow yo-yo	11
Zz	Zip the zig-zag zipper	9

Letter(s)	Phrase	Lesson
ng	Bring the king a ring.	8
sh	Sherry shines her shoes.	9
ch	The chipmunk chooses cheese.	10
th	Theo has a thimble on his thumb	11
a_e	Bake a cake.	13–14
ee	See the tree?	14
i_e	In a while, crocodile	15
o_e	Phone home.	15–16
oo	Zoom to the moon	17
ar	Start the car.	17–18
c	City mice on ice	18
ou	Shout it out.	19
ay	May I play?	19–20
ea	Time for tea	21
or	Corn for the horse	21–22
ie	Tie your tie.	22
–y	Silly, happy puppy	23
oy	Boy with a toy	23–24
er	Bigger batter	25
ue	Blue glue	25–26
ai	Train in the rain	26
igh	Bright light	27
ow	Blow the snow.	27–28
aw	I saw a seesaw.	29–30
oi	Little voice, big voice	30
oa	Goat in a boat	31
ur	Nurse with a purse	31–32
ow	Brown cow	33
oo	Look for a book.	33–34
u_e	Huge cube	34
ir	Girl in a whirl	35
–y	Fly in the sky.	35–36
ph	Photo of Alphonse	37
ge dge	Large badge	37–38
tch	Pitch and catch	38
ew	New stew	39

Letter Writing Cues: Manuscript

/a/ apple:	Left around the apple and down the leaf.	/a/ (stretch)
/b/ bat and ball:	Down the bat and right around the ball.	/b/ /b/ /b/
/c/ caterpillar:	Curl left around the caterpillar.	/c/ /c/ /c/
/d/ dinosaur:	Left around his back, then head to toe.	/d/ /d/ /d/
/e/ elephant:	Right under his ear, then all around his trunk.	/e/ (stretch)
/f/ flower:	Curve down the flower, then across the leaves.	/f/ (stretch)
/g/ girl:	Left around the girl, down her braid (plait), and curl.	/g/ /g/ /g/
/h/ horse:	From head to toe and over his back.	/h/ /h/ /h/
/i/ insect:	Go down the insect, lift and dot.	/i/ (stretch)
/j/ Jane jumps:	Down Jane's back, up to her toes. Jump to the ball.	/j/ /j/ /j/
/k/ kangaroo:	From head to toe, arm up, kick out.	/k/ /k/ /k/
/l/ leg:	Down the long, long leg.	/l/ (stretch)
/m/ mountains:	From the man go down, climb one mountain and another.	/m/ (stretch)
/n/ net:	From head to toe and over the net.	/n/ (stretch)
/o/ octopus:	Left around the octopus.	/o/ (stretch)
/p/ parrot:	From head to tail, then right around the parrot.	/p/ /p/ /p/
/q/ queen:	Left around the queen and way down her staff.	/q/ /q/ /q/
/r/ rabbit:	From head to tail and along his paws.	/r/ (stretch)
/s/ snake:	Left around, right around, from head to tail.	/s/ (stretch)
/t/ tower:	Go down the tower, lift and cross.	/t/ /t/ /t/
/u/ umbrella:	Right under the umbrella, up and down.	/u/ (stretch)
/v/ vulture:	Down one wing and up the other.	/v/ (stretch)
/w/ worm:	Wiggle down, wiggle up, down and up.	/w/ /w/ /w/
/x/ exercising fox:	Left hand to right toe, right hand to left toe.	/x/ /x/ /x/
/y/ yo-yo:	Slant right down one string and way down the other.	/y/ /y/ /y/
/z/ zipper:	Zig right, zag left, zig right.	/z/ (stretch)

Letter Writing Cues: D'Nealian

/a/ apple:	Left around the apple and down the leaf, kick up.	/a/ (stretch)
/b/ bat and ball:	Slant down the bat and up around the ball.	/b/ /b/ /b/
/c/ caterpillar:	Curve left around the caterpillar.	/c/ /c/ /c/
/d/ dinosaur:	Left around his back, slant up to his head, back down, kick up.	/d/ /d/ /d/
/e/ elephant:	Right up under his ear, then all around his trunk.	/e/ (stretch)
/f/ flower:	Curve around the flower, slant down the stem, then across the leaves.	/f/ (stretch)
/g/ girl:	Left around the girl, down her braid (plait) and curl.	/g/ /g/ /g/
/h/ horse:	Slant from head to toe, up over his back, kick up.	/h/ /h/ /h/
/i/ insect:	Slant down the insect, kick up and dot.	/i/ (stretch)
/j/ Jane jumps:	Slant down Jane's back, up to her toes. Jump to the ball.	/j/ /j/ /j/
/k/ kangaroo:	Slant from head to toe, up around her tummy and kick out.	/k/ /k/ /k/
/l/ leg:	Slant down the long, long leg and kick up.	/l/ (stretch)
/m/ mountains:	Slant down the man, climb one mountain and another, kick up.	/m/ (stretch)
/n/ net:	From head to toe and over the net, kick up.	/n/ (stretch)
/o/ octopus:	Left around the octopus.	/o/ (stretch)
/p/ parrot:	From head to tail, back up, right around the parrot.	/p/ /p/ /p/
/q/ queen:	Left around the queen and way down her staff.	/q/ /q/ /q/
/r/ rabbit:	From head to tail and along his paws.	/r/ (stretch)
/s/ snake:	Left around, right around, from head to tail.	/s/ (stretch)
/t/ tower:	Slant down the tower, kick up, and cross.	/t/ /t/ /t/
/u/ umbrella:	Right under the umbrella, up, down, kick up.	/u/ (stretch)
/v/ vulture:	Down one wing and up the other.	/v/ (stretch)
/w/ worm:	Wiggle slant down, wiggle up, down and up.	/w/ /w/ /w/
/x/ exercising fox:	Left hand to right toe, right hand to left toe, kick up.	/x/ /x/ /x/
/y/ yo-yo:	Right under the strings, up and way down with a curve.	/y/ /y/ /y/
/z/ zipper:	Zig right, zag left, zig right.	/z/ (stretch)

Level 1

Lesson	Shared Story	STaR Story	Author
1		<i>Are You My Mother?</i>	P. D. Eastman
2		<i>There's an Alligator Under My Bed</i>	Mercer Mayer
3		<i>Bringing the Rain to Kapiti Plain</i>	Verna Aardema
4	<i>Show and Tell</i>	<i>How to Be a Good Dog</i>	Gail Page
5	<i>A Card for Dad</i>	<i>Sophie and the Mother's Day Card</i>	Kaye Umansky
6	<i>Miss Sid Meets Sad Sam</i>	<i>Birds</i>	Caroline Arnold and Patricia J. Wynne
7	<i>The Ice Cream Man</i>	<i>Ice Cream: The Full Scoop</i>	Gail Gibbons
8	<i>Pit-Pat</i>	<i>Six-Dinner Sid</i>	Inga Moore
9	<i>A Game of Tag at the Farm</i>	<i>Come Out and Play</i>	Maya Ajmera and John D. Ivanko
10	<i>The Painters</i>	<i>Jamaica Louise James</i>	Amy Hest
11	<i>The Costume Party</i>	<i>The Costume Party</i>	Victoria Chess
12	<i>Kim's Visit</i>	<i>The Relatives Came</i>	Cynthia Rylant
13	<i>The Field Trip</i>	<i>The Ant and the Elephant</i>	Bill Peet
14	<i>The Rainy Day</i>	<i>Mud Puddle</i>	Robert Munsch and Sami Suomalainen
15	<i>The Mysterious Song</i>	<i>Beaks!</i>	Sneed B. Collard III and Robin Brickman

Level 2

Lesson	Shared Story	STaR Story	
16	<i>The Class Trip</i>	<i>Farmer Duck</i>	Martin Waddell and Helen Oxenbury
17	<i>Bug Alert!</i>	<i>Head Louse</i>	Karen Hartley, Chris Macro, and Philip Taylor
18	<i>Fang</i>	<i>Buster</i>	Denise Fleming
19	<i>The Pest in the Tent</i>	<i>Let's Go Camping!</i>	Brody Coleson
20	<i>May I Borrow Your Ice Cream?</i>	<i>Let's Be Friends Again!</i>	Hans Wilhelm
21	<i>The Noisy Morning</i>	<i>Bear Snores On</i>	Karma Wilson
22	<i>Hiccups</i>	<i>The Tortoise and The Hare</i>	An Aesop fable adapted by Janet Stevens
23	<i>Fish in Class</i>	<i>What's It Like to Be a Fish?</i>	Wendy Pfeffer and Holly Keller
24	<i>Late!</i>	<i>The Grouchy Ladybug</i>	Eric Carle
25	<i>And Then What Happened?</i>	<i>Cloudy With a Chance of Meatballs</i>	Judi Barrett

Shared Story and STaR Story Title List

Level 3

Lesson	Shared Story	STaR Story	Author
26	<i>Let's Go Fishing</i>	<i>Dear Mr. Blueberry</i>	Simon James
27	<i>The Camping Trip</i>	<i>The Three Billy Goats Gruff</i>	Paul Galdone
28	<i>Is There an Alligator in the Pond?</i>	<i>Trosclair and the Alligator</i>	Peter Huggins
29	<i>Leaves Fall</i>	<i>Trees Around the World</i>	Lucy Wilson
30	<i>Cupcakes</i>	<i>Baking a Wonderful Wacky Cake</i>	Catalina Castillo
31	<i>Ride a Bike</i>	<i>Vera Rides a Bike</i>	Vera Rosenberry
32	<i>Home with a Cold</i>	<i>The Big Snow</i>	Berta and Elmer Hader
33	<i>Slippery Steps</i>	<i>Callie Cat, Ice Skater</i>	Eileen Spinelli
34	<i>The Ice Storm</i>	<i>"On a Night of Snow"</i>	A poem by Elizabeth Coatsworth
35	<i>Did That Tree Eat My Kite?</i>	<i>Dear Tooth Fairy</i>	Alan Durant
36	<i>Who Is Wilfred?</i>	<i>Extra! Extra! Writing a Newspaper Article</i>	Jack Gallagher
37	<i>Planting Seeds in May</i>	<i>Camille and the Sunflowers</i>	Laurence Anholt

Level 4

Lesson	Shared Story	STaR Story	Author
38	<i>The Land of the Midnight Sun</i>	<i>Living in the Arctic</i>	Allan Fowler
39	<i>The Three Wishes</i>	<i>Sausages</i>	Jessica Souhami
40	<i>The Artists of Benin City</i>	<i>Crafting Fun for a Rainy Day</i>	Kwami Conteh
41	<i>Anansi, the Spider</i>	<i>Rehema's Journey</i>	Barbara A. Margolies
42	<i>A Farm in China</i>	<i>The Empty Pot</i>	Demi
43	<i>Woo Zen, a Cinderella Story</i>	<i>Er-lang and the Suns</i>	Tony Guo, Euphine Cheung, and Karl Edwards
44	<i>A Trip to the Inca Kingdom</i>	<i>We're from Brazil</i>	Emma Lynch
45	<i>The Magic Lake</i>	<i>At Home in the Rain Forest</i>	Diane Willow
46	<i>Pen Pals in the U.S.A.</i>	<i>Country Kid, City Kid</i>	by Julie Cummins
47	<i>How Turtle Flew South for the Winter</i>	<i>What Is in the Ocean?</i>	by Kathleen Collins
48	<i>Paul Bunyan's Pancakes</i>	<i>Pecos Bill</i>	by Bill Balczak

Each of the Reading Roots Shared Stories focuses on various reading skills and strategies. The list below identifies where skills are introduced for the first time.

Level 1

Shared Story Number	Letter Focus	Title	Skill
4	d	<i>Show and Tell</i>	Previewing Understanding the concept of a sentence Using periods at the end of sentences
5	t	<i>A Card for Dad</i>	Using periods correctly
6	i	<i>Miss Sid Meets Sad Sam</i>	Recognizing exclamation points Recognizing question marks
7	n	<i>The Ice Cream Man</i>	
8	p	<i>Pit-Pat</i>	Predicting Adding “s” to third person verbs
9	g	<i>A Game of Tag at the Farm</i>	
10	o	<i>The Painters</i>	
11	c	<i>The Costume Party</i>	Understanding the use of quotation marks
12	k, ck	<i>Kim’s Visit</i>	
13	_nt, _nd	<i>The Field Trip</i>	
14	u	<i>The Rainy Day</i>	
15	ng	<i>The Mysterious Song</i>	Adding “ing” to the end of a verb

Level 2

Shared Story Number	Letter Focus	Title	Skill
16	"s__" s blended with other consonants	<i>The Class Trip</i>	Introducing the word pattern "_all"
17	b	<i>Bug Alert!</i>	Understanding the prefix "un"
18	f	<i>Fang</i>	Identifying and describing new characters
19	e	<i>The Pest in the Tent</i>	Understanding the past tense "ed" ending
20	l	<i>May I Borrow Your Ice Cream?</i>	Introducing the contraction "I'll"
21	"_l" l blended with other consonants	<i>The Noisy Morning</i>	Recognizing "ed" and "ing" endings on verbs
22	h	<i>Hiccups</i>	Understanding the use of parentheses
23	sh	<i>Fish in Class</i>	Introducing the word pattern "_all"
24	r	<i>Late!</i>	
25	ee, ea	<i>And Then What Happened?</i>	Understanding the tall tale genre

Level 3

Shared Story Number	Letter Focus	Title	Skill
26	"_r" r blended with other consonants	<i>Let's Go Fishing</i>	Introducing contractions Identifying and discussing story setting Introducing question words "who," "where," and "what"
27	_lp, _mp, _ft	<i>The Camping Trip</i>	Practicing consonant blends
28	j	<i>Is There an Alligator in the Pond?</i>	
29	v	<i>Leaves Fall</i>	
30	a__e	<i>Cupcakes</i>	
31	i__e	<i>Ride a Bike</i>	
32	o__e, oe	<i>Home with a Cold</i>	
33	y	<i>Slippery Steps</i>	
34	soft c	<i>The Ice Storm</i>	
35	ch	<i>Did That Tree Eat My Kite?</i>	
36	w	<i>Who Is Wilfred?</i>	
37	ay, ai	<i>Planting Seeds in May</i>	

Level 4

Shared Story Number	Letter Focus	Title	Skill
38	aw	<i>The Land of the Midnight Sun</i>	Understanding geographical information Getting factual information from text Summarizing to identify main ideas Understanding paragraphs Understanding “est” ending
39	th	<i>The Three Wishes</i>	Recognizing fairy tale genre Understanding and describing narrative story plot Understanding comparisons with “more than” and “less than” Discriminating “there” and “their” Using prefix “dis”
40	qu	<i>The Artists of Benin City</i>	Changing “y” to “i” before adding “es”
41	-ight, -ould	<i>Anansi, the Spider</i>	Recognizing folktale genre
42	oo (moon)	<i>A Farm in China</i>	
43	z	<i>Woo Zen, a Cinderella Story</i>	Recognizing fairy tale genre
44	oa (boat) ow (blow)	<i>A Trip to the Inca Kingdom</i>	Understanding historical information
45	x	<i>The Magic Lake</i>	Recognizing legend genre
46	oo (book)	<i>Pen Pals in the U.S.A.</i>	
47	ir, or, ar, er, ur	<i>How Turtle Flew South for the Winter</i>	
48	u__e, ue	<i>Paul Bunyan’s Pancakes</i>	

Level 1

Lesson	STaR Story	Text	Objective
1	<i>Are You My Mother?</i> by P. D. Eastman	narrative	Students will write sentences about the main character of the story.
2	<i>There's an Alligator Under My Bed</i> by Mercer Mayer	narrative	Students will identify the main character's feelings in the story.
3	<i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema	narrative	Students will identify the setting of the story.
4	<i>How to Be a Good Dog</i> by Gail Page	narrative	Students will identify how the main character's feelings change in the story.
5	<i>Sophie and the Mother's Day Card</i> by Kaye Umansky	narrative	Students will identify important events in the story.
6	<i>Birds</i> by Caroline Arnold and Patricia J. Wynne	expository	Students will identify important information in a text.
7	<i>Ice Cream: The Full Scoop</i> by Gail Gibbons	expository	Students will answer questions about important parts of the text.
8	<i>Six-Dinner Sid</i> by Inga Moore	narrative	Students will ask questions about important story details.
9	<i>Come Out and Play</i> by Maya Ajmera and John D. Ivanko	expository	Students will use background knowledge to help them understand the topic of an expository text.
10	<i>Jamaica Louise James</i> by Amy Hest and Sheila White Samton	narrative	Students will identify the setting in a story.
11	<i>The Costume Party</i> by Victoria Chess	narrative	Students will identify the problem and solution in the story.
12	<i>The Relatives Came</i> by Cynthia Rylant and Stephen Gammel	narrative	Students will predict what will happen next in a story.
13	<i>The Ant and the Elephant</i> by Bill Peet	narrative	Students will compare characters in a story.
14	<i>Mud Puddle</i> by Robert Munsch and Sami Suomalainen	narrative	Students will understand dialogue in a story.
15	<i>Beaks!</i> by Sneed B. Collard III and Robin Brickman	expository	Students will make predictions about the main idea in an expository text.

STaR Story Objectives

Level 2

Lesson	STaR Story	Text	Objective
16	<i>Farmer Duck</i> by Martin Waddell and Helen Oxenbury	narrative	Students will describe different parts of the story.
17	<i>Head Louse</i> by Karen Hartley, Chris Macro, and Philip Taylor	expository	Students will identify topic sentences and main ideas in the text.
18	<i>Buster</i> by Denise Fleming	narrative	Students will describe how and why a character's feelings change from the beginning to the end of a story.
19	<i>Let's Go Camping!</i> by Brody Coleson	expository	Students will identify the topic, main idea, and supporting details in an expository text.
20	<i>Let's Be Friends Again!</i> by Hans Wilhelm	narrative	Students will identify the theme of the story. They will give supporting evidence for this theme.
21	<i>Bear Snores On</i> by Karma Wilson	narrative	Students will retell the story in logical order.
22	<i>The Tortoise and The Hare</i> An Aesop fable adapted by Janet Stevens	narrative	Students will identify the moral of the story. They will tell the difference between the theme and the moral.
23	<i>What's It Like to Be a Fish?</i> By Wendy Pfeffer and Holly Keller	expository	Students will identify text features (e.g., pictures, diagrams) that help them understand the main ideas.
24	<i>The Grouchy Ladybug</i> by Eric Carle	narrative	Students will identify facts and opinions in the text.
25	<i>Cloudy With a Chance of Meatballs</i> by Judi Barrett	narrative	Students will identify humorous parts of the story.

STaR Story Objectives

Level 3

Lesson	STaR Story	Text	Objective
26	<i>Dear Mr. Blueberry</i> by Simon James	narrative	Students will discuss the differences between narrative and expository texts.
27	<i>The Three Billy Goats Gruff</i> by Paul Galdone	narrative	Students will identify how the setting of a story affects the characters.
28	<i>Trosclair and the Alligator</i> by Peter Huggins	narrative	Students will identify the theme of a story and whether it is real or fantasy.
29	<i>Trees Around the World</i> by Lucy Wilson	expository	Students will identify the topic of a text and tell why they think the author wrote about it.
30	<i>Baking a Wonderful Wacky Cake</i> by Catalina Castillo	expository	Students will identify the order of information in the text and tell why the author wrote it in this order.
31	<i>Vera Rides a Bike</i> by Vera Rosenberry	narrative	Students will identify the sequence of events in the story and tell why the author wrote the story in this order.
32	<i>The Big Snow</i> by Berta and Elmer Hader	narrative	Students will identify the main purpose of the story and tell how the author supports it.
33	<i>Callie Cat, Ice Skater</i> by Eileen Spinelli	narrative	Students will identify the moral of the story and give evidence that supports it.
34	<i>"On a Night of Snow"</i> A poem by Elizabeth Coatsworth	narrative	Students will interpret figurative language in a poem.
35	<i>Dear Tooth Fairy</i> by Alan Durant	narrative	Students will describe characters in the story. They will compare characters to themselves and tell how that makes them feel about the character.
36	<i>Extra! Extra! Writing a Newspaper Article</i> by Jack Gallagher	expository	Students will describe the importance of question words like "who," "what," "why," "when," "where," and "how."
37	<i>Camille and the Sunflowers</i> by Laurence Anholt	narrative	Students will tell why certain events are important to the solution of the problem in the story.

STaR Story Objectives

Level 4

Lesson	STaR Story	Text	Objective
38	<i>Living in the Arctic</i> by Allan Fowler	expository	Students will summarize the main ideas of the text.
39	<i>Sausages</i> by Jessica Souhami	narrative	Students will summarize the important events in a story.
40	<i>Crafting Fun for a Rainy Day</i> by Kwami Conteh	expository	Students will understand the process described in the text. They will identify clue words that help them to understand the sequence.
41	<i>Rehema's Journey</i> by Barbara A. Margolies	narrative	Students will identify questions that they have about the story and how the author answers the questions.
42	<i>The Empty Pot</i> by Demi	narrative	Students will identify various sentence structures in the story and tell how these affect the story.
43	<i>Er-lang and the Suns</i> by Tony Guo, Euphine Cheung, and Karl Edwards	narrative	Students will identify words that help them to understand the genre of the story. Students will tell how this genre differs from others.
44	<i>We're from Brazil</i> by Emma Lynch	expository	Students will identify historical information in the text and how they know these are facts.
45	<i>At Home in the Rain Forest</i> by Diane Willow	expository	Students will identify facts in an expository text.
46	<i>Country Kid, City Kid</i> by Julie Cummins	narrative	Students will make comparisons within the story and tell why the author presented the information this way.
47	<i>What Is in the Ocean?</i> by Kathleen Collins	expository	Students will present short reports composed of at least six sentences that provide information on a topic with main ideas and supporting details and maintain a clear focus.
48	<i>Pecos Bill</i> retold by Bill Balczak	narrative	Students will identify elements that help them recognize the tall-tale genre. Students will tell how this genre differs from others.

Scope and Sequence

Adventures in Writing lessons are structured so that students can begin writing from the beginning of the program. The lessons increase in complexity so that students progress from writing short, simple words and phrases to thinking about, planning, and polishing their writing. The writing goals for each level of the program are listed below:

Level 1

During STaR Writing on Days 1 and 2, a series of emergent writing strategies are introduced over the course of the Reading Roots lessons in level 1. As each new strategy is introduced, the teacher adds it to a Writing Strategies Bank that is maintained and referenced for all writing activities in all parts of the lesson.

Adventures in Writing goals in level 1:

Prewriting:	Learn the purpose of prewriting. Learn different ways to prewrite including story review, brainstorming, list making, and partner/team/group discussion.
Peer Discussion:	Learn how to discuss writing topics with peers to generate writing ideas and plan writing.
Word-Level Writing:	Complete sentence stems with a word or a short phrase. Use phonetic spelling and writing strategies to write words.
Sentence-Level Writing:	Write up to two simple sentences independently using phonetic spelling and writing strategies.
Peer Editing:	Learn how to give and receive constructive comments about writing. Learn how to use a partner's comments to improve or edit writing.

Level 2

Although the Writing Strategies Bank is still used as a reference for the students, in level 2 the teacher encourages the students to use more sophisticated strategies, such as sound spelling, to write words. Also in level 2, there is an increased emphasis on having partners provide information to each other about how to elaborate their written or oral sentences to make the language more interesting.

Adventures in Writing goals in level 2:

Prewriting:	Use brainstorming, list making, and discussion for prewriting.
Peer Discussion:	Learn how to discuss writing topics with peers to generate writing ideas and plan writing.
Sentence-Level Writing:	Write at least three sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex.
Self-Editing:	Check for capitalization, spelling, and punctuation.
Peer Editing:	Give and receive constructive comments about writing. Use a partner's comments to improve or edit writing.

Level 3

In level 3, the concepts of self- and peer-editing are introduced. Over the course of the lessons in level 3, the teacher will introduce a series of items to check, such as capitalization and punctuation, on an Editing Checklist that the students will use as they review their work. Like the Writing Strategies Bank, new items are added to the list as they are introduced. The students practice the editing process in each lesson by helping one of the Reading Roots puppets to edit his or her paper before checking their own. The students are encouraged to work together in their partnerships to find and correct errors.

Adventures in Writing goals in level 3:

- Prewriting:** Use brainstorming, list making, and discussion for prewriting. Organize prewriting notes and phrases into categories.
- Peer Discussion:** Discuss writing topics with peers to generate writing ideas and plan writing.
- Sentence-Level Writing:** Write at least six sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex.
- Self-Editing:** Learn how to make additional edits to writing such as looking for omitted words, considering word choice, and considering sentence structure.
- Peer Editing:** Give and receive constructive comments about writing. Use a partner's comments to improve or edit writing.

Level 4

The writing process in level 4 unfolds over two days. The students continue to use strategies from the Writing Strategies Bank as needed and refer to the Editing Checklist when reviewing their papers. However, they no longer practice editing with puppet papers before working with their partners. As a part of the editing process, the students also begin to use an Adventures in Writing Scoring Guide to ensure that their papers meet the criteria for earning a top score of 8 points for the team score sheet average.

Adventures in Writing goals in level 4:

- Prewriting:** Use brainstorming, list making, and discussion for prewriting. Organize prewriting notes and phrases into categories.
- Peer Discussion:** Discuss writing topics with peers to generate writing ideas and plan writing.
- Sentence-Level Writing:** Write six or more sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex.
- Paragraph Writing:** Understand paragraphs and their format. Write sentences in the form of a paragraph.

Adventures in Writing goals in level 4: *(continued)*

- Self-Editing:** Learn how to make additional edits to writing such as looking for omitted words, considering word choice, and changing sentence structure.
- Peer Editing:** Give and receive constructive comments about writing. Use a partner’s comments to improve or edit writing.
- Publishing:** Make a final copy for display and sharing with the class.

Objectives

Level 1

Lesson	Skill
1	Students will write sentences about the main character of the story.
2	Using a sentence starter, students will write complete sentences to provide the solution to a problem.
3	Students will write complete sentences using antonyms.
4	Students will write complete sentences using adjectives to describe people.
5	Students will write sentences in response to questions.
6	Students will write sentences that describe story characters.
7	Students will write answers to questions about desserts.
8	Each student will write two sentences to contribute to a team book that explains how to take care of a cat.
9	Students will write complete sentences using background knowledge and information about a topic provided during STaR lessons.
10	Students will write sentences that make figurative comparisons of places.
11	Students will write sentences to describe costumes.
12	Students will use lists of objects and a sentence starter to write sentences about a place they will go and what they will pack.
13	Students will write sentences about where they would like to go on a field trip and the types of things they would do there.
14	Students will write sentences that explain a way to get clean after one has gotten dirty.
15	Students will write sentences that provide a clue and a different ending to the Shared Story.

Level 2

Lesson	Skill
16	Students will write postcards to a friend that tell about the things they can do on a class trip.
17	Students will write descriptive sentences about the contents of a student's backpack.
18	Students will create character webs to help them write descriptive sentences about Fang.
19	Students will write about their plans for a camping trip.
20	Students will write about sharing something with a friend.
21	Students will write about ways to wake up Bob, a story character.
22	Students will write advice for a friend who has the hiccups.
23	Students will write about the contents of a fish tank.
24	Students will use sequencing words to write about different things they do to get ready for school in the morning.
25	Students will write tall tales.

Level 3

Lesson	Skill
26	Students will work together to write about a fishing trip they went on with a friend.
27	Students will write about a camping trip.
28	Students will write about a swimming trip that they will take with a friend.
29	Students will write descriptions of trees during different seasons.
30	Students will write recipes for cupcakes.
31	Students will write directions for riding a bicycle.
32	Students will write about how to take care of a pet.
33	Students will write directions that tell how to make a snowman.
34	Students will write about fun indoor and outdoor activities that they can do on a snowy day.
35	Students will write riddles.
36	Students will interview classmates and write articles.
37	Students will write instructions for planting seeds.

Level 4

Lesson	Skill
38	Students will describe the Arctic.
39	Students will write about three wishes.
40	Students will write the steps to make a clay animal.
41	Students will describe their lives.
42	Students will use character webs to write descriptions of a story character.
43	The students will write letters asking for help with a problem.
44	Students will write about a typical day.
45	Students will write poems (a cinquain about a story character).
46	Students will write about a place they have visited.
47	Each student will write a paragraph about a plant or animal that lives in the ocean.
48	Students will write tall tales about themselves.

Section Tab

1	/m/	mermaid, moon, mop, mitt
2	/a/	match, mitt, moon, mop, ant, apple, ax
3	/s/	mermaid, moon, ant, apple, seven, sun, suit, sock
4	/d/	six, mother, ant, sock, desk, duck, door, doll
5	/t/	door, soap, mittens, apple, tiger, teeth, ten, tie
6	/i/	ax, suit, duck, tire, insect, inch, igloo
7	/n/	seven, desk, tent, inch, nurse, nose, nails, nine
8	/p/	nuts, ten, door, insect, pillow, pie, pickle, pig
9	/g/	pig, igloo, tiger, nose, goat, gum, gate, girls
10	/o/	insect, nails, popcorn, goat, octopus, ox
11	/c/	ox, pig, goose, nurse, car, cake, camel, cane
12	/k/	gate, octopus, popcorn, coat, key, kite, kitten, kitchen
13	/u/	octopus, kite, sock, cane, umbrella, under, up
14	/r/	umbrella, gate, cookies, kitten, rooster, rug, rope, rake
15	/b/	cap, kitchen, umbrella, ruler, bus, bug, book, balloon

Section Tab

16	/f/	bed, rope, up, key, fire, fish, fan, five
17	/e/	boat, feet, rake, under, eggs, edge, echo
18	/l/	eggs, run, five, book, ladder, lamp, leaf, lion
19	/h/	log, bike, edge, fish, hand, hat, heart, happy
20	/ng/	five, echo, hat, lion, ring, king, swing
21	/sh/	hose, octopus, fan, leaf, shirt, shell, sheep, shoe
22	/z/	shirt, log, heart, eggs, zebra, zipper, zoo, zig-zag
23	/w/	umbrella, zebra, sheep, happy, wagon, windmill, watch, web
24	/ch/	watch, zig-zag, shoe, hen, chain, chair, cherry
25	/j/	cherry, web, zebra, shell, Jack-in-the-box, jeep, jet, jug
26	/v/	jet, wagon, zipper, cherry, van, vine, vase, vegetables
27	/y/	vine, chain, Jack-in-the-box, whale, yard, yo-yo, yawn, yell
28	/th/	chair, valentine, yarn, jug, thimble, thermometer, thumb
29	/q/	thimble, vegetables, yawn, jeep, quarter, queen, question mark, quilt
30	/x/	van, thumb, yo-yo, quilt, box, ox, six, fox

Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
ball	4	card	5	cake	R 8
basset hound	4	crayons	5	cat	8
bike	4	glue	5	dog	8
cap	4	happy	R 5	fish	8
cat	R 4	home	5	hamster	8
dad	4	house	5	horse	8
daisy	4	inside	5	milk	8
dog	4	love	5	paw	8
fireman	4	school bus	5	picture	R 8
football	4	barks	R 6	present	8
happy	R 4	cage	6	rabbit	8
jump rope	4	cage	R 6	turtle	8
kite	4	cage door	6	city/country	9
leaves	4	fly/flies	R 6	cousin	9
letter	4	friends	6	farm	9
map	4	parrot	6	fence	9
mask	4	tree	6	fence	R 9
nest	4	tree	R 6	gas	9
parrot	4	wings	6	happy	R 9
pig	4	bell	7	map	9
pine cones	4	cage	7	pig	9
present	4	happy	R 7	pig pen	9
quilt	4	ice cream	7	rooster	9
raincoat	4	ice cream man	7	garage	10
robe	4	ice cream truck	7	garage door	10
shells	4	mess	7	ladder	10
skateboard	4	neighbor	7	ladder	R 10
sleeping bag	4	neighborhood	7	mat	10
spider	4	treat	7	money	10
tent	4	window	7	mop	10
tricycle	4	bird	8	paint	R 10
turtle	4	cake	8	paint brush	10

R = Readle card

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Cards in **bold text** are needed only in Reading Roots 4th Edition, print format.

Lesson Index for Levels 1 and 2 Language Development Cards . . .

Card	Lesson	Card	Lesson	Card	Lesson
paint pot	10	policeman R	11	window	12
paint stick	10	stethoscope	11	ant	13
rag	10	tail R	11	bear	13
badge	11	tail of socks	11	bee	13
badge R	11	teacher	11	camel	13
baker	11	twins	11	cat	13
baking pans	11	violin	11	dog	13
baseball player	11	watering can	11	duck	13
baseball player R	11	beach	12	elephant	13
cap	11	blouse	12	fish	13
chalkboard and chalk	11	boots	12	frog	13
construction worker	11	clothes	12	giraffe	13
costume	11	coat	12	hornbill bird	13
cot	11	dress	12	horse	13
doctor	11	hat	12	lion	13
dragon	11	living room	12	mouse	13
dragon R	11	mittens	12	picnic box	13
film	11	shirt	12	rhinoceros	13
fisherman	11	shoes	12	rooster	13
fishing pole	11	skirt	12	shovel	13
florist	11	socks	12	shovels R	13
hammer	11	suit	12	tiger	13
jacket R	11	suitcase	12	turtle	13
musician	11	suitcase R	12	whale	13
photographer	11	swimsuit	12	zebra	13
pirate	11	tie	12	bucket	14
pirate R	11	toothbrush	12	bucket R	14
police equipment	11	toothbrush R	12	dog biscuit	14
police helmet	11	toys	12	dog biscuit R	14
police jacket	11	toys R	12	floor R	14
police officer	11	tree	12	mop	14
policeman	11	tree R	12	mud	14

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Lesson Index for Levels 1 and 2 Language Development Cards . . .

Card	Lesson	Card	Lesson	Card	Lesson
rag	14	bug	17	pen pal	19
rain	14	bus	17	pest	19
baker	15	hand	17	tent	19
children	15	insect	17	ball	20
construction worker	15	stick	17	boots	20
doctor	15	tank	17	cookies	20
fisherman	15	ball	18	dollar	R 20
florist	15	bushes	18	dollar bill	20
hear	R 15	dog	18	hand	20
house	15	fangs	18	house	R 20
house	R 15	ground	18	ice cream cone	20
ladder	15	hero	18	jump rope	20
ladder	R 15	jungle gym	18	kitchen	20
mop	15	jungle gym	R 18	lap	20
musician	15	leaves	18	leg	20
photographer	15	leaves	R 18	log	20
police officer	15	mud	18	pants	20
sidewalk	15	playground	18	sunglasses	20
teacher	15	recess	18	toothbrush	20
tree	15	St. Bernard	18	airport	21
tree	R 15	teeth	18	beach	21
ball	16	beds	19	birds	R 21
duck	16	camp out	19	cafeteria	21
farm	16	dark	19	clock	21
mud	16	deck	19	dog biscuit	21
pond	16	England	19	farm	21
rock	16	hard-boiled eggs	19	flock of birds	21
stick	16	heard	R 19	floor	R 21
tree stump	16	letter	R 19	pillow	21
backpack	17	letters	19	playground	21
book	R 17	month	19	pond	21
books	R 17	neck	19	window	21

R = Readle card

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Lesson Index for Levels 1 and 2 Language Development Cards . . .

Card	Lesson	Card	Lesson	Card	Lesson
beetle	22	tortoise	22	breakfast	24
boots	22	umbrella	22	bus door	24
coat	22	unicorn	22	cafeteria	24
crab	22	water	R 22	cap	24
deer	22	woolly hat	22	clock	24
ear muffs	22	aquarium	23	cookies	24
glass	22	decorations	23	cookies	R 24
goat	22	fish	23	door	R 24
hill	22	flashlight	23	eyes	24
jacket	22	net	23	eyes	R 24
ladybug	22	octopus	23	house	R 24
mittens	22	pebbles	23	lunch	24
moose	22	plants	23	rocks	24
potato sack	22	sandwich	23	sandwich	24
principal	22	scissors	23	sandwich	R 24
rabbit	22	shells	23	teeth	24
raincoat	22	ship	23	bee	25
rhinoceros	22	sunglasses	23	fisherman	25
rubber boots	22	tank	23	giant	25
sandals	22	tomatoes	23	good-bye	R 25
scarf	22	towel	23	leash	25
shorts	22	water	23	seeds	25
snail	22	yo-yo	23	sheep pen	25
sunglasses	22	book	R 24	steep hill	25
sweater	22	books	24	stream	25
swimsuit	22	books	R 24		

R = Readle card

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Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
airport	21	cafeteria	21	deer	22
ant	13	cafeteria	24	doctor	11, 15
aquarium	23	cage R	6	dog	4, 18
backpack	17	cage	6, 7	dog	8, 13
badge R	11	cage door	6	dog biscuit	14, 21
badge	11	cake R	8	dog biscuit R	14
baker	11, 15	cake	8	dollar R	20
baking pans	11	camel	13	dollar bill	20
ball	4, 20	camp out	19	door R	24
ball	16, 18	cap	4	dragon R	11
barks R	6	cap	11, 24	dragon	11
baseball player	11	card	5	dress	12
baseball player R	11	cat R	4	duck	13
basset hound	4	cat	8, 13	duck	16
beach	12, 21	chalkboard and chalk	11	ear muffs	22
bear	13	children	15	elephant	13
beds	19	city/country	9	England	19
bee	13, 25	clock	21, 24	eyes	24
beetle	22	clothes	12	eyes R	24
bell	7	coat	12, 22	fangs	18
bike	4	construction worker	11, 15	farm	9, 16
bird	8	cookies	20	farm	21
birds R	21	cookies R	24	fence R	9
blouse	12	cookies	24	fence	9
book R	17, 24	costume	11	film	11
books R	17, 24	cot	11	fireman	4
boots	12, 20, 22	cousin	9	fish	8, 13, 23
breakfast	24	crab	22	fisherman	11, 15
bucket R	14	crayons	5	fisherman	25
bucket	14	dad	4	fishing pole	11
bug	17	daisy	4	flashlight	23
bus	17	dark	19	flock of birds	21
bus door	24	deck	19	floor R	14, 21
bushes	18	decorations	23	florist	11, 15

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.

Alphabetical Index for Levels 1 and 2 Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
fly/flies	R 6	inside	5	month	19
football	4	jacket	22	moose	22
friends	6	jacket	R 11	mop	10, 14, 15
frog	13	jump rope	4, 20	mouse	13
garage	10	jungle gym	R 18	mud	14, 16, 18
garage door	10	jungle gym	18	musician	11, 15
gas	9	kitchen	20	neck	19
giant	25	kite	4	neighbor	7
giraffe	13	ladder	R 10, 15	neighborhood	7
glass	22	ladder	10, 15	nest	4
glue	5	ladybug	22	net	23
goat	22	lap	20	octopus	23
good-bye	R 25	leash	25	paint	R 10
ground	18	leaves	4	paint brush	10
hammer	11	leaves	18	paint pot	10
hamster	8	leaves	R 18	paint stick	10
hand	17, 20	leg	20	pants	20
happy	R 4, 5, 7, 9	letter	4	parrot	4
hard-boiled eggs	19	letter	R 19	parrot	6
hat	12	letters	19	paw	8
hear	R 15	lion	13	pebbles	23
heard	R 19	living room	12	pen pal	19
hero	18	log	20	pest	19
hill	22	love	5	photographer	11, 15
home	5	lunch	24	picnic box	13
hornbill bird	13	map	4	picture	R 8
horse	8, 13	map	9	pig	4, 9
house	5, 15	mask	4	pig pen	9
house	R 15, 20, 24	mat	10	pillow	21
ice cream	7	mess	7	pine cones	4
ice cream cone	20	milk	8	pirate	11
ice cream man	7	mittens	12	pirate	R 11
ice cream truck	7	mittens	22	plants	23
insect	17	money	10	playground	18

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.

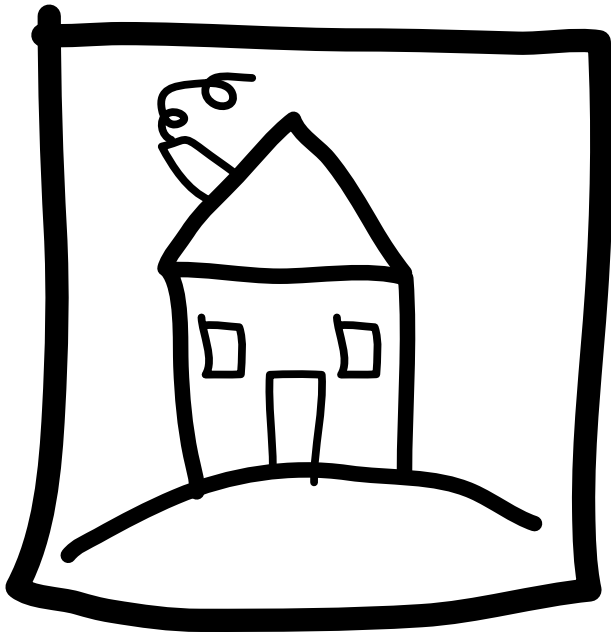
Alphabetical Index for Levels 1 and 2 Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
playground	21	seeds	25	tent	4
police equipment	11	sheep pen	25	tent	19
police helmet	11	shells	4	tie	12
police jacket	11	shells	23	tiger	13
police officer	11, 15	ship	23	tomatoes	23
policeman	11	shirt	12	toothbrush	12
policeman R	11	shoes	12	toothbrush R	12
pond	16	shorts	22	toothbrush	20
pond	21	shovel	13	tortoise	22
potato sack	22	shovels R	13	towel	23
present	4	sidewalk	15	toys R	12
present	8	skateboard	4	toys	12
principal	22	skirt	12	treat	7
quilt	4	sleeping bag	4	tree	6, 12, 15
rabbit	8, 22	snail	22	tree R	6, 12, 15
rag	10, 14	socks	12	tree stump	16
rain	14	spider	4	tricycle	4
raincoat	4, 22	St. Bernard	18	turtle	4, 8
recess	18	steep hill	25	turtle	13
rhinoceros	13	stethoscope	11	twins	11
rhinoceros	22	stick	16, 17	umbrella	22
robe	4	stream	25	unicorn	22
rock	16	suit	12	violin	11
rocks	24	suitcase R	12	water R	22
rooster	9, 13	suitcase	12	water	23
rubber boots	22	sunglasses	20, 22, 23	watering can	11
sandals	22	sweater	22	whale	13
sandwich	23	swimsuit	12, 22	window	7, 12, 21
sandwich R	24	tail R	11	wings	6
sandwich	24	tail of socks	11	woolly hat	22
scarf	22	tank	17, 23	yo-yo	23
school bus	5	teacher	11, 15	zebra	13
scissors	23	teeth	18, 24		

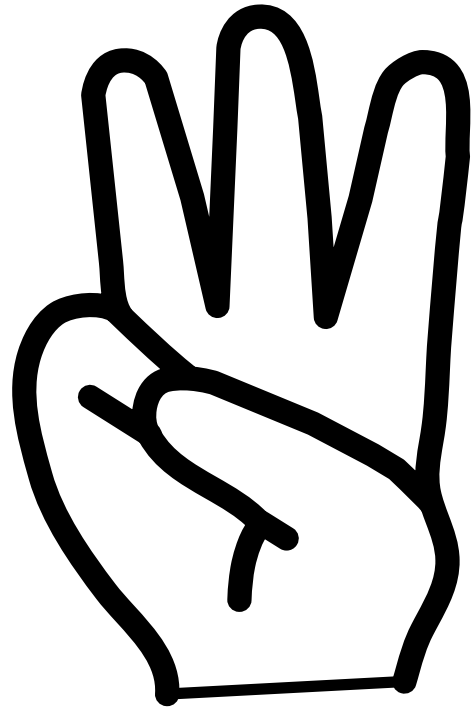
R = Readle card

All cards are used in Reading Roots 3rd Edition.

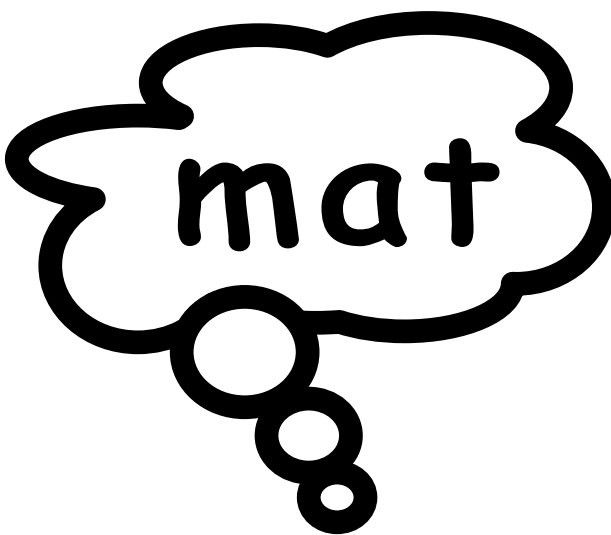
Cards in **bold text** are needed only in Reading Roots 4th Edition, print format.



Draw a Picture



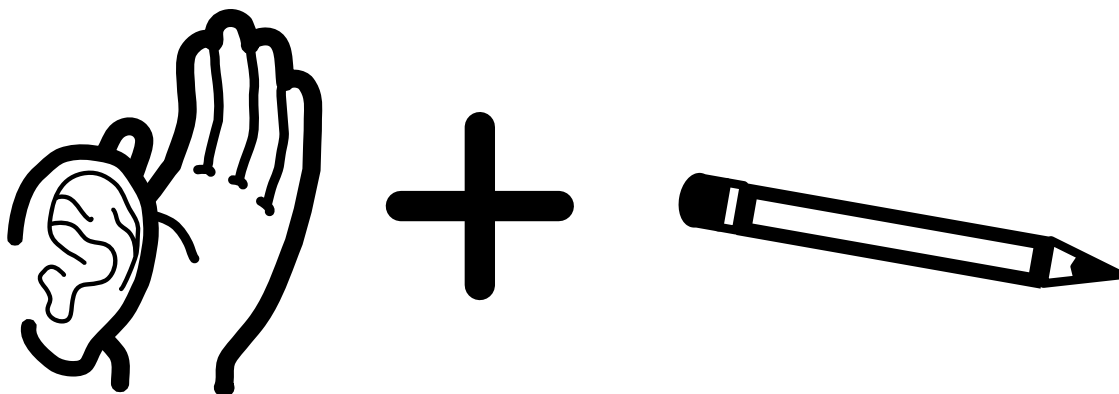
Stretch and Count



Remember a Word



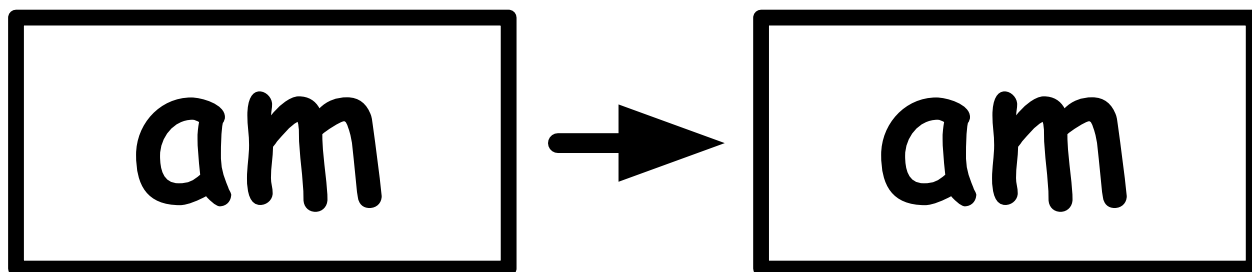
Say-Spell-Say



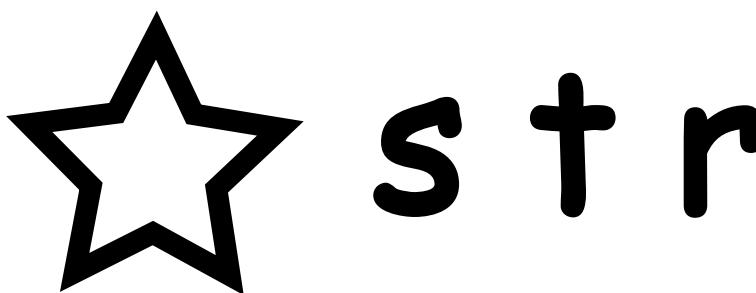
Sound Spelling



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Read & Respond

for Reading Roots



Dear Parents: Each night, your child will be bringing home a Shared Story for reading class homework. This is a story that will be used in class for three days. Please read with your child each day and help your child to complete the homework tasks outlined below. Ask your child to write one or two favorite words from the story on the back. Please sign and return the form. Be sure to celebrate this progress!

Child's Name

Date

Shared Story Title

1

1st EVENING

Have your child read the words and sentences on the inside front cover of the story. Ask them to sound out the green words, and play Say-Spell-Say with the red words.

Signature

(Please send the book back to school with your child.)

2

2nd EVENING

Have your child read the partner story questions and answers on the inside back cover of the story. Ask your child to find the place in the story where the answer for each question is supported.

Signature

(Please send the book back to school with your child.)

3

3rd EVENING

Have your child read the Shared Story to you. Ask your child to tell what happened after each page.

Signature



Read & Respond

for Reading Roots



Dear Parents: Each night, your child will be bringing home a Shared Story for reading class homework. This is a story that will be used in class for three days. Please read with your child each day and help your child to complete the homework tasks outlined below. Ask your child to write one or two favorite words from the story on the back. Please sign and return the form. Be sure to celebrate this progress!

Child's Name

Date

Shared Story Title

1

1st EVENING

Have your child read the words and sentences on the inside front cover of the story. Ask them to sound out the green words, and play Say-Spell-Say with the red words.

Signature

(Please send the book back to school with your child.)

2

2nd EVENING

Have your child read the partner story questions and answers on the inside back cover of the story. Ask your child to find the place in the story where the answer for each question is supported.

Signature

(Please send the book back to school with your child.)

3

3rd EVENING

Have your child read the Shared Story to you. Ask your child to tell what happened after each page.

Signature

1.

2.

3.

1.

2.

3.



Leer y Responder

para Reading Roots



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



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

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Primera noche

Pida a su hijo(a) que lea las palabras y las oraciones que aparecen dentro de la cubierta anterior del cuento. Pídale que pronuncie las palabras verdes y que diga-deletree-diga las palabras rojas.

Firma

(Por favor, asegúrese de que su hijo(a) devuelva el libro a la escuela.)

2

Segunda noche

Pida a su hijo(a) que lea las preguntas y respuestas que aparecen dentro de la cubierta posterior del cuento. Pídale que le muestre la parte del cuento que apoya su respuesta.

Firma

(Por favor, asegúrese de que su hijo(a) devuelva el libro a la escuela.)

3

Tercera noche

Pida a su hijo(a) que lea el Cuento Compartido. Después de leer cada página, pídale que le diga qué pasó.

Firma

1.

2.

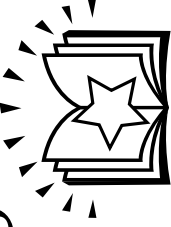
3.

1.

2.

3.

Reading Celebration!



Name

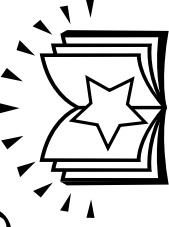
read aloud to the class today
with wonderful expression from

name of book

© 2003 Success for All Foundation

01702E HD0209

Reading Celebration!



Name

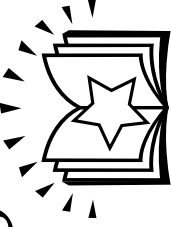
read aloud to the class today
with wonderful expression from

name of book

© 2003 Success for All Foundation

01702E HD0209

Reading Celebration!



Name

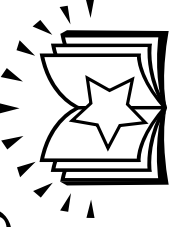
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© 2003 Success for All Foundation

01702E HD0209

Reading Celebration!



Name

read aloud to the class today
with wonderful expression from

name of book

© 2003 Success for All Foundation

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Super Team! Super Team! Super Team!

Team Name

Team Member

Teacher



GREAT TEAM

Team Name

Team Member

Teacher

Great Team!

TEAM NAME

TEAM MEMBER

TEACHER

GOOD TEAM!

Team Name

Team Member

Teacher

GOOD TEAM!

Team Name

Team Member

Teacher

Good Team!

Team Name

Team Member

Teacher

good team

team name

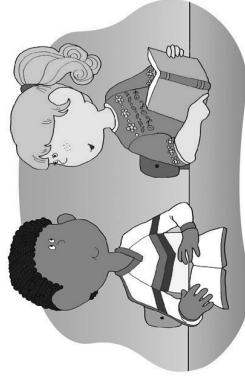
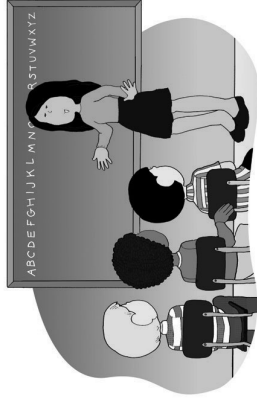
team member

teacher

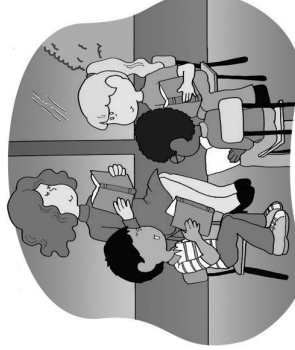


Team Cooperation Goals

Practice Active
Listening



Explain Your Ideas/
Tell Why



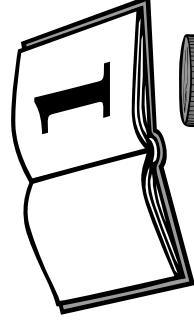
Everyone
Participates



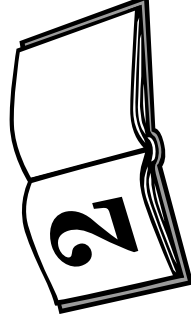
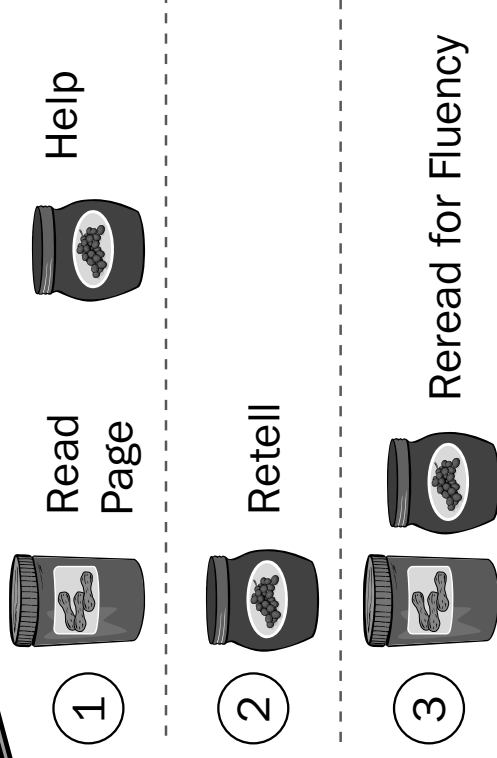
Help and
Encourage Others



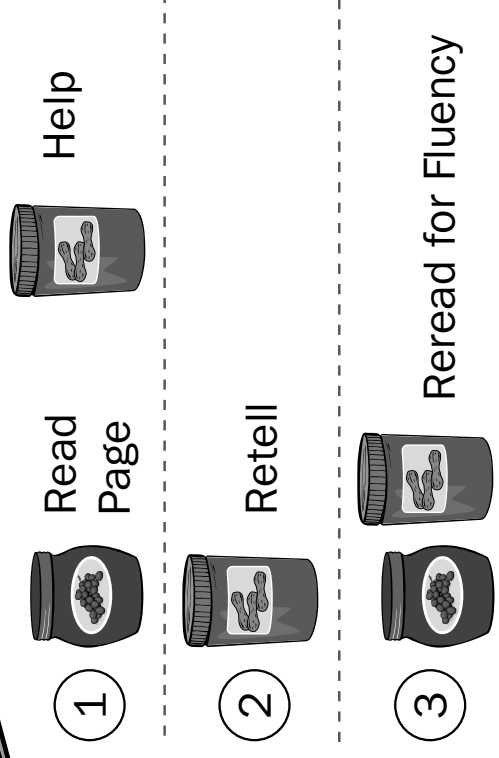
Complete
Tasks



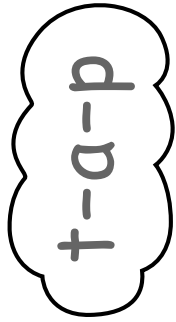
Guided Partner Reading



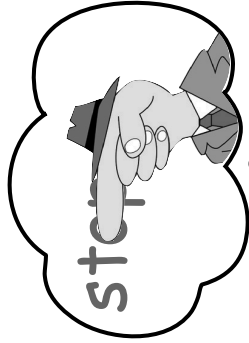
Guided Partner Reading



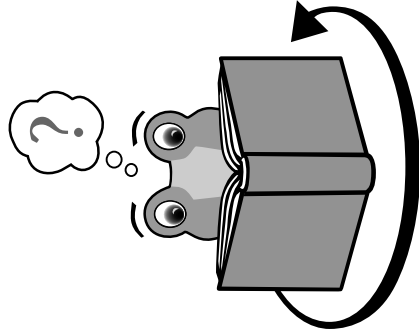
Stuck?



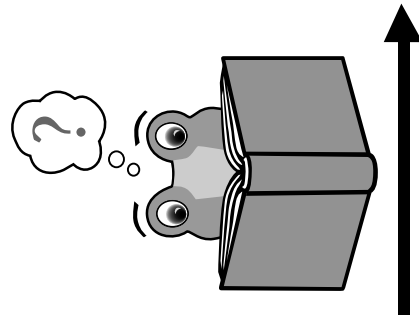
Sound It
Out



Finger
Detective



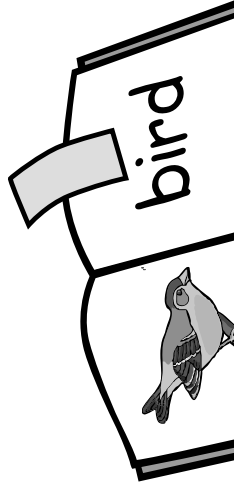
Read Again
and Think



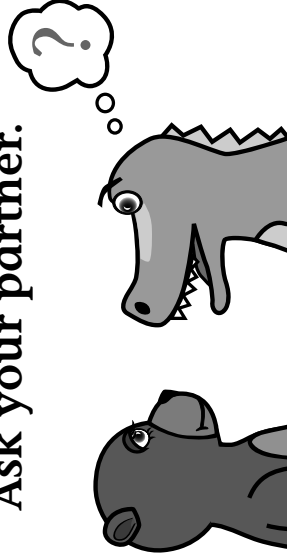
Read On
and Think

Still Stuck?

Put a sticky note on it!



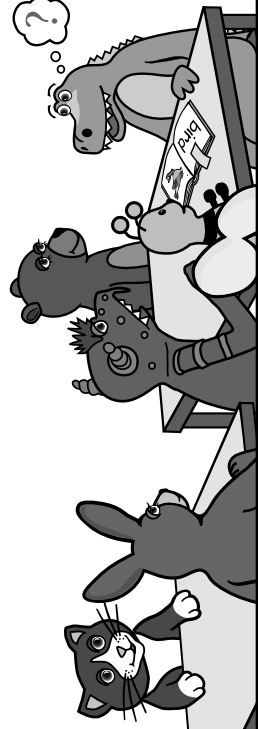
Ask your partner.



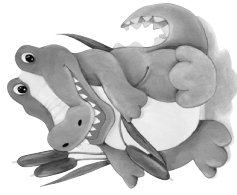
Ask your team.



Discuss with the class.



Put a ✓ on the sticky note if you figure it out.

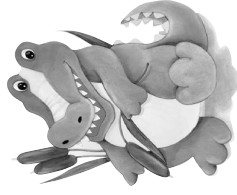


LEVEL 2 Fluency Flyer for Reading Roots

Name _____

Story	Title	My partner and I can read all of the story words.
16	The Class Trip	
17	Bug Alert!	
18	Fang	
19	The Pest in the Tent	
20	May I Borrow Your Ice Cream?	

Dear Parents: The mark beside the story title shows that your child has read the story successfully.
Be sure to celebrate this progress!



LEVEL 2 Fluency Flyer for Reading Roots

Name _____

Story	Title	My partner and I can read all of the story words.
21	The Noisy Morning	
22	Hiccups	
23	Fish in Class	
24	Late!	
25	And Then What Happened?	

Dear Parents: The mark beside the story title shows that your child has read the story successfully.
Be sure to celebrate this progress!

Administering the FastTrack Phonics Assessment

The FastTrack Phonics Assessment is administered periodically to measure each student's progress in a variety of phonemic-awareness or phonics skill areas. There are ten different assessments. You will use the information gathered from the assessments to help guide instructional decisions in your classroom every day.

Because the students' skills increase rapidly throughout the year, each assessment contains a unique set of parts.

Skill	Assessment Part	1	2	3	4	5	6	7	8	9	10
Auditory sound blending	Say-It-Fast	✓	✓								
Auditory sound segmentation	Break-It-Down	✓	✓								
Reading a phoneme for a given grapheme	Reading Sounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Reading phonetic words	Stretch and Read		✓	✓	✓	✓	✓	✓	✓	✓	✓
Writing a grapheme for a given phoneme	Writing Sounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Writing phonetic words	Stretch and Spell			✓	✓	✓	✓	✓	✓	✓	✓

The auditory and reading parts of the assessment are administered to each student individually. You will want to call individual students to your desk or to a separate work area away from the rest of the class. If you are also administering the individual SOLO assessment to measure expressive and receptive vocabularies, you may do so before sending the student back to his or her seat.

The writing parts of the assessment are administered to the whole class at one time. You will want to make sure that the students are comfortably seated at desks or tables. Be sure that the students understand that they need to work on their own. They may not help one another.

How to Administer Each Part

The following instructions describe how each part of the assessment is to be administered. Use the FastTrack Phonics Assessment Items charts to reference the specific words, sounds, letters, or letter groups to be measured in each individual assessment.

Administer the following sections individually:

Say-It-Fast

Say: **We are going to play Say-It-Fast just like we do in our Reading Roots classroom. I am going to say some letter sounds. I want you to listen carefully to all the sounds, and then put them together to make a word.**

Provide a model if necessary. **Let's try one for practice: /s/, /i/, /t/. Do you know what that word is?** If the student answers correctly, move on to the assessment questions. If the student answers incorrectly, say: **That's not quite it. Listen again.** Repeat the word, and show the student how the phonemes blend together to say the word "sit."

Break-It-Down

Say: **We are going to play Break-It-Down just like we do in our Reading Roots classroom. I am going to say a word. I want you to listen carefully to the word and then say each sound very slowly. This is how Alphie speaks. Do you think you can speak like Alphie?**

Provide a model if necessary. **Let's try one together. The word is "man." Man. Can you say each sound that you hear?** If the student is having difficulty, you may provide assistance by saying each sound slowly while he or she joins in.

Reading Sounds

Display the student page for Reading Sounds for the appropriate assessment. Point to each letter on the list, and ask the student to tell you the sound that the letter makes. If the student gives you the letter name, say: **That's right. That's the name of the letter. What sound do you make when you see that letter?** The student may also give you another sound that the letter makes, such as the long vowel sound instead of the short one. In this case, say: **Yes, that's one sound that this letter makes. Can you think of another sound that it makes?**

Use the student pages from previous assessments to reassess any sounds that the student has not yet mastered.

Stretch and Read

Display the student page for Stretch and Read for the appropriate assessment. Say: **Now you're going to read some words.** Ask the student to read the words from the list. You may remind the student that he or she can make each sound (like Alphie) and then say the word.

Administer these two sections in a group setting:

Writing Sounds

Seat the students at desks or tables. Make sure that they understand that this is a time to work individually. Give a piece of writing paper to each student. Ask the students to number their papers from 1 to 10. Or you may want to prepare numbered papers yourself ahead of time. Say: **I am going to make a sound. Listen carefully to the sound. Then, write the letter (or letters) that makes that sound.** Walk around the room to ensure that the students are writing their letters next to the correct numeral on their papers as you call out each sound.

If needed, call out any sounds from previous assessments that several students did not master. These may also be assessed individually during the individually administered section of the assessment.

Stretch and Spell

Say: **Now we will write some words. I'll say a word and then use it in a sentence. You should repeat the word and then say it like Alphie so you can hear all the sounds. Then, write the word.** For assessments 3–9, you may wish to have the students write on the back of the same papers that they used for the Writing Sounds portion of the assessment.

Recording Assessment Data

Using the Reading Roots Data Tools

When administering the assessment, record correct responses in the space provided on the Reading Roots 4th Edition Teacher Cycle Record Form in writing.

Say-It-Fast and Break-It-Down	Record the number of correct responses the student gave (out of five) in the columns labeled "Say-It-Fast" and "Break-It-Down."
Reading Sounds	Place a slash or check mark under the letters that the student read correctly. Use the top row (marked "R" for reading) to record the student's responses.
Stretch and Read	Record the total number of words read correctly in the column labeled "Stretch and Read."
Writing Sounds	Place a slash or check mark under the letters or letter groups that the student wrote correctly. Use the bottom row (marked "W" for writing) to record the student's responses.
Stretch and Spell	Record the total number of words that the student wrote correctly in the column labeled "Stretch and Spell."

Administering the FastTrack Phonics Assessment • • • • •

Once you have collected information for each student, you may enter it into the database. Click the FastTrack Phonics Assessment link in the Reading Roots database to access the entry page for FastTrack Phonics assessment data.

Say-It-Fast and Break-It-Down—Type the number of correct responses the student gave (out of five) in the columns labeled “Say-It-Fast” and “Break-It-Down.”

Reading and Writing Sounds—For Reading Sounds, click the box under each letter or letter group that the student read correctly in the “R” row. For Writing Sounds, click the box under each letter or letter group that the student wrote correctly in the “W” row. Any sounds not yet mastered by the students will be printed next to their names on the next teacher cycle record form. You can go into the database and indicate mastery for any sounds from previous assessments once the students have shown mastery, either in class or during the administration of a subsequent assessment.

Stretch and Read and Stretch and Spell—Type the number of words that the student read or wrote correctly in the columns labeled “Stretch and Read” and “Stretch and Spell.”

Using the FastTrack Phonics Class Assessment Forms

If you are not using the Reading Roots Data Tools, the information about each student’s progress will be recorded on a FastTrack Phonics Class Assessment Form.

Say-It-Fast and Break-It-Down	Record the number of correct responses the student gave (out of five) in the columns labeled “Say-It-Fast” and “Break-It-Down.”
Reading Sounds	Record incorrect responses on the Class Assessment Form by placing a slash mark under the letters the student did not read correctly. Use the top row (marked “R” for reading) to record the student’s responses. Write the total number of correct responses in the “Total” column.
Stretch and Read	Record the total number of words the student read correctly in the column labeled “Stretch and Read.”
Writing Sounds	Record incorrect responses on the Class Assessment Form by placing a slash mark under the letters or letter groups the student did not write correctly. Use the bottom row (marked “W” for writing) to record the student’s responses. Write the total number of correct responses in the “Total” column.
Stretch and Spell	Record the total number of words the student wrote correctly in the column labeled “Stretch and Spell.”

FastTrack Phonics Assessment Items

Reading Roots 4th Edition Level 2

Assessment Number	Reading Sounds and Writing Sounds	Stretch and Read <i>Students read from word list</i>	Stretch and Spell
4 <i>Given during RR lesson 16</i>	/_ed/ (as an ending, as in helped) /_ing/ (as an ending, as in jumping) /a_e/ (as in bake) /ee/ (as in tree) /i_e/ (as in bike) /o_e/ (as in joke)	peek wag trade nine thick sweet shape fox broke wished chips stopping hope vet slide	1. jumped —The dog jumped over the fence. 2. fishing —I like to go fishing. 3. make —Please make me some cookies. 4. feet —Do you have three feet? 5. five —Do you have five toes? 6. home —Kiesha walked home from school.
5 <i>Given during RR lesson 20</i>	/oo/ (as in moon) /ar/ (as in car) /c/ (as in ice) /ou/ (as in shout) /ay/ (as in play)	way quick parked loud flame shouting farm street price cool ropes stay mice running spoon	1. food —My favorite food is an apple. 2. car —I drive a green car. 3. loud —Don't talk so loud! 4. pay —Please pay for the pencil. (Hint: Use /ay/ as in play.) 5. race —Will he win the race? (Hint: Use /a_e/ as in bake.)
6 <i>Given during RR lesson 24</i>	/ea/ (as in tea) /or/ (as in horse) /ie/ (as in tie) /_y/ (as in puppy) /oy/ (as in toy)	born shark sandy seat couch ties pie shapes cleaned funny store enjoy boy seeing short	1. seat —Please sit in your seat. (Hint: use /ea/ as in tea.) 2. fork —I eat with a fork. 3. pie —I love to eat apple pie. (Hint: Use /ie/ as in tie.) 4. penny —A penny is worth one cent. 5. toy —My favorite toy is a basketball.

Reading Sounds: Assessment 4

__ed
•

__ing
•

a__e
•

ee
•

i__e
•

o__e
•

Stretch and Read: Assessment 4

peek

trade

thick

shape

broke

chips

hope

slide

wag

nine

sweet

fox

wished

stopping

vet

Reading Sounds: Assessment 5

oo
(as in moon)

•

ar

•

c

•

ou

•

ay

•

Stretch and Read: Assessment 5

way

parked

flame

farm

price

ropes

mice

spoon

quick

loud

shouting

street

cool

stay

running

Reading Sounds: Assessment 6

ea

•

or

•

ie

•

—y
(as in puppy)

•

oy

•

Stretch and Read: Assessment 6

born

sandy

couch

pie

cleaned

store

boy

short

shark

seat

ties

shapes

funny

enjoy

seeing

Administering the Structured Oral-Language Observation (SOLO)

Understanding the Structure of the SOLO

The Structured Oral-Language Observation, or SOLO, measures the level to which each student has acquired vocabulary words taught during the STaR portion of the Reading Roots lessons. The highest level of vocabulary acquisition, expressive use, is measured first. Words in a student's expressive vocabulary can be used to communicate in speech and/or writing. To measure expressive vocabulary, the student is shown pictures and asked questions about each one with the goal of providing the opportunity for the student to produce a specific vocabulary word.

The student is then asked to identify pictures that illustrate the words he or she was unable to express, as a measure of receptive vocabulary. Words in a student's receptive vocabulary are understood when read or heard in context, but they cannot be consistently produced by the student.

There are ten different SOLO assessments. Because each assessment is given quickly in a one-to-one setting, we recommend administering the SOLO at the same time that the one-to-one portions of the FastTrack Phonics Assessment are given. For example, a teacher might call individual students to his or her desk to administer Reading Sounds and Stretch and Read for FastTrack Phonics Assessment 3 and also the entire SOLO 3. He or she would then administer the whole-group portions of the FastTrack Phonics Assessment, Writing Sounds and Stretch and Spell, to the entire class at once.

Administering the SOLO

To administer a SOLO assessment, you will need the SOLO Record Form and the student page for that particular assessment. Each SOLO student page contains ten pictures and question prompts. First, use the questions to prompt the student to produce the vocabulary word indicated on the SOLO Record Form. The word is not printed on the student page so the child will not read the word. You may ask additional questions as long as the target vocabulary word is not provided. If the student gives a response that makes sense but is not the specific vocabulary word, ask, “Can you think of another word for that?”



Example:

The target vocabulary word is “costume.”

Teacher: What are the children wearing?

Student: Funny clothes.

Teacher: Yes, it’s funny when we dress up to look like someone or something else. What are those clothes called?

Give full credit if the student produces the correct word, but in a different form, such as in the case of a verb’s tense.

After repeating this process for all ten pictures, go back, and say any words that the student was unable to produce. If the student in the example above was unable to say “costume,” you might say, “Look at all these pictures. Which one shows a costume?”

Scoring the SOLO

Score 3 points for each picture using the formula below.

Saying the correct word = 3 points Saying an appropriate, but different word = 2 points Pointing to the illustration = 1 point Incorrect/No response = 0 points

The total score (0–30) for each student is recorded in the “STaR Vocabulary” column of the Reading Roots 4th Edition Teacher Cycle Record Form.

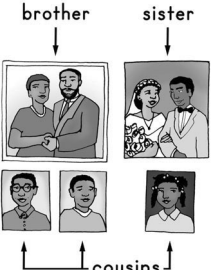
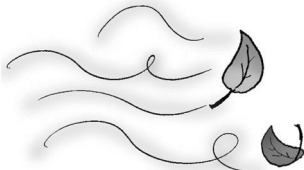
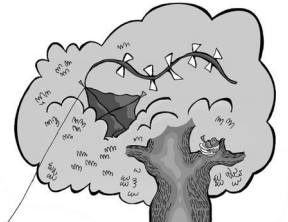
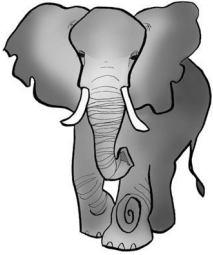
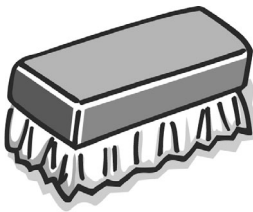
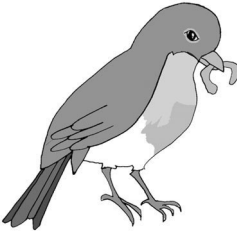
SOLO Record Form

Student	Expressive/Receptive	SOLO 3										SOLO 4										
		1	2	3	4	5	6	7	8	9	10	Total Score										
		neighbors	owner	pretend	imagination	exploring	hike	collection	costume	beverage	advice											
	E																					
	R																					
	E																					
	R																					
	E																					
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SOLO Record Form

Student	Expressive/Receptive		SOLO 5										SOLO 6										Total Score	
			1	2	3	4	5	6	7	8	9	10												
	dawn	shampoo	crawl	survive	ignore	sleepy	attract	route	supplies	layers	Total Score		upset	crowd	snuck	spark	victory	cheering	tease	bowl	breathe	eyelid	Total Score	
	E																							
	R																							
	E																							
	R																							
	E																							
	R																							
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	E																							
	R																							

SOLO #4

1  People in the same family are called _____.	2  We can use a car, a boat, or an airplane to _____ from one place to another.
3  What are these children doing?	4  What is a soft wind called?
5  What happened to the kite?	6  The elephant's nose is called his _____.
7  Why do these clothes look new?	8  What do you think was done with this brush to make the floors clean?
9  The water in this little pond is not deep, it is _____.	10  How does this bird eat?

SOLO #5

1



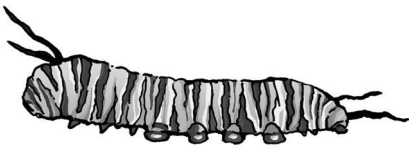
This boy wakes up in the morning when the sun rises.
He is waking up at _____.

2



What will this hairdresser use to clean a person's hair?

3



How does this caterpillar move?

4



This is a picture of someone's lunch.
People need to eat food to _____.

5



Bob does not pay attention to the people who want
to wake him up. He tries to _____ them.

6



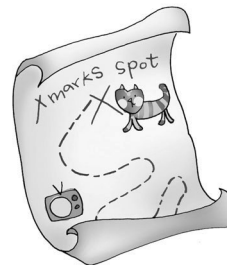
This woman is ready for bed. She is _____.

7



The ice cream truck plays music to _____ people's attention.

8



The way to get from one place to another is a _____.

9



Food, clothes, and a tent are all things we
need for camping. They are _____.

10



It is very cold outside. Everyone is
wearing _____ of clothing.

SOLO #6

1



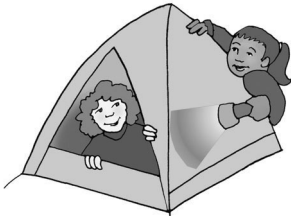
This man lost his dog. He is extremely sad. He is _____.

2



What is the large group of people called watching the baseball game?

3



It looks like the girl with the flashlight is trying to find the girl in the tent. How do you think the girl got inside the tent without her friend seeing her?

4



What happens when you strike a match?

5



The batter wants to hit the ball so his team will win the game. What is it called when they win?

6



What is the boy doing because he wants the team to win?

7



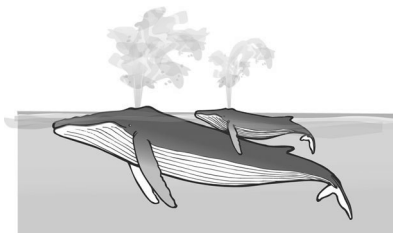
What is the boy trying to do?

8



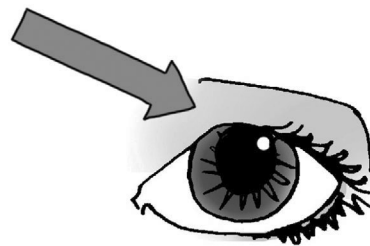
What is this and how is it used?

9



How do these whales get enough air so they can stay under water?

10



(Point to the eyelid.) What is this part of the eye called?

Oral Reading and Partner Reading Rubric: 1 = little evidence, 2 = some attempt, 3 = consistent and effective

Writing Rubric: 1 = occasionally, 2 = regularly, 3 = consistently and effectively

Students	FastTrack Phonics Assessment*		Oral Reading (1–3)			Partner Reading (1–3)			STaR AQQ (0–3)	Writing (0–3)			HW (0–5)	Team Scores (70, 80, 90, 100)
		Graphemes not mastered from previous assessments	Reads with Accuracy	Reads Smoothly and Expressively	Used Word Strategies Used Appropriately	Helps Partner Appropriately	Retells with Accuracy	Takes Turns Appropriately		Oral Expression	Writes A Variety of Writing Strategies	Expresses Ideas		
Team:														
1.	R													
	W													
2.	R													
	W													
3.	R													
	W													
4.	R													
	W													
5.	R													
	W													
Team:														
1.	R													
	W													
2.	R													
	W													
3.	R													
	W													
4.	R													
	W													
5.	R													
	W													
Team:														
1.	R													
	W													
2.	R													
	W													
3.	R													
	W													
4.	R													
	W													
5.	R													
	W													

*Enter FastTrack Phonics Assessment information on a FastTrack Phonics Class Assessment Form.





The *Reading Roots 4th Edition Teacher's Manual* consists of four levels with 48 engaging lessons that provide fun and interesting activities centered on literature and grade-level, decodable text. Each lesson contains lessons for phonics instruction, student story reading (Shared Story lessons), children's literature (Story Telling and Retelling [STaR] lessons), and writing (Adventures in Writing).

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



The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.

These programs were originally developed at Johns Hopkins University.



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