

Reading Roots

4th Edition

Teacher's Manual

Level 3



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

Reading Roots 4th Edition Teacher's Manual, Level 3

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Introduction	v
What's new in level 3?	xxvi
Start-Up Lesson	xxvii
Lessons	
Lesson 26	1
Blackline Master—A Fun Fishing Trip	37
Lesson 27	39
Blackline Master—Let's Go Camping	73
Lesson 28	75
Blackline Master—A Swimming Trip	105
Lesson 29	107
Lesson 30	141
Blackline Master—Cupcake Recipe	173
Lesson 31	175
Lesson 32	211
Blackline Master—Let's Get a Pet	239
Lesson 33	241
Lesson 34	277
Lesson 35	311
Lesson 36	347
Lesson 37	377
Appendix	413
FastTrack Phonics Optional Review Lessons 23–29	415
FastTrack Phonics Graphemes	428
The Alphabet Chant	430
Alliterative Phrases	432
Letter Group Phrases	433
Letter Writing Cues: Manuscript	434
Letter Writing Cues: D'Nealian	435

Level 3 Table of Contents

Shared Story and STaR Story Title List	436
Shared Story Skills	438
STaR Story Objectives	442
Adventures in Writing Scope and Sequence	446
Adventures in Writing Objectives	449
Phonics Picture Card List.	452
Lesson Index for Levels 3 and 4 Language Development Cards.	453
Alphabetical Index for Levels 3 and 4 Language Development Cards.	457
Blackline Master—Graphics for Writing Strategies Bank	461
Read & Respond Form—English.	465
Read & Respond Form—Spanish	467
Reading Celebration Certificates.	469
Super Team, Great Team, Good Team Certificates	470
Team Cooperation Goals	473
Reading Strategy Cue Card.	474
Fluency Flyer for Level 3	475
Administering the FastTrack Phonics Assessment.	476
FastTrack Phonics Assessment Items.	480
FastTrack Phonics Student Pages—Assessments 7–9	481
Administering the Structured Oral-Language Observation (SOLO)	484
SOLO Record Forms	486
SOLO Student Pages—SOLOs 7–9.	488
Teacher Cycle Record Form for Non-Data Tools Users	491

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

Introduction

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

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

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

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

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

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

Adventures in Writing (30–40 minutes)

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

Introduction

The Reading Roots Classroom

Classroom Organization

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

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

Cooperative Learning

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

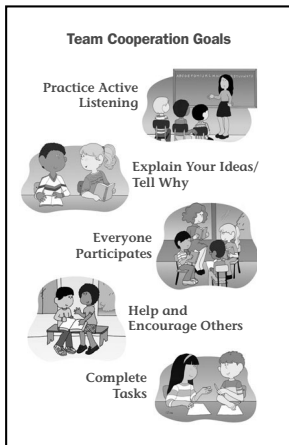
In Reading Roots, the teacher assigns two- or three-member partnerships to four- or five-member teams that will stay together from four to eight weeks. Balance teams by ethnicity and gender. Also, consider the students' reading fluency, behavior, and personality when choosing partners and team members.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

Team Celebration Points

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

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

Introduction



Team Cooperation Goals

Practice Active Listening

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

Help and Encourage Others

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

Everyone Participates

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

Explain Your Ideas/Tell Why

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

Complete Tasks

Teammates learn to help one another use time efficiently.

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

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

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

Introduction

Celebration Cheers

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

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

Introduction

Participation Strategies

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

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

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

Whole Group Response (WGR)

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

Dramatization

Students act out situations.

Retelling Stories

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

Random Reporter (formerly known as Numbered Heads)

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

SFA Management Signals

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

Zero Noise Signal

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

Introduction

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 3?

In levels 1 and 2, you established a base of skills in reading and writing. In level 3, those skills will continue to grow. You will note the following changes as you work with the materials and teach the lessons in level 3:

Shared Stories—Your students will notice a marked increase in difficulty as they move from gold books to green. 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 or 2 for Reading Rehearsal. Remind the students how difficult the book once was for them to read.

Adventures in Writing—In Adventures in Writing, you will continue to encourage the students to use the strategies from the Writing Strategies Bank created during level 1 for help in writing words. You will also continue to encourage the students to work together to think of ways to make their sentences more interesting.

A new element in level 3 is the Editing Checklist. In lesson 27, you will introduce this basic checklist that guides the students to check for capitalization and punctuation errors. In subsequent lessons, you will introduce new things to check for and add them to the checklist. In each lesson, the students will practice using the Editing Checklist to check a paper written by one of the puppets. They will then use it to check their own papers and their partners' papers.

Fluency Flyer—In level 3, the Fluency Flyer continues to help motivate the students to develop the skills necessary to read fluently. The students must work with their partners to read a given page smoothly and expressively with no errors. When both partners succeed, they earn stickers on their Fluency Flyers.

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 47*

Letter-Blending Cards*

Partner Practice Booklet 5

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.

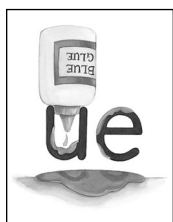
***Between the Lions*—These skits will help us to read.**

- **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 /ue/

- The letter groups included in level 3 are each introduced over two days. In lesson 25, the last lesson in level 2 of Reading Roots 4th Edition, the students are introduced to the letter group “ue.” 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 26.
- Reading Roots–Interactive users will find the necessary supports for this lesson segment by selecting Lesson 25 / Day 3 / FastTrack Phonics on the interactive whiteboard.



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.



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

Start-Up Lesson.



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

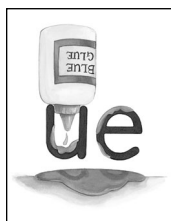
- Monitor the students as they read together. When partners have finished:
 - review any letters that the students seemed to have trouble with during Partner Practice;
 - randomly choose a partnership to read the word box together;
 - have a partnership share a sentence they created; and
 - have a partnership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

Start-Up Lesson.



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.

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.

glue blue Sue



The Sound and the Furry



Partner Practice
Booklet 5

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.

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

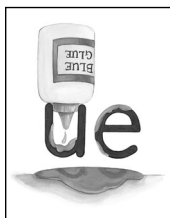
Write words—Have the students use Stretch and Spell to write the following words. Use each word in a simple oral sentence, if necessary, to make sure that the students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class stretch and spell the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

blue clue glue

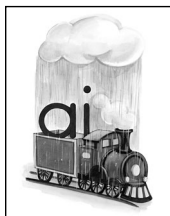
Sue true *clues

At a Glance

FastTrack Phonics

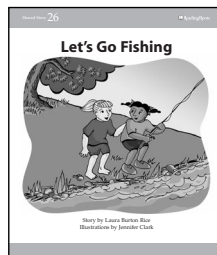


Day 1:
New sound: /ue/



Days 2 and 3:
New sound: /ai/

Shared Story



Shared Story:
Let's Go Fishing
by Laura Burton Rice



Review Sound: /r/

Strategies/Skills:

Previewing

Predicting

STaR

STaR Story:
Dear Mr. Blueberry
by Simon James

Students will discuss the differences between narrative and expository text.

Students will use the Writing Strategies Bank to write a sentence with one or more STaR vocabulary words.

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

Adventures in Writing

Students will work together to write about a fishing trip they went on 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.

Students will check their own work and their partners' work to identify errors.

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 25
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 47*

Cami puppet

Partner Practice Booklet 5

Reading Reels for Roots DVD*

Shared Story

Shared Story 26:
Let's Go Fishing

Language development cards for lesson 26*

Key card for "r"*

Word cards*

Reading Strategy Cue Cards

Reading Reels for Roots DVD*

STaR

STaR story:
Dear Mr. Blueberry

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 25. 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.

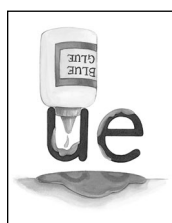
Team Celebration Points →



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 /ue/

Say-It-Fast (optional)

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

/b-u-s/	<i>bus</i>	/a-pp-le/	<i>apple</i>
/f-l-u-te/	<i>flute</i>	/g-l-a-ss/	<i>glass</i>
/j-e-t/	<i>jet</i>	/t-o-p/	<i>top</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 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 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

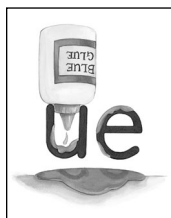
- Monitor the students as they read together. When partners have finished:
 - review any letters that the students seemed to have trouble with during Partner Practice;
 - randomly choose a partnership to read the word box together;
 - have a partnership share a sentence they created; and
 - have a partnership **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:
blue...glue...glum...gum...hum...ham...jam...jay...way...day
- 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 /ue/ in each of the following words:

blue glue true

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

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

Stretch and Read with the New Sound

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

true Sue due

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 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 “ue” key card, and explain that some of the words the students will write will use the /ue/ 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.

- Show the key card for /oo/ as in moon. Tell the students to use “oo” when they hear /oo/.

soon cool spoon

Lesson 26 Day 1

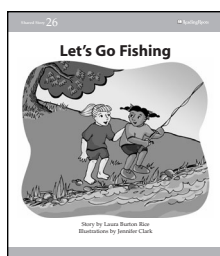
- Show the /ue/ key card. Tell the students to use “ue” when they hear /ue/.

true Sue clues

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

The monster was stuck in the glue.

- Discuss the meaning of the sentence briefly. Have partners work **separately** 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 *Let’s Go Fishing*. I can see Fran (point) and Deena. Point. They must be going fishing. Maybe they’ll catch a big fish!**

*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. **Fran and Deena look like they’re getting some things together to go fishing. They have a fishing pole (point) and a net (point), and they’re digging for worms.** Point. Display page 5. **Look at the big fish Fran and Deena caught! We’ll have to read the rest of the story to see what happens to the big fish.**

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 26 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

net	fishing gear
reel	fishing
pole	worms
shed	creek
crab	bait

Video Words

felt	dragged
under	bending
creek	strong
gear	propped up
reel	again
poles	reels
tree	





Animated Alphabet



The Sound and the Furry

Green Words

it's	happened
let's	dropped
gear	trapped
under	greeted
reeled	creeping
across	dragged
agreed	propped
tripped	grinned

Red Words

again	they	oh
onto	how	
why	what	

Readles

water	worms

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 26 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. Discuss the sound "a" in "agreed" and "across."

Teacher's Note: Use the following text when you present the word "it's":

- Hold up the Green Word Card for "it's." **Sometimes you see a word that has this mark in it. Point to the apostrophe. This is called an apostrophe. An apostrophe joins together two words so they become one word.** Write the words "it is" on the board, and have the students say them. Explain that the two words can become one when we delete the "i" in "is" and join the words with an apostrophe. Demonstrate this by erasing the "i" and adding the apostrophe. Read the new word, and have the class repeat after you. Remind the students that they still say every sound in the word.
- 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. Note that "agreed" and "across" are in a box because "a" has a special sound.

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.

Monitor

Teacher Shared Story

Lesson 26 **Day 1**

- 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 for page 1.
 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. As a part of this discussion, partners share a word that was difficult for them and the strategy they used to read it.
 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, having the students alternate which partner reads first. Monitor partner reading to make sure that partners continue to alternate reading and retelling on each page and to ensure that they are helping each other effectively. Encourage the students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages on Day 2. Partner B begins to read the first page on Day 2.

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 did Fran and Deena decide to do?** [*They decided to go fishing.*]
 2. **Why didn’t Fran and Deena catch the fish?** [*The fish dragged the pole into the water. Deena dropped the pole, and the fish got away.*]
 3. **What will the girls tell Dad about their fishing adventure?** [*They will tell him that they caught a crab instead of a fish. The crab got away.*]
- **Who were the characters in the story? (T-P-S) Were there any characters in the story that we hadn’t seen before? Who? (WGR)**

Lesson 26 **Day 1**

- **Let's think about the setting of the story. The setting is where the story takes place. Do you remember the setting?** (WGR)
- 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:

Dear Mr. Blueberry

Written and illustrated by Simon James

Summary: *Emily believes that a whale is living in the pond in her yard. Eager to learn more about this amazing animal, she writes a series of letters to her teacher, Mr. Blueberry, asking for information about whales and their habits. Emily shares her letters with the whale, who, after hearing about his species's migratory habits, leaves the pond to return to the ocean. At first, Emily is saddened at her loss, but a chance meeting with Arthur on the beach gives her the opportunity to say good-bye. The text alternates between Emily's fantasies and her teacher's realistic statements.*

Teacher's Note: The pages of this book are not numbered. Before reading, number the book. Page 2 begins, "Dear Mr. Blueberry, I love whales very much and...."

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 this book is *Dear Mr. Blueberry*. When I hear the word "Dear" before someone's name, it makes me think about someone writing a letter. Let's look at the cover to see if there are other clues that this story might be about a letter.** Point to the picture of the girl writing a letter. **Does this look like something you see on a letter? What does it make you think of?** [*A stamp.*] **Yes, it looks like a stamp on an envelope of a letter. What else do you see that makes you think about a letter?** Wait for the students' responses. **These red lines and the date on an envelope tell that the letter went to the post office. All these clues make me think this story will be about a letter. Let's look in the book to see if there are any more clues that the girl on the cover writes a letter.**

Lesson 26 **Day 1**

- Page 11: **What do you see in this picture?** Wait for the students' responses. **This big animal is a whale. Why do you think a huge whale is shown in this small pond?** Wait for the students' responses. Point to the text on page 10. **When I look at the words on this page, it looks like someone is writing a letter. It starts with the words in the title of the story, "Dear Mr. Blueberry." Point to the signature. This looks like the end of the letter. It's signed by Emily. Maybe Emily is the girl in the picture.**
- Page 19: **Emily is writing a letter while she's looking at the empty pond. I wonder why the whale is not shown in the pond. What do you think may have happened?** 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
whale	2	a very large mammal that lives in the water	Picture Walk, page 11
exciting	14	having strong feelings	It was <i>exciting</i> to ride on the rollercoaster.
migratory	16	moving from one place to another	Geese are <i>migratory</i> birds that fly south for the winter.
protecting	20	keeping something safe	The mother bird stays in her nest, <i>protecting</i> her babies.

Lesson 26 **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
oceans	8	seas	Many kinds of fish live in Earth's <i>oceans</i> .
travel	16	go from place to place	Demonstrate walking from one place to another.
sad	18	unhappy	Ali was <i>sad</i> when her dog ran away.
impossible	20	not able to happen	Kayla thinks it is <i>impossible</i> for a dog to fly.

Emily believes a whale is in the pond in her yard. Whales usually live in **oceans**. Oceans are very big bodies of salt water where fish of many sizes and other animals live. Whales live in oceans because there is room for them to **travel**, or swim, from place to place. Emily writes letters to her teacher, Mr. Blueberry, to find out more about the whale and how to take care of it. In his letters to Emily, Mr. Blueberry gives Emily real whale facts and explains why it is **impossible** for a whale to live in Emily's pond. "Impossible" means something can't happen. When the whale leaves Emily's pond, she is sad. When someone is sad, that person is unhappy.

Interactive Reading

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



Page 2

Emily wrote a letter to Mr. Blueberry asking for information about **whales**. "Whale" is one of our STaR words. Point to the picture of the back of the whale sticking up from the pond on page 3. **When I look at this picture, it helps me to understand that a whale is a huge animal. It has a big tail like a fish, and it must live in the water like a fish because it's here in the pond. But the whole whale can't fit in the pond.**

Lesson 26 **Day 1**

Think-Pair-Share

Use Think-Pair-Share to ask the students: **Do you think this could be real, or is it a fantasy—something in Emily’s imagination? Emily wants to know about whales.** Use Think-Pair-Share to ask the students: **What do you think Mr. Blueberry might tell her?**

Page 4 **Mr. Blueberry wrote a letter to answer Emily’s question.** Use Think-Pair-Share to ask the students: **What does Mr. Blueberry tell Emily in his letter?**

Page 6 **Emily wrote another letter to Mr. Blueberry telling him that she put salt in the pond every day.** Use Think-Pair-Share to ask the students: **Why did Emily put salt in the pond?** Wait for the students’ responses. **Why do you think Emily asks Mr. Blueberry if he thinks the whale is lost?** Wait for the students’ responses. **Let’s read to find out what Mr. Blueberry tells Emily.**

Think-Pair-Share

Page 8 Use Think-Pair-Share to ask the students: **Why did Mr. Blueberry tell Emily that the whale can’t be lost?** Wait for the students’ responses. **That’s right, Mr. Blueberry tells Emily that the whale can’t be lost because whales live in large bodies of water called oceans, and they always know where they are in the ocean.**

Page 10 **Emily writes to Mr. Blueberry that she saw her whale jump and spurt water.** Use Think-Pair-Share to ask the students: **Is this something that could be real, or is this a fantasy that Emily imagines?**

Page 12 **Mr. Blueberry answered Emily’s questions about blue whales and what whales eat. He told her again that she can’t have a whale in her pond.** Use Think-Pair-Share to ask the students: **Why did he tell her that?**

Whole Group Response

Page 14 **In this letter to Mr. Blueberry, Emily told him the whale let her pet him on the head.** Use Whole Group Response to ask the students: **Is this a fantasy or reality?**

Emily said it was very exciting to pet the whale. “Exciting” is a STaR word that describes a feeling. Use Think-Pair-Share to ask the students: **Why was this exciting for Emily?** Wait for the students’ responses. **Who can tell about something exciting?** Invite several children to tell about something exciting. If necessary, help them distinguish between exciting experiences and simply telling about a past event.

Page 16 Read this page with a good deal of force in your voice so the students get the sense that Mr. Blueberry is impatient with having to repeat that Emily does not have a whale in her pond. **Mr. Blueberry gave Emily another reason why there could not be a whale in her pond. He told her in this letter that whales are migratory. “Migratory” is a STaR word that means whales are animals that migrate, or move great distances from place to place.** Use Think-Pair-Share to ask the students: **Why did Mr. Blueberry think there could not be a whale in Emily’s pond?**

Think-Pair-Share

Page 20 **Emily felt sad when the whale left her pond. Mr. Blueberry gave her an idea to make her feel better. He told Emily that when she gets older, she can sail the oceans studying and protecting whales. “Protecting” is a STaR word that means taking care of or keeping something safe. Use Think-Pair-Share to ask the students: Do you think Emily would like to have a job protecting whales?**

Page 23 Use Think-Pair-Share to ask the students: **Is this a realistic picture?** Wait for the students’ responses. **No, it’s not realistic. Whales need to be in deep bodies of water. If this is not real, it must be Emily’s imagination or a fantasy.**

Page 24 Use Think-Pair-Share to ask the students: **Why did Emily imagine that she saw Arthur again?** Wait for the students’ responses. **Yes, Emily went to the beach where the ocean meets the land. Because Arthur is a whale who travels in the oceans, it was a place where she thought she could see him.**

This was Emily’s last letter to Mr. Blueberry. I don’t think she has any more questions for Mr. Blueberry. I have a question for you about Arthur and Emily. Use Think-Pair-Share to ask the students: Do you think Emily will see Arthur ever again? Why or why not?

Let’s think about some of the things that happen in the story. I will tell something from the story, and you will tell whether it is real or fantasy. Make several statements using information from the story, and have the students identify them as real or fantasy. Some examples include:

Emily has a pond. (real)

Arthur let Emily pet him. (fantasy)

Mr. Blueberry wrote letters to Emily. (real)

Arthur ate a peanut butter sandwich. (fantasy)



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.
- Challenge the students to work with their partners to create sentences that contain two of the STaR words.
- 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

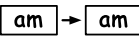
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



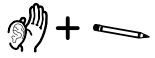
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

- Restate each of the STaR words.
- Model writing your own sentence that contains two of the STaR words. Use the strategies from the Writing Strategies Bank as needed, with an emphasis on the Sound Spelling, Write Sounds that You Know, and Remember a Word strategies.
I will write a sentence with two of the words. My sentence is, “Scientists are learning about protecting the whale.”

Think-Pair-Share →

- Ask for student input on ways to make your sentence more interesting. Revise your sentence using some of the students’ suggestions. **Can anyone think of something that I could add to my sentence to make it more interesting?** Use Think-Pair-Share to have the students respond.
- Tell the students to work with their partners to think of sentences that they will write using the STaR words. Encourage the students to help their partners add details to their sentences to make them more interesting.
- Allow time for the students to write their sentences in their partner writing books. Circulate as they write, discussing with the students the strategies that they have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used more than one STaR word in their sentences. 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.
- 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 Emily write letters to Mr. Blueberry?

Why does Mr. Blueberry keep telling Emily that the animal in her pond could not be a whale?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>about whales</i>	Good answer. Can you say that in a complete sentence? <i>Emily wants to know about whales.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Emily wants to know about whales."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Emily wants to know about whales.</i>	Good answer. Can you add some details to your sentence? <i>Emily wants to know about whales, and she thinks he knows about whales because he is her teacher.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why does Emily think Mr. Blueberry knows the answers?</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 48*

Alphie puppet

Letter-Blending Cards*

Green index cards, paper, or tagboard*

Partner Practice Booklet 5

Reading Reels for Roots DVD*

Shared Story

Shared Story 26:
Let's Go Fishing

Reading Strategy
Cue Cards

Fluency Flyers

Reading Reels for Roots DVD*

Reading Celebration
certificates

STaR

STaR story:
Dear Mr. Blueberry

Story map 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 /ai/

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.

aid	/ai-d/ (2)	cake	/c-a-ke/ (3)
rake	/r-a-ke/ (3)	trace	/t-r-a-ce/ (3)
whale	/wh-a-le/ (3)	waves	/w-a-ve-s/ (4)



Animated Alphabet

Class Review—Sounds and Words

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /ue/. **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 26 **Day 2**



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—Stretch and read the words below. Use the Finger Detective to cover the ending or break the word into parts. Remind the students that compound words can be broken into parts.

granddad rubber sea



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 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 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.

Monitor

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

Quick Erase

- Use the following sequence:
Sue...due...dug...rug...rag...sag...sat...seat...meat...neat...beat
- 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.

rain sail pail

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

Key picture—Show the key card for “ai.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a train. The train is traveling in the rain. It is a train in the rain. “Train in the rain.” Let’s say that sentence together.** [*Train in the rain.*] Say each word in the phrase, and ask the students to repeat it. Stretch the /ai/ 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 “ai” in the picture. **When I look at the letters “ai,” I think about the phrase “Train in the rain.”** Run your finger over the “ai” as you repeat the sound /ai/ three times. **Look really hard at the “ai,” and imagine seeing the train in the rain.** Flip the card over so the students can only see the letters “ai.” **What do these letters say?** [*responses*] Say /ai/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /ai/ when we see these letters. When I point to “ai,” I want you all to say:**

/ai/ “Train in the rain.” “ai”

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

rain bait pail

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.

Interactive
Whiteboard Users

Method varies



The Sound and the Furry



Partner Practice
Booklet 5

Team Celebration Points

ai

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.

/_y/ as in happy

/c/ as in ice

/ee/ as in tree

/ea/ as in tea

/or/ as in horse

/ai/ as in tail

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.

rain

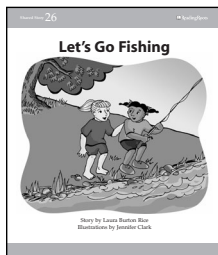
brain

chain

pain

rained

raining

**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 Fran and Deena decide to do?** [*Fran and Deena decided to go fishing.*]
2. **Why didn't Fran and Deena catch a fish?** [*The girls tripped, Deena dropped the pole, and the fish got away.*]
3. **Why was Fran afraid of the crab?** [*The crab could nip her feet.*]

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

Teacher's Note: Before beginning Partner Reading, complete Guided Partner Reading if you were unable to do so on Day 1.

Focus on Fluency

Accuracy

- **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.
- 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. When the class is finished, have partners share their written answers.

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 26 Day 2



Between the Lions

- 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 26.

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 Dear Mr. Blueberry.*] **Why did Emily write to Mr. Blueberry?** [*There was a whale in her pond.*] **Emily wrote to Mr. Blueberry about whales because...**

Display page 8. **Mr. Blueberry explained to Emily that whales always know where they are in the oceans. Why don't whales get lost in the oceans?**

What exciting thing did Emily tell Mr. Blueberry? [*The whale let Emily pet him.*] **Emily told Mr. Blueberry that it was exciting because...**

Why are whales migratory? [*They travel great distances each day.*] **Whales are migratory because...**

Display page 16. **How do people travel from one place to another?**

Display page 18. **Why is Emily a little sad?**

When can Emily work protecting whales? [*When she grows up.*] **Emily can work protecting whales when...**

Display page 20. **Mr. Blueberry told Emily it really was impossible for a whale to live in her pond. Why was it impossible?**

Where did Emily see Arthur for the last time?

Story Map →

Structure Review

- Display and review the story map with the students. Tell the students what each part of the map means (title, characters, setting, problem, solution, and important event(s)).
- Ask the students to help you identify the elements of the story map in the STaR story. **Let's use our story map 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 26 **Day 2**

Think-Pair-Share

- T-P-S: **Where did the story happen? What is the setting?** *[This story has three settings: Emily's house, the backyard, and the beach.]*
- T-P-S: **Who are some of the characters in the story?** *[Emily, Arthur the whale, and Mr. Blueberry are the characters.]*
- T-P-S: **What is the problem in the story?** *[Emily wants to believe there is a whale in her backyard pond, but Mr. Blueberry explains that this cannot be real.]*
- T-P-S: **What was the solution? How was the problem solved?** *[Emily read Mr. Blueberry's letter that explained that whales are migratory and must live in oceans to her imaginary whale, so Arthur left the pond. Emily realized that her fantasy could not be real.]*
- T-P-S: **One important event in the story is that Emily believed she found a whale in her pond. What are some other important events in the story?** *[Emily put salt in the pond. Emily stroked the whale's head. Emily was sad when the whale left. Emily thought she saw Arthur at the beach and had a chance to say good-bye.]*

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:

Pages 2 and 3: Emily wrote a letter to her teacher about the whale she saw in her pond.

Pages 4 and 5: Emily read the letter from Mr. Blueberry that said whales live in salt water.

Option 2: Reread the story.

Think-Pair-Share

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

What did Emily find in her pond?

What kind of whale does Emily think the whale in her pond is?

How did Emily feel when the whale let her stroke 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 or teams.
- Ask them to tell to which part of the story map their sentences relate.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

STaR Writing

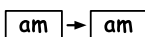
Writing Strategies Bank



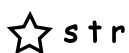
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



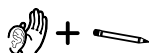
Remember a Word



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 partner writing books. Circulate as they write, discussing strategies that the students have used.

Lesson 26 **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:

How does Emily take care of her whale?

What does Mr. Blueberry suggest Emily can do for whales when she is older?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>salt in the water</i>	Good answer. Can you say that in a complete sentence? <i>Emily puts salt in the water.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Emily puts salt in the water."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Emily puts salt in the water.</i>	Good answer. Can you add some details to your sentence? <i>Emily puts salt in the water to make the whale feel better because whales live in salt water.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>How does salt in the water help Emily's whale?</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 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 48*

Cami puppet

*Reading Reels for
Roots DVD**

Partner Practice
Booklet 5

Shared Story

Shared Story 26:
Let's Go Fishing

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Adventures in Writing

Shared Story:
Let's Go Fishing

Copies of the blackline
master for lesson 26

Alphie puppet

Alphie's writing paper
(teacher prepared)*

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

Presenting /ai/

Say-It-Fast (optional)

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

/v-a-se/ vase

/s-n-a-ke/ snake

/m-a-de/ made

/t-r-ai-n/ train

/n-ai-l-s/ nails

/d-a-te/ date



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

- 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:
rain...gain...main...pain...pan...pin...pine...mine...fine...dine
- 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 /ai/ in each of the following words:

tail aim mail

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

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

Stretch and Read with the New Sound

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

tail sail pail

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 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 “ai” key card, and explain that some of the words the students will write will use the /ai/ 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.

game rake trade

- Show the /ai/ key card. Tell the students to use “ai” when they hear /ai/.

drain raining chained

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

We like to play in the rain.

Lesson 26 Day 3

- Discuss the meaning of the sentence briefly. Have partners work separately and write the sentence in their partner writing books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board.

Team Celebration Points

- Award team celebration points to partners who correctly tell you how to write the sentence.



Shared Story

Partner Word and Sentence Reading

- Have the students sit with their assigned partners. Distribute the Shared Stories, and have the students turn to the list of story words on the inside front cover.
- **We're going to practice reading words and sentences from the story together. Take turns reading each of the words with your partner. When you and your partner are finished, I want you to think about which word was the easiest to read and which word was the hardest to read. Then you can read the sentences.**
- Have pairs read the words together. When they are finished, call on partnerships to tell you which words were easy to read and which words were hard. Encourage the students to share a strategy they used to read a difficult word.
- Award team celebration points to partnerships who share a strategy they used to read a difficult word.

Team Celebration Points

Partner Reading

Focus on Fluency

Reading Smoothly
with Expression

Monitor

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

Lesson 26 Day 3

- 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.

Team Celebration Points



- If any student reads smoothly and expressively, place a sticker beside the story title on that student's Fluency Flyer. Award team celebration points to any student who earned a sticker.

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 26.



Between the Lions

Adventures in Writing

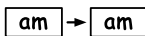
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



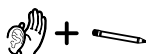
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Lesson 26 **Day 3**

Teacher’s Note: In level 2, your students provided feedback to one another to help improve the content of their writing. They also continued to work together to use the strategies from the Writing Strategies Bank for words they did not know how to write. In level 3, we build upon these skills by adding simple self- and peer-editing activities to have students check for punctuation, capitalization, and spelling errors. In this lesson, Alphie helps you to introduce the editing process.

Prewriting

- Have the students gather in front of the board. Introduce the activity by using the story map from the blackline master to review the Shared Story *Let’s Go Fishing*.
- Display *Let’s Go Fishing*, and a copy of the blackline master. **We read a story about fishing. We can use this story map to help us remember the most important parts of the story.** Point to each section of the organizer, and explain its function to the class as you review the story.
- Use Think-Pair-Share to have the students respond to each question. **The first part says, “characters.” Who went fishing in the story?** [*Fran and Deena.*] **The next part says, “setting.” Where did they go fishing?** [*In the creek.*] **What happened?** [*A big fish got away.*] **How did it end?** [*The girls caught a crab.*]
- Display the blackline master, or reproduce it on a large piece of chart paper. Have Alphie model using the story map to plan a new story. **Today we’re going to write our own fishing stories. Alphie will show us how he can use the story map to help plan his own story.**
- As Alphie: **The title of this paper is “A Fun Fishing Trip.” Let’s look at the first section. It says, “Characters.” That means I have to tell who went on the fishing trip. First I’ll think about it.** Pause. **Then I’ll say it. The answer is Miss Smith and Alphie. Now I need to practice saying it in a complete sentence. Can you help me?** Use Think-Pair-Share to have the students respond. **“Miss Smith and Alphie went on a fishing trip.”** Model writing the sentence on the organizer.
- As Alphie: **Now we’ll go to the next part. The next section says, “Setting.” That means I have to tell where we went fishing. First I’ll think about it.** Pause. **Then I’ll say it: the ocean. Now I need to practice saying it in a complete sentence. Can you help me?** Use Think-Pair-Share to have the students respond. **“They went to the ocean.”** Model writing the sentence on the organizer.
- As Alphie: **Now we’ll go to the next part. It says, “What happened?” That means I have to tell what happened on our fishing trip. First I’ll think about it.** Pause. **Then I’ll say it. I caught two fish. Can you say that in a sentence for me?** Use Think-Pair-Share to have the students respond. **“Alphie caught two fish.”** Model writing the sentence on the organizer.
- As Alphie: **Now we’ll go to the last part. It says, “How did it end?” I’ll have to tell the end of our story. First I’ll think about it.** Pause. **Then I’ll say it. We went home and ate our fish! Can you say that in a sentence for me?** Use Think-Pair-Share to have the students respond. **“They went home and ate their fish.”** Model writing the sentence on the organizer.

Lesson 26 **Day 3**

- As Alphie: **Thanks for your help, class. Now I'm ready to write! I will write all my sentences together to make a story.** Have Alphie leave to go and write his paper.

Partner Planning

- Have the students talk with their partners about how they will fill out the parts of the organizer to make up their own fishing stories. Remind them that they will need to include who went on the fishing trip, where they went, something that happened, and how it ended.
- Encourage the students to help their partners think of details that will make their sentences more interesting.

Writing

Drafting

- Have the students return to their seats. Distribute copies of the blackline master to the students.
- Give the students time to write their sentences on their story maps.
- 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 Alphie reappear, holding a pencil (or interactive whiteboard pen) in his hand. Display Alphie's paper.

Alphie's Adventures in Writing

A Fun Fishing Trip

Miss Smith and Alphie went went on a fishing trip. They went to the ocean Alphie caught two fsh. they went home and ate fish.

- Have Alphie demonstrate both self-editing and peer editing.

Lesson 26 **Day 3**

- **Hello again. Can you guess why I have this pencil in my hand?** Wait for the students' responses. **I like to use a pencil to check my work. You see, we're not quite finished with our writing yet. Now that we have our sentences on paper, we need to read them all together one more time to see if they sound right. Sometimes, when you reread your paper, you notice little things you didn't see before. Maybe you left out a word, or maybe you didn't spell something quite right. We always check our writing one last time to fix it up! I can use my pencil to mark the things that I want to change.**
- **First, I will reread my own paper aloud. Then, we can work together to find mistakes.** Have Alphonse read the paper. **Oops! I can see that I wrote the word "went" two times! Cross out the second word "went." That's the only mistake that I can find. Do you see anything else?**
- Provide time for partners to reread and discuss any mistakes that they find on Alphonse's paper. Ask the students to share their ideas with Alphonse. When the students identify a change that needs to be made, use the pencil to mark it directly on Alphonse's paper.

Corrections:

Sentence 1: Delete the extra "went."

Sentence 2: Add a period to the end of the sentence.

Sentence 3: Use Sound Spelling to add an "i" to "fish."

Sentence 4: Capitalize the first word of the sentence.

- Ask the students to take turns rereading the sentences from their own story maps to their partners. Partners should look together to identify and correct mistakes. The students should only correct mistakes in writing on their own papers. **Good work, class! You really helped Alphonse make his paper just right. Now I want you to do the same thing to your papers. Reread them ONE more time VERY carefully to your partner. You and your partner may find some things that you need to fix, just like Alphonse did.** Give the students a minute or two to check their work.
- If time permits, the students may copy their polished sentences together in their partner writing books to make a story like Alphonse did.
- Monitor the students as they edit their papers and/or copy their sentences into their partner writing books. 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	Each section of the student's story map should be completed with a complete sentence that makes sense.
Identifies and Corrects Errors	The process of self-editing and peer editing is introduced in this lesson; expectations for correcting errors are minimal. Acknowledge any changes that you hear partners discuss or see them make.
Writes with Quality and Quantity	The student's final story, whether or not it is transferred to the partner writing book, should contain a minimum of four sentences. Quality stories will be interesting or humorous and/or contain 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. A partner may have provided ideas to make the sentences more interesting or helped the student to correct an error.
- Award team celebration points to students who share an error that they or their partners found and corrected.

Team Celebration Points →

Team Celebration Points →

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

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 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 you are going to play a guessing game.
- Give several clues, and ask the children to guess what you've described.
- **Today we're going to play a guessing game. I will give you clues about something from one of our stories today, and you'll guess what it is. Let's try one.** Give the following clues:

I live in the ocean.

I'm migratory and travel great distances each day.

Emily thinks it's exciting to pet me.

What am I? Wait for the students' responses. **Yes, I am a whale.**

Lesson 26 **Day 3**

- **Let's try another one.** Give the following clues:

I live in the water.

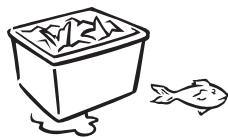
I can nip.

I got caught in a net.

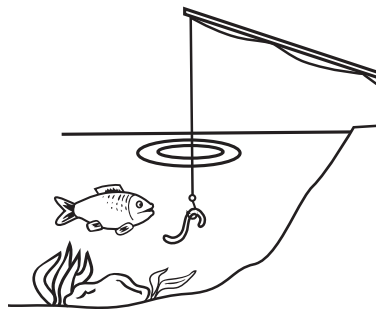
What am I? Wait for the students' responses. **Yes, I am a crab.**

- Have the students work in groups of three to think of clues about something in one of today's stories. Encourage the use of story vocabulary. Circulate through the groups. If you notice that all groups give clues about the same character or thing, guide some of the students to another choice.
- Invite one group to give their clues, and have the rest of the class guess who they described. Allow each member of the sharing group to give one clue.

Name _____



A Fun Fishing Trip



Characters:

Setting:

What Happened?

How Did It End?

At a Glance

FastTrack Phonics

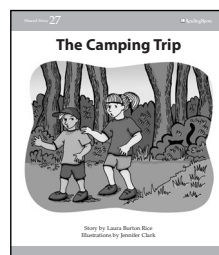


Days 1 and 2:
New sound: /igh/



Day 3:
New sound: /ow/ (snow)

Shared Story



Shared Story:
The Camping Trip
by Laura Burton Rice

Letter Focus:
“_lp,” “_mp,” and “_ft”

Strategies/Skills:

Previewing

Predicting

Identifying characters and
story setting

Practicing
consonant blends

STaR

STaR Story: *The Three Billy Goats Gruff*
by Paul Galdone

Students will identify
how the setting of a story
affects the characters.

Students will use the
Writing Strategies Bank
to write a sentence
with one or more STaR
vocabulary words.

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

Adventures in Writing

Students will write about
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.

Students will use the
Editing Checklist to check
their own work and their
partners' work to identify
and correct errors.

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 26
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 49*

Alphie puppet

Letter-Blending Cards*

Green index cards, paper, or tagboard*

Partner Practice Booklet 5

Reading Reels for Roots DVD*

Shared Story

Shared Story 27:
The Camping Trip

Language development cards for lesson 27*

Word cards*

Reading Strategy Cue Cards

Reading Reels for Roots DVD*

STaR

STaR story:
The Three Billy Goats Gruff

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 26. 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 /igh/

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)	yikes	/y-i-k-es/ (4)
pipe	/p-i-pe/ (3)	nice	/n-i-ce/ (3)
tie	/t-ie/ (2)	strikes	/s-t-r-i-ke-s/ (5)



Animated Alphabet

Class Review—Sounds and Words

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /ai/. **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—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—Stretch and read the words below. Use the Finger Detective to cover the ending or break the word into parts.

mailbox off short

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 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.

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.



Partner Practice Booklet 5

Lesson 27 Day 1

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:

train...rain...ran...pan...pain...main...man...fan...ban...bay...day
- 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.

light bright fight

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

Key picture—Show the key card for “igh.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a bright light. “Bright light.” Let’s say that sentence together. [Bright light.]** Say each word in the phrase, and ask the students to repeat it. Stretch the /igh/ 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 “igh” in the picture. **When I look at the letters “igh,” I think about the phrase “Bright light.”** Run your finger over the “igh” as you repeat the sound /igh/ three times. **Look really hard at the “igh,” and imagine seeing these letters in the bright light.** Flip the card over so the students can only see the letters “igh.” **What do these letters say? [responses]** Say /igh/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /igh/ when we see these letters. When I point to “igh,” I want you all to say:**

/igh/ “Bright light.” ”igh”

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

Interactive
Whiteboard Users

Method varies



The Sound and the Furry



Partner Practice
Booklet 5

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.

sigh right light

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.

igh

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.

/ai/ as in rain

/a_e/ as in cake

/oo/ as in moon

/ay/ as in play

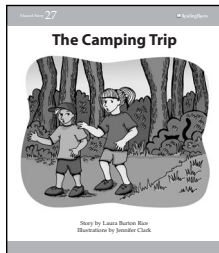
/ue/ as in blue

/igh/ as in light

Write words—Have the students use Stretch and Spell to write the following words. Show the “igh” key card, and tell the students to use “igh” when they hear /igh/. 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.

light thigh fighting

right fight bright



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 Camping Trip*. We've read stories about camping trips. We know that when you go camping, you usually sleep outside in a tent. Fran (point) and her little brother Steve (point) must be camping. They look a little scared to me. I wonder if this will be a scary camping trip?

Picture Cards

camping gear	bear
campsite	tent
mouse	path
shoulder	pets
tree stump	

Video Words



backpacks	lift
tramp	keep
hear	soft
down	unpack
bring	gulp
rid	



Animated Alphabet



The Sound and the Furry

Green Words

backpack	tramped
that	sudden
panted	nodded
lifted	jumped
camping	bring
hear	unpacked
soft	after
agree	

Red Words

please	going	now
where	rolled	down

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. **Fran and Steve are walking through the woods. They still look like they're scared. Maybe they heard something in the bushes.** Display page 4. **Now the kids are running! I wonder what they saw or heard? (T-P-S) We'll have to read the story to find out what happens on this camping trip.**

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 27 to introduce the story theme and vocabulary. Have the students say the vocabulary words with the video during the "Do You Remember?" section.
- **Let's review some words we will see in the story.** Display each picture card (or select picture cards from the list that you think will be most helpful to your students), name each, and have the students repeat. Give a brief explanation of each card.

Word Presentation

- **Let's practice the special letter we'll see a lot of in today's story.** Play the Animated Alphabet segment for lesson 27 of *Reading Reels for Roots*, or display the key cards for "l" and "t."
- **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. Remind the students to say every sound in the Green Words, especially in words with consonant blends. (Examples: "soft," "after," "camping") Remind the students about the special sound of "a" in "agree" if needed.
- 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.

Lesson 27 **Day 1**

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.

Readles

bear mouse head

- 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 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 for page 1.
 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. As a part of this discussion, partners share a word that was difficult for them and the strategy they used to read it.
 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, having the students alternate which partner reads first. Monitor partner reading to make sure that partners continue to alternate reading and retelling on each page and to ensure that they are helping each other effectively. Encourage the students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages on Day 2. Partner B begins to read the first page on Day 2.

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 the children get scared when they were walking in the woods?** *[They heard steps. They thought it was a bear.]*
 2. **What did the children do when they found the cat?** *[They let the cat follow them back to camp.]*
 3. **Why did Mom say that Fran and Steve could keep the cat?** *[The cat chased away a mouse.]*
- Ask the students to identify the characters and the setting in the story.
- 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 Three Billy Goats Gruff

Written and illustrated by Paul Galdone

Summary: *Three billy goats live together on a mountainside. There is Little Billy Goat Gruff, Middle Billy Goat Gruff, and Big Billy Goat Gruff. The three goats decide to cross over a bridge to get to a beautiful green meadow, where they can eat grass and daisies and grow fat. When crossing the bridge, the goats discover that there is an ugly, mean troll who wants to eat them up. The first two goats manage to trick the troll into letting them cross. The third billy goat, with his large horns and four hard hooves, tosses the troll over the bridge. The big billy goat joins his brothers in the meadow, and they all live together peacefully.*

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.

Whole Group Response →

- Cover: **The name of the book is *The Three Billy Goats Gruff*. Some of you may already know this story. How many billy goats are in the picture? (WGR) These billy goats are three different sizes. Point to the smallest goat. This billy goat is...** Wait for the students' responses. Repeat the sentence stem for the other two goats, encouraging the students to use comparison words such as "larger," "tiniest," "bigger," "biggest," etc.
- Page 7: **The billy goats are looking at the meadow across the river. One is licking his lips. A meadow is a large field of grass. Why do you think the billy goats are looking at the meadow?**
- Page 9: Point to the troll under the bridge. **This little man is a troll. Trolls are grumpy, straggly characters in folktales. In this folktale, the troll lives under the bridge.**

Think-Pair-Share →

- Page 13: **What do you think the troll is saying to the billy goat?** Wait for the students' responses.
- Page 17: **Here is another story character on the bridge. The bridge is shown on many pages of this book. The bridge must be an important place to the characters in the story. When we read the story, you will see how the setting, where the story happens, is important to the characters and the story.**
- Page 21: **The troll looks angry. I wonder why? Why do you think the troll may be angry?** Wait for the students' responses. **When we read the story, we'll find out what the troll says to the three billy goats. That might help us understand why he looks angry.**
- 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
meadow	7	grassland	Picture Walk, page 7
bridge	9	structure over water that allows people to pass	Jose and his brother walked across the <i>bridge</i> carefully so they wouldn't fall into the stream.
roared	11	shouted	Pantomime
hooves	25	feet	The horse walked through the mud, so Alicia cleaned his <i>hooves</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
goat	5	a farm animal with horns	The <i>goat</i> ran through the fields to get to the barn.
grass	7	green ground cover	Jade put a blanket on the <i>grass</i> for a picnic.
river	9	a natural stream of water	Kevon went fishing in the <i>river</i> .
troll	9	monster	Picture Walk, page 21

This book is about three billy goats. Billy goats are animals with horns on the top of their heads that live in places where there is lots of grass for them to eat. Where have you seen grass growing? Where is the grass shown in this book?

In the story, the grass the billy goats wanted to eat was on the other side of a river. A river is moving water, and it can be hard to go through a river to get to the other side.

We saw this troll when we previewed the story. This troll is a man who lives under the bridge.

Interactive Reading

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



Page 6

Point to the meadow. **This is a meadow. “Meadow” is one of our STaR words. The meadow is full of grass.** Point to the river. Use Think-Pair-Share to ask the students: **How can the billy goats get to the meadow?**



Page 9

Point to the bridge. **This picture shows what it’s like underneath the bridge. “Bridge” is another STaR word. The bridge goes across the river.** Use Think-Pair-Share to ask the students: **Why is it important to the billy goats to cross over the bridge?**

Think-Pair-Share

Page 11

Lightly stomp your feet on the floor when you read, “Trip, trap, trip, trap.” Have the students join you for this part. Use a deep shouting voice when reading the troll’s dialogue. **“Roared” is a STaR word that tells how the troll talked.** Use Think-Pair-Share to ask the students: **From the way I read the troll’s question, what do you think the word “roared” means?**

Page 13

Use a high-pitched or squeaky voice when reading the dialogue for the little goat. **The troll wants to gobble up the goat. What does that mean?** Wait for the students’ responses. **Yes, it means the troll wants to eat the goat.** Use Think-Pair-Share to ask the students: **How does the little goat manage to get across the bridge and get away from the troll?**



Page 15

Stomp your feet a little harder this time when you read, “Trip, trap, trip, trap.” Encourage the students to join you. Remind them that this is the medium-sized goat, so they should stomp louder than they did for the smallest goat but not as loud as possible.

Think-Pair-Share

Page 16

Use a slightly deeper voice to read the dialogue for the middle goat. Use Think-Pair-Share to ask the students: **How does the second goat manage to get across the bridge safely?**

Think-Pair-Share

Page 18

Stomp your feet on the floor again, heavier this time for the largest goat, when you read, “Trip, trap, trip, trap.” Have the students join you.

Lesson 27 **Day 1**

Page 21 Read (in a roaring voice): **“Who’s that...,”** and pause for the students to jump right in with the rest of the troll’s question.

Page 22 Use a very loud and deep voice to read the dialogue for the big goat.



Page 27 Point to the goat’s horns. **These are the goat’s horns. Place your hands on top of your head so they look like horns. Show me where the goat’s horns are.**



The goat uses his horns to butt the troll. That means he uses them to shove the troll. Let’s pretend that we are the big goat butting the troll with our big horns. Have the students join you as you pretend to butt the troll by using your hands as horns.

The goat doesn’t have feet like us. He has hooves. “Hooves” is another STaR word. Hooves are the billy goat’s hard feet.

Think-Pair-Share

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



Page 30 Point to the meadow. Use Whole Group Response to ask the students: **Who can remember what we called this grassy area?** Wait for the students’ responses. **That’s right. This is a meadow.**

Page 32 Use Think-Pair-Share to ask the students: **Do you think the goats will be bothered by the troll anymore? Why (or why not)?**



STaR Celebration

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

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

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

- Say the STaR words again. Ask the students to pick STaR words and discuss the words they choose in their 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.
- Challenge the students to work with their partners to create complete sentences that contain two of the STaR words.
- 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



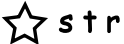
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



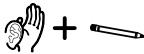
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

- Restate each of the STaR words.
- Model writing a sentence that contains two of the STaR words. Use the strategies from the Writing Strategies Bank as needed, with an emphasis on the Sound Spelling, Write Sounds that You Know, and Remember a Word strategies. **I will write a sentence with two of the words. My sentence is, “I could hear the horse’s hooves as he trotted across the bridge.”**
- Ask for student input on ways to make your sentence more interesting. Revise your sentence using some of the students’ suggestions.
- Tell the students to work with their partners to think of sentences that they will write using the STaR words. Encourage the students to help their partners add details to their sentences to make them more interesting.
- Allow time for the students to write their sentences in their partner writing books. Circulate as they write, discussing with the students the strategies that they have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used more than one STaR word in their sentences. 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 do the three Billy Goats Gruff decide to cross the bridge?

Why does the troll try to stop the billy goats from crossing the bridge?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>to eat</i>	Good answer. Can you say that in a complete sentence? <i>The Three Billy Goats Gruff cross the bridge to eat.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The Three Billy Goats Gruff cross the bridge to eat."</i>
The student responds in a complete, but not very elaborate, sentence. <i>The Three Billy Goats Gruff cross the bridge to eat.</i>	Good answer. Can you add some details to your sentence? <i>The Three Billy Goats Gruff cross the bridge to eat grass and daisies.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What can they eat on the other side of the bridge?</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 49*

Cami puppet

Partner Practice Booklet 5

*Reading Reels for Roots DVD**

Shared Story

Shared Story 27:
The Camping Trip

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for Roots DVD**

Reading Celebration
certificates

STaR

STaR story:
The Three Billy Goats Gruff

Story map 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 /igh/

Say-It-Fast (optional)

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

/b-i-ke/	bike	/h-o-pe-s/	hopes
/d-i-ce/	dice	/f-i-re/	fire
/h-i-ve/	hive	/i-ce/	ice

**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 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:
high...sigh...sight...light...might...night...right...bright
- 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 /igh/ in each of the following words:

high sigh might

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

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

Stretch and Read with the New Sound

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

sight fight light

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 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.

Write Words and Sentences

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

- Show the “i_e” key card. Tell the students to use “i_e” when they hear /i_e/ in the words below.

fine side slide

- Show the “igh” key card. Tell the students to use “igh” when they hear /igh/ in the words below.

sight night fighting

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

Do not ride a bike at night.

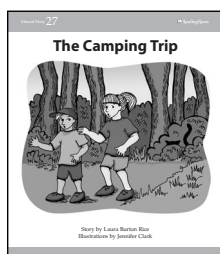
- Discuss the meaning of the sentence briefly. Have partners work separately and write the sentences in their partner writing books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone’s growing skills.
- Award team celebration points to partners who correctly tell you how to write the sentence.



Partner Practice Booklet 5

Team Celebration Points →

Team Celebration Points →



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 were Fran and Steve in the woods?** [*They were camping and decided to explore a path.*]
2. **Why did the children think there was a bear in the woods?** [*(Answers will vary.) They might have heard that bears live in woods.*]
3. **What did the cat do when they brought him back to the camp?** [*The cat chased a mouse out of a backpack.*]

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

Teacher's Note: Before beginning Partner Reading, complete Guided Partner Reading if you were unable to do so on Day 1.

Focus on Fluency

Accuracy

- **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.
- 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.

Lesson 27 **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. When the class is finished, have a partnership share their written answers.
- Award team celebration points to partners who share a correct written answer.

Monitor →

Team Celebration Points →



Reading Celebration

- Have two students read a page or two of the story for the whole class. Have the entire class provide applause and praise. Present the students with Reading Celebration certificates.
- Award team celebration points to students who read successfully.
- Select a familiar story for Reading Rehearsal. Lead the students in a group reading of the story, emphasizing reading with expression.
- Have the class begin reading on page 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 27.

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 The Three Billy Goats Gruff.]*

Display page 5. **The Billy Goats Gruff were animals that lived in the valley. Where did they want to go?**

Why did the Billy Goats Gruff want to go to the meadow? *[They wanted to go to the meadow to eat grass.]* **Have you ever been to a meadow? What did you do there?**

Display page 6. **Have you ever seen an animal eat grass?**

What is the only way for the billy goats to cross the river safely to get to the meadow? *[The billy goats went over the bridge to get to the meadow.]* **Have you ever crossed a bridge? Where were you going when you crossed the bridge?**

Display pages 8 and 9. **Why did the billy goats decide to cross the river?**

Why did the troll roar at the billy goats? *[The troll roared at the billy goats because he was mean.]* **Have you ever heard anyone roar? How does it make you feel when someone or something roars?**

Display page 13. **What does the troll tell the little billy goat that he is going to do to the goat?**

Why does the big billy goat use his hooves? *[The big billy goat uses his hooves to trample the troll.]* **Have you ever seen an animal's hooves? What kind of animal was it?**

How did the story end? *[The three billy goats ate grass in the meadow and were not bothered by the troll again.]*

Story Map

Structure Review

- Display and review the story map with the students. Tell the students what each part of the map means (title, characters, setting, problem, solution, and important event(s)).
- Ask the students to help you identify the elements of the story map in the STaR story. **Let's use our story map 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

Think-Pair-Share

- T-P-S: **Where did the story happen? What is the setting?** *[This story has two settings: the bridge and the meadow. Why is the bridge so important to the billy goats?]*
- T-P-S: **Who are some of the characters in the story?** *[The tiny billy goat, the middle-sized billy goat, the big billy goat, and the troll.]*
- T-P-S: **What is the problem in the story?** *[The billy goats need to go over the bridge to get to the meadow, but the troll is guarding it.]*
- T-P-S: **What was the solution? How was the problem solved?** *[The little billy goat and the middle-sized billy goat tricked the troll to get to the other side of the bridge. The big billy goat used his horns and hooves to get rid of the troll.]*
- T-P-S: **One important event in the story is the troll tries to keep the billy goats from crossing the bridge. What are some other important events in the story?** *[The little billy goat tricks the troll. The middle billy goat tricks the troll. The big billy goat tosses the troll off the bridge, and the billy goats go to the meadow to eat grass.]*

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:

Page 11: Have the student(s) who are playing the little billy goat cross the bridge with quiet steps.

Page 13: Have the student(s) playing the troll roar, “Who’s that tripping over my bridge?”

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.

If there were no bridge for the goats to cross the river to get to the meadow, how would the story be different?

Would there have been a troll without the bridge?

Would the goats still have had a problem?



STaR Celebration

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

Random Reporter →

Team Celebration Points →

STaR Writing

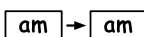
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



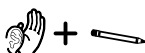
Remember a Word



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 using strategies from the Writing Strategies Bank as needed by your students.
- Allow time for the students to write their own sentences in their partner writing books. Circulate as they write, discussing the strategies that the students have used.

Lesson 27 **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.

Team Celebration Points →

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

Alphie's Questions:

How do the first two billy goats get across the bridge?

What happened to the troll?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>trick the troll</i>	Good answer. Can you say that in a complete sentence? <i>They trick the troll into waiting.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "They trick the troll into waiting."</i>
The student responds in a complete, but not very elaborate, sentence. <i>They trick the troll into waiting.</i>	Good answer. Can you add some details to your sentence? <i>They trick the troll into waiting by telling him their brother is bigger and tastes better.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>How do they trick the troll?</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 50*

Alphie puppet

*Reading Reels for
Roots DVD**

Partner Practice
Booklet 5

Letter-Blending Cards*

Green index cards, paper,
or tagboard*

Shared Story

Shared Story 27:
The Camping Trip

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Adventures in Writing

Copies of the blackline
master for lesson 27

Alphie and Bett puppets

Alphie's completed graphic
organizer (teacher prepared)*

Writing Strategies Bank
(teacher created)

Editing Checklist on chart
paper (teacher created)

*Not needed for interactive whiteboard users

Team Celebration Points



Read &
Respond

**Check Day 2 Homework**

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



Key Card

FastTrack Phonics

Presenting /ow/ (snow)

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.

boat	/b-oa-t/ (3)	coast	/c-oa-s-t/ (4)
goat	/g-oa-t/ (3)	hole	/h-o-le/ (3)
nose	/n-o-se/ (3)	smoke	/s-m-o-ke/ (4)



Animated Alphabet

Class Review—Sounds and Words

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /igh/. **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 27 **Day 3**



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—Stretch and read the words below. Use the Finger Detective to cover the ending or break the word into parts. Remind the students that compound words can be broken into parts.

mailman fireplace leaped



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 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:
lean...bean...beat...seat...sea...set...let...leg...log...dog...fog
- 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.

bow row sow

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

Key picture—Show the key card for “ow.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a boy blowing snowflakes. He can blow the snow. “Blow the snow.” Let’s say that sentence together.** [Blow the snow.] Say each word in the phrase, and ask the students to repeat it. Stretch the /ow/ 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 “ow” in the picture. **When I look at the letters “ow,” I think about the phrase “Blow the snow.”** Run your finger over the “ow” as you repeat the sound /ow/ three times. **Look really hard at the “ow,” and imagine that you can blow the snow.** Flip the card over so the students can only see the letters “ow.” **What do these letters say?** [responses] Say /ow/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /ow/ when we see these letters. When I point to “ow,” I want you all to say:**

/ow/ “Blow the snow.” “ow”

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

grow low glow

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 5

Team Celebration Points

OW

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_e/ as in bike

/ie/ as in tie

/ue/ as in blue

/igh/ as in light

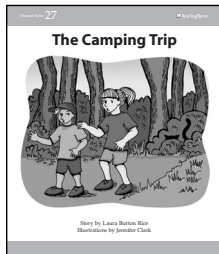
/oo/ as in moon

/ow/ as in snow

Write words—Have the students use Stretch and Spell to write the following words. Show the “ow” key card, and tell the students to use “ow” when they hear /ow/ (as in snow). 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.

slow blow glowed

show glow *growing



Shared Story

Partner Word and Sentence Reading

- Have the students sit with their assigned partners. Distribute the Shared Stories, and have the students turn to the list of story words on the inside front cover.
- **We’re going to practice reading words and sentences from the story together. Take turns reading each of the words with your partner. When you and your partner are finished, I want you to think about which word was the easiest to read and which word was the hardest to read. Then you can read the sentences.**
- Have pairs read the words together. When they are finished, call on partnerships to tell you which words were easy to read and which words were hard. Encourage the students to share a strategy they used to read a difficult word.
- Award team celebration points to partnerships who share a strategy they used to read a difficult word.

Team Celebration Points

Focus on Fluency

Reading Smoothly
with Expression

Monitor

Partner Reading

- Now we’re going to read the story with our partners, just like we did yesterday. Since **we already know what happens in the story, we can use this time to practice reading in our best storytelling voices. A storytelling voice is nice and smooth. Let’s practice that today as we read the story together.**
- Monitor 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 27 **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.

Team Celebration Points →



- If any student reads smoothly and expressively, place a sticker beside the story title on that student's Fluency Flyer. Award team celebration points to any student who earned a sticker.

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 27.



Between the Lions

Adventures in Writing

Teacher's Note: In lesson 26, Alphie introduced the idea of partners working together to look for and correct mistakes in their writing. In this lesson, we will introduce a simple editing checklist to aid in this process. You will need to create an editing checklist chart. You may design your chart with complete sentences, phrases, icons, or examples. Select the method that will be easiest for your students to use. You will add new things to look for to the Editing Checklist as your students' writing skills become more sophisticated. We recommend that teachers using Reading Roots–Interactive also create a copy of the Editing Checklist apart from the interactive whiteboard so it can be displayed in the classroom at all times.

Prewriting

- Have the students gather in front of the board. Display a copy of the blackline master. **We read a story about a camping trip. Now we are going to write our own story about a camping trip. We're going to use this organizer to help us write.**
- **I know someone who knows a lot about camping—Bett! I am sure Bett can help us plan a camping trip.** Bring out the Bett puppet.

Lesson 27 **Day 3**

- As Bett: **Hi, everyone! I can tell you a lot about camping because I live in the woods. I'm going to help you plan your camping trip today. Let's look at the section at the top of the organizer. It says, "Who Will Come." That means I need to decide with whom I am going camping. First I'll think about it. Pause. Then I'll say it: Alphie! Now I need to say it in a complete sentence. Can you help me?** Use Think-Pair-Share to have the students respond. **Very good! "I am going camping with Alphie."** Have the class repeat the sentence. Model writing the sentence on the organizer using writing strategies most needed by your students. **Let's read the sentence together.** [*I am going camping with Alphie.*]
- **Now we'll go on to the next part. The next section says, "What to Bring." I need to think of what I am going to bring with me on the camping trip. I'll think about it. Pause. Then I'll say it: a tent. Can you help me say that in a complete sentence?** Use Think-Pair-Share to have the students respond. **Good work! "I will bring my tent."** Have the class repeat the sentence. Model writing the sentence on the organizer. **Let's read the sentence together.** [*I will bring my tent.*]
- **Now we'll go to the last part. It says, "What to Do." That means I have to think about what I will do on the camping trip. I'll think about it. Pause. Then I'll say it: hike on a hill." Can you help me say that in a complete sentence?** Use Think-Pair-Share to have the students respond. **That is very good! "I will hike on a hill."** Have the class repeat the sentence. Model writing the sentence on the organizer. **Let's read the sentence together.** [*I will hike on a hill.*]
- **I used this organizer to help me think about what to write. I thought about whom I will go camping with, what we will bring, and what we will do. Now it's your turn to do the same thing.**

Partner Planning

- Have the students talk with their partners about what they will write about a camping trip. Remind them to tell with whom they will go, what they will bring, and what they will do.
- Encourage the students to help their partners think of details that will make their sentences more interesting.

Writing

Drafting

- Have the students return to their seats. Distribute copies of the blackline master to the students.
- Tell the students it's their turn to write about their camping trips. They will write their sentences in the appropriate sections of the graphic organizer.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words the students do not know how to write.

Lesson 27 **Day 3**

Checking

- Bring out the Alphie puppet, his completed paper, and the Editing Checklist. Have Alphie introduce the Editing Checklist.

Editing Checklist

.....

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

- As Alphie: **Hi, everyone. I used the organizer to write a story about camping just like you and Bett! Now I need to check my work. I will show you how I can check my work with this Editing Checklist.** Display the checklist. **The checklist will help me to remember all the things that I need to look for.** Read the items on the Editing Checklist.
- Display Alphie's chart paper. Have Alphie read each sentence on his paper. Then use the Editing Checklist to guide the students to check for mistakes.

Alphie's Adventures in Writing

Who Will Come:

I am going camping with fran.

What to Bring:

I will take some food

What to Do:

we will hik on a hill.

- As Alphie: **The first thing that our checklist tells us to look for is capital letters at the beginning of each sentence. Do all of my sentences begin with a capital letter?** Pause for the students to respond. **Oh, I forgot about that in my third sentence. I will fix it.** Make the correction on the chart paper.
- **Do all names in my sentences begin with a capital letter?** Pause for the students to respond. **Oh no, I forgot to capitalize the "f" in "Fran."** Make the correction on the chart paper.
- **Next, I will check for ending marks. Do all of my sentences end with either a period or an exclamation mark?** Pause for the students to respond. **Oh, I forgot to put a period at the end of the second sentence.** Make the correction on the chart paper.

Teacher’s Note: Other items to check for, including question marks, will be added in future lessons.

- **Finally, I will check for spelling mistakes. Do you see any words that I may have misspelled?** Pause for the students to respond. **Oh, I forgot the silent “e” on the word “hike.”** Add the “e.”
- As the teacher: **Good work, class! You really helped Alphonse make his paper just right. Now I want you to do the same thing to your papers. Reread them ONE more time VERY carefully to your partner. You and your partner may find some things that you need to fix, just like Alphonse did. You can use the Editing Checklist to help you remember what to look for.**
- Ask the students to take turns rereading the sentences from their graphic organizers to their partners. Partners should look together to identify and correct mistakes. The students should only correct mistakes in writing on their own papers.
- Monitor the students as they edit their papers. 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	Each section of a student’s graphic organizer should contain a complete sentence that makes sense.
Identifies and Corrects Errors	The students, working together with their partners, should be able to identify and correct errors in the categories specified on the Editing Checklist.
Writes with Quality and Quantity	The students are required to write a minimum of three sentences for this assignment. Quality sentences will contain additional details that make them more interesting and/or 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.

Lesson 27 Day 3

- 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. A partner may have provided ideas to make the sentences more interesting or helped the student to correct an error.
- Team Celebration Points →
- Award team celebration points to students who share an error that they or their partners found and corrected.
 - Allow a few students to share what they wrote with the entire class. Remind the students to practice active listening while someone is sharing his or her work.
- Team Celebration Points →
- Award team celebration points to students who successfully share their writing.

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 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.

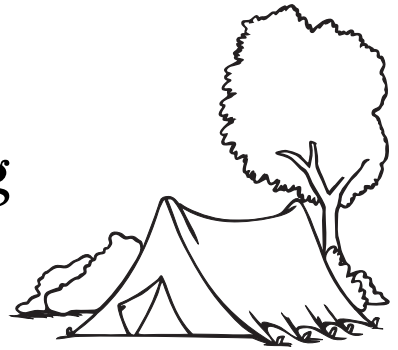
Extension Activity (optional)

- Divide the students into groups of four. Have them think of a new ending for the story *The Three Billy Goats Gruff*. If time permits, let them dramatize the story with the new ending.

Name _____



Let's Go Camping



Who Will Come:

What to Bring:

What to Do:

At a Glance

FastTrack Phonics

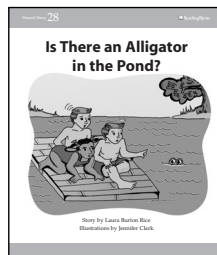


Day 1:
New sound: /ow/ snow

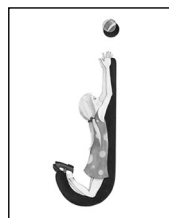
Day 2:
FTP Assessment 7
SOLO Assessment 7

Day 3: Review lesson

Shared Story



Shared Story:
*Is There an Alligator
in the Pond?*
by Laura Burton Rice



Review Sound: /j/

Strategies/Skills:

Previewing

Predicting

STaR

STaR Story:
*Trosclair and
the Alligator*
by Peter Huggins

Students will identify
the theme of a story and
whether the story is real
or fantasy.

Students will use the
Writing Strategies Bank
to write a sentence
with one or more STaR
vocabulary words.

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

Adventures in Writing

Students will write about
a swimming trip they will
take 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.

Students will use the
Editing Checklist to check
their own work and their
partners' work to identify
and correct errors.

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 27
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 50*

Cami puppet

Partner Practice Booklet 5

*Reading Reels for Roots DVD**

Shared Story

Shared Story 28:
Is There an Alligator in the Pond?

Language development cards for lesson 28*

Key card for "j"*

Word cards*

Reading Strategy Cue Cards

*Reading Reels for Roots DVD**

STaR

STaR story: *Trosclair and the Alligator*

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 27. 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 /ow/ (snow)

Say-It-Fast (optional)

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

/h-i-ll/	<i>hill</i>	/c-oa-t/	<i>coat</i>
/f-i-ve/	<i>five</i>	/k-i-te/	<i>kite</i>
/b-oot-s/	<i>boots</i>	/n-e-s-t/	<i>nest</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 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:
grow...glow...low...log...dog...fog...fox...box...ox...ax
- 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 /ow/ in each of the following words:

blow low glow

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

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

Stretch and Read with the New Sound

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

grow low glow

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 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 “ow” key card, and explain that some of the words the students will write will use the /ow/ 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.

- Show the “o_e” key card. Tell the students to use “o_e” when they hear /o_e/ in the words below.

hope smoke bone

- Show the “ow” (snow) key card. Tell the students to use “ow” when they hear /ow/ in the words below.

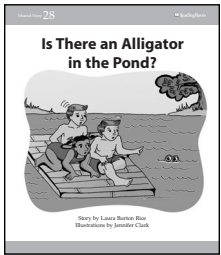
grow show glowing

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

Do not slip in the snow!

- Discuss the meaning of the sentence briefly. Have partners work separately 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 to partners who correctly tell you how to write the sentence.

Team Celebration Points
→



Whole Group Response
→

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 *Is There an Alligator in the Pond?* I see Jim, Jack (point), and Deena. Point. They're on a raft (point) in a pond. Point. The kids look scared. Do you think this (point to the eyes) could be an alligator? (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 5. **Here the kids are swimming and having fun at the pond. I don't see any alligators, do you? (WGR)** Display page 7. **Now the kids see something. It looks like an alligator. I wonder what they'll do? We'll have to read 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 28 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

bank	jam sandwiches
jeep	alligator
pond	creek
raft	picnic mat

Video Words



legs	jump
jog	bank
just	a lot
jam	green



Animated Alphabet



The Sound and the Fury

Green Words

alligators	jeep
jam	jogged
take	or
swim	arms
eat	swim
jump	just
green	if
raft	sandwiches

Red Words

don't	onto
when	heard

Readles

bird

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 28 of *Reading Reels for Roots*, or display the key card for "j."
 - **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 for page 1.
 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. As a part of this discussion, partners share a word that was difficult for them and the strategy they used to read it.
 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 28 Day 1

Monitor

- Repeat steps 1–6 for the remainder of the pages, having the students alternate which partner reads first. Monitor partner reading to make sure that partners continue to alternate reading and retelling on each page and to ensure that they are helping each other effectively. Encourage the students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages on Day 2. Partner B begins to read the first page on Day 2.

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 the children do at Alligator Pond?** [*They went swimming.*]
 2. **Why were the children afraid?** [*They thought that an alligator was in the pond.*]
 3. **Was an alligator making the splash?** [*No. A frog was splashing.*]
 4. **What did the children do after they swam?** [*They had a picnic. They ate jam sandwiches.*]
- 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

glide	swamp
alone	pursued

Background Words

cousins	beehive
stung	never

STaR

STaR story:

Trosclair and the Alligator

Written by Peter Huggins

Illustrated by Lindsey Gardiner

Summary: *Trosclair loves living on the bayou. He enjoys traveling in his pirogue to visit family and go on hunting expeditions. When Trosclair ignores his father’s warnings about Gargantua and goes into the swamp alone, he has an unexpected encounter with the rogue alligator. Trosclair tricks the alligator into eating the beehive instead of his dog. Gargantua swims off, never again to be seen in the swamp.*

Lesson 28 **Day 1**

Teacher’s Note: The pages of this book are not numbered. Before reading, number the pages. Page 2 begins, “Trosclair loved living....” Preread the story before reading it to the students to become familiar with the Creole dialect the author uses in the book. Note that in the main character’s name, the “o” is a long “o” and the “s” that follows it isn’t pronounced. The word “pirogue” is pronounced pirō.

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 *Trosclair and the Alligator*. Let’s look at the picture on the front cover.** Point out the alligator in this illustration. Ask the students if they’ve seen an illustration in another Shared Story that reminds them of this one. Wait for the students’ responses. Hold up the Shared Story *Is There an Alligator in the Pond?* and point to the eyes in the water. **The children in this story thought this animal was an alligator, but it was really a [frog]. I wonder if the alligator in the STaR story could turn out to be a frog too.**
- Open the book to show the front and back covers. **Which character do you think is Trosclair? Why do you think that?** Wait for the students’ responses. **Where are Trosclair, his dog, and the alligator?** Wait for the students’ responses. **They are in a place where there is water everywhere, even around the trees. This place is called a swamp. There are places in the southern part of the United States, like Louisiana, where there are swamps. The people who live near the swamps use small boats, like canoes, to travel from place to place. The water is still, so the boats can glide smoothly along.**
- Many of the people in this part of the country are members of a cultural group known as Cajuns. They speak a mixture of languages known as Creole and have some special words, like “bayou” for “swamp” and “pirogue” for “boat.” They also speak in their own special way, called a dialect.
- Page 6: **It looks like Trosclair and his dog are all alone in the swamp. Where do you think Trosclair is going in his pirogue with his dog?** Wait for the students’ responses. **I wonder if they’ll see the alligator there.**
- Page 17: **Trosclair and his dog are up in a tree, and the alligator is looking up at them. I wonder if the alligator has them trapped there.**
- 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
glide	4	move smoothly	Claire likes to <i>glide</i> along the river in her canoe.
swamp	4	low land covered by water	Picture Walk, front and back covers Tyrice carefully guided the boat around the big tree roots in the <i>swamp</i> .
alone	12	by oneself	Picture Walk, page 6 Amanda doesn't like to be <i>alone</i> in the dark.
pursued	20	chased	Ava <i>pursued</i> the runaway dog down the street.

- 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
cousins	2	relatives	Tamara's aunt invited her to join her <i>cousins</i> for a picnic.
beehive	8	bee's house	Sara watched the bees going into and out of the <i>beehive</i> all afternoon.
stung	19	bit	Trey screamed when the bee <i>stung</i> him on the nose.
never	23	not ever	Neve promised that she would <i>never</i> cross the street alone.

The boy in this story plays with his cousins. Cousins are relatives who are the children of one's aunts and uncles. Do you see your cousins? The students can respond with a show of hands. What do you do with your cousins? What do you do together? Invite the students to briefly describe their experiences. If the students have difficulty, prompt them with questions such as: Do you play games? Do you read stories? Do you go visit at their house?

- When Trosclair goes into the swamp, he sees a beehive. A beehive is a house for bees. Has anyone ever seen a beehive? The students can respond with a show of hands. Invite the students to briefly describe their experiences. If the students have limited language ability, prompt them with questions such as: Where was the beehive? Were there bees around it? Did you tell a grownup about it? If you're not careful around bees and beehives, you might get stung by the bees. Some people never go near bees because they don't want to get stung. Have you ever been stung by a bee? Wait for the students' responses. Being stung by a bee can really hurt or itch. We'll have to read the story to see whether Trosclair gets stung by a bee.

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 boat in the illustration. Trosclair rides in a pirogue. That is what the people who live on the bayou call the small boats they use to visit their families and friends.
Page 5	“Swamp” is a STaR word. A <u>swamp</u> is a low place that is covered with water. Trees and grasses grow in the standing water. Trosclair likes to paddle his pirogue in the <u>swamp</u> even though he's not supposed to go there. Use Think-Pair-Share to ask the students: Why isn't Trosclair supposed to go to the swamp? Wait for the students' responses. Yes, Trosclair's father thinks it's dangerous for Trosclair to go to the swamp because an alligator named Gargantua lives there.
Page 9	Trosclair and his dog Ollie went hunting for turtles. They didn't find any turtles, but they did find something else. Use Whole Group Response to ask the students: What did Trosclair and Ollie find? Use Think-Pair-Share to ask the students: Do you think it's a good idea for Trosclair to climb up a tree to get honey from a beehive? Why (or why not)?

Lesson 28 **Day 1**

- Page 12 **Gargantua tells Trosclair he will leave him alone if Trosclair throws Ollie down. “Alone” is a STaR word that means by yourself, so Gargantua is saying he will leave Trosclair by himself. Gargantua says he will not bother Trosclair. Use Think-Pair-Share to ask: Should Trosclair trust Gargantua? Use Whole Group Response to ask the students: Do you think Trosclair wants to be left alone if it means throwing his dog to Gargantua? Use Think-Pair-Share to ask the students: What do you think will happen to Ollie if Trosclair throws him down to Gargantua? Wait for the students’ responses. Trosclair really has a problem. If you were Trosclair, what would you do? Wait for the students’ responses. Use Think-Pair-Share to ask the students: What are some ways he can solve his problem? Wait for the students’ responses. Let’s read to find out what Trosclair does.**
- Page 17 **Use Think-Pair-Share to ask the students: How did Trosclair solve his problem? Wait for the students’ responses. Yes, he tricked Gargantua into thinking that it was better to have the beehive than Ollie. Use Whole Group Response to ask the students: What was another story we read in which the characters tricked someone who wanted to eat them? Use Think-Pair-Share to ask the students: What do you think will happen next?**
- Page 21 **Gargantua ran as fast as he could to get away from the bees when they pursued him. “Pursued” is a STaR word. Use Think-Pair-Share to have the students discuss the meaning of the word “pursued.” The illustration helps us understand what “pursued” means. Tell your partner what you think “pursued” means. Hold the book so all the students can get a good look. Point to the bees chasing Gargantua. We can tell that “pursued” means chased because we can see the bees chasing Gargantua.**
- Trosclair had to think quickly to solve his problem. He didn’t want to give his dog to the alligator, so he made Gargantua think the beehive was better to have than Ollie. Trosclair solved the problem. He saved Ollie and got rid of the alligator.**
- Page 23 **Use Think-Pair-Share to ask the students: Why didn’t Trosclair go to the swamp alone for a long time?**



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.
- Challenge the students to work with their partners to create complete sentences that contain two of the STaR words.
- 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

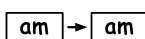
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



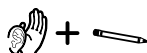
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Lesson 28 **Day 1**

- Restate each of the STaR words.
- Model writing a sentence that contains two of the STaR words. Use the strategies from the Writing Strategies Bank as needed, with an emphasis on the Sound Spelling, Write Sounds That You Know, and Remember a Word strategies. **I will write a sentence with two of the words. My sentence is, “The fisherman will glide across the water in his boat as he fishes all alone.”**
- Ask for student input on ways to make your sentence more interesting. Revise your sentence using some of the students’ suggestions.
- Tell the students to work with their partners to think of sentences that they will write using the STaR words. Encourage the students to help their partners add details to their sentences to make them more interesting.
- Allow time for the students to write their sentences in their partner writing books. Circulate as they write, discussing with the students the strategies that they have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used more than one STaR word in their sentences. 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 were Trosclair and Ollie looking for in the swamp?

At the end of the story, why didn’t Trosclair go to the swamp by himself?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>loves the swamp</i>	Good answer. Can you say that in a complete sentence? <i>He loves the swamp.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "He loves the swamp."</i>
The student responds in a complete, but not very elaborate, sentence. <i>He loves the swamp.</i>	Good answer. Can you add some details to your sentence? <i>He loves the swamp, and he goes there to hunt turtle eggs.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What does he do while he's in the swamp?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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



Homework

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

You will need:**FastTrack Phonics**

Reading Roots Informal
Assessment Booklet

Shared Story

Shared Story 28:
*Is There an Alligator
in the Pond?*

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Reading Celebration
certificates

STaR

STaR story: *Trosclair and
the Alligator*

Story map poster*

Writing Strategies Bank
(teacher created)

Partner writing books
(teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration Points



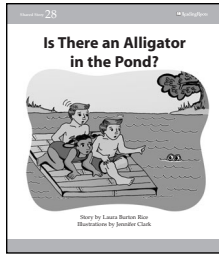
Read &
Respond

**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 7**

- Administer the FastTrack Phonics Assessment 7 and the Structured Oral-Language Observation (SOLO) 7 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. **Where did Jim, Jack, and Deena go?** [*They went to Alligator Pond.*]
2. **Why were they afraid?** [*Jim thought he saw an alligator.*]
3. **What did the children do at Alligator Pond?** [*They swam and had sandwiches.*]

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.

Partner Reading

Teacher's Note: Before beginning Partner Reading, complete Guided Partner Reading if you were unable to do so on Day 1.

- **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.
- 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 28 **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. When the class is finished, have partners share their written answers.

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 27.

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 Trosclair and the Alligator.*]

Where does Trosclair glide to when he is in his boat? [*Trosclair glides to the swamp.*] **Have you ever been in a boat that glides on the water? Where did you go?**

Display page 2. **What do Trosclair and his cousins do together? What do you like to do when you visit with your cousins?**

Why was Trosclair supposed to stay out of the swamp? [*Trosclair was supposed to stay out of the swamp because Gargantua the alligator lived there.*] **Have you ever seen a swamp? Tell something about the swamp.**

Display page 8. **Why did Trosclair climb the tree to get to the beehive? Would you like to eat honey from a beehive?**

What did Trosclair have to do so Gargantua would leave him alone? [*He had to throw Ollie to Gargantua.*] **Have you ever told someone to leave you alone and not bother you?**

Display page 19. **What happened when the bees stung Gargantua's mouth?**

Where did Gargantua go when he was pursued by the bees? [*He ran into the swamp.*] **Have you ever been pursued by something or someone?**

Display page 23. **Why does Trosclair tell his father that Gargantua will never come back to the swamp? Do you think Gargantua will come back? Why (or why not)?**

Story Map →

- Display and review the story map with the students. Tell the students what each part of the map means (title, characters, setting, problem, solution, and important events).
- Ask the students to help you identify the elements of the story map in the STaR story. **Let's use our story map 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?** [*Trosclair and the Alligator.*]

Think-Pair-Share →

- T-P-S: **Where did the story happen? What is the setting?** [*The setting for this story is the swamp.*]
- T-P-S: **Who are some of the characters in the story?** [*Trosclair, Ollie, Gargantua, and Trosclair's father.*]

Lesson 28 **Day 2**

- T-P-S: **One important event in the story is Trosclair's father tells him to stay out of the swamp. What are some other important events in the story?** *[Trosclair goes to the swamp. Gargantua, the alligator, trapped Trosclair and Ollie in a tree. Trosclair dropped the beehive into Gargantua's mouth. Gargantua ran away.]*
- T-P-S: **What is the problem in the story?** *[Gargantua trapped Trosclair and Ollie in a tree.]*
- T-P-S: **What was the solution? How was the problem solved?** *[Trosclair tricked the alligator so he and Ollie could get away.]*

Retell

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

Sequence Cards

child rowing canoe
child and dog in tree
bees chase alligator

Option 1: Sequencing

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

Beginning: A child rowing a canoe

Middle: A child and dog in a tree

End: An alligator being chased by bees

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

1. A set of cards for each group

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

2. One card for each group

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

3. Work with a partner.

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

Option 2: Reread the story.

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

What was the main problem for Trosclair?

How did Trosclair solve the problem with the alligator?



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

Random Reporter →
Team Celebration Points →

STaR Writing

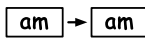
Writing Strategies Bank



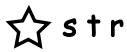
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



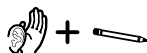
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Lesson 28 **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 using strategies from the Writing Strategies Bank as needed by your students.
- Allow time for the students to write their own sentences in their partner writing books. Circulate as they write, discussing the strategies that the students have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used the strategies that you have introduced. Display the writing on a special writing celebration bulletin board.
- 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:

Who is Gargantua?

Why did Gargantua leave Bee Island far behind him?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>alligator</i>	Good answer. Can you say that in a complete sentence? <i>Gargantua is an alligator.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Gargantua is an alligator."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Gargantua is an alligator.</i>	Good answer. Can you add some details to your sentence? <i>Gargantua is an alligator that attacks animals in the swamp.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What is so frightening about Gargantua?</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**

FastTrack Phonics
review lesson

Partner Practice
Booklet 5

*Reading Reels for
Roots DVD**

Shared Story

Shared Story 18:
*Is There an Alligator
in the Pond?*

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Adventures in Writing

Copies of the blackline
master for lesson 28

Alphie and Bett puppets

Bett's writing paper
(teacher prepared)*

Editing Checklist
(teacher prepared)

*Not needed for interactive whiteboard users

Team Celebration Points



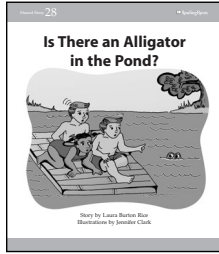
Read &
Respond

**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 23: /er/, /ue/, and /ai/
 - Optional Review Lesson 24: /igh/ and /ow/ (snow)



Shared Story

Partner Word and Sentence Reading

- Have the students sit with their assigned partners. Distribute the Shared Stories, and have the students turn to the list of story words on the inside front cover.
- **We're going to practice reading words and sentences from the story together. Take turns reading each of the words with your partner. When you and your partner are finished, I want you to think about which word was the easiest to read and which word was the hardest to read. Then you can read the sentences.**
- Have pairs read the words together. When they are finished, call on partnerships to tell you which words were easy to read and which words were hard. Encourage the students to share a strategy they used to read a difficult word.
- Award team celebration points to partnerships who share a strategy they used to read a difficult word.

Team Celebration Points →

Partner Reading

- **Now we're going to read the story with our partners, just like we did yesterday. Since we already know what happens in the story, we can use this time to practice reading in our best storytelling voices. A storytelling voice is nice and smooth. Let's practice that today as we read the story together.**
- Monitor 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.
- If any student reads smoothly and expressively, place a sticker beside the story title on that student's Fluency Flyer. Award team celebration points to any student who earned a sticker.

Focus on Fluency →

Reading Smoothly
with Expression

Monitor →

Team Celebration Points →



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 28.



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 wrists, etc.) if the sentence is silly.
- Call on a student to share his or her answer. If the sentence is silly, be sure to ask the student to tell why.
- Review word meanings with examples and definitions as necessary.
 1. Terrence thinks it is **exciting** to zoom down hills on his bike. [*sensible*]
 2. At the fish store, Alexa picked out a **whale** for the aquarium in her bedroom. [*silly*]
 3. The lion **roared** so softly we couldn't hear him. [*silly*]
 4. Trey and Gilliam play soccer in the **swamp**. [*silly*]
 5. Benjamin thinks it is **impossible** to eat soup with a fork. [*sensible*]
 6. Shanae and Jocelyn walked across the **bridge** so they wouldn't get their feet wet in the stream. [*sensible*]
 7. Jackson laughed when the bee **stung** him. [*silly*]
 8. Franco was happy when all his friends arrived because he likes to be **alone**. [*silly*]
 9. LaRue likes to go to the **river** to watch the skateboarders practice. [*silly*]
 10. Ray wants to **travel** to nearby places when he grows up. [*silly*]

Adventures in Writing

Prewriting

- Have the students gather in front of the board. Introduce the activity. **We read a story about Jim, Jack, and Deena going swimming. Today we are going to plan and write about a swimming trip that we will take with a friend.** Display the blackline master. **This paper is going to help us organize our ideas and write our stories. I'm sure Alpie will want to help us.**
- Use the Alpie puppet to model how the students will use the graphic organizer from the blackline master to guide them as they write a story about going swimming with a friend.
- As Alpie: **Hi, everyone! You read a book called *Is There an Alligator in the Pond?* I got really excited when I saw this book because I thought I would read about an alligator like me! Was there an alligator in the pond?** Use Whole Group Response to have the students answer.
- **Even though there wasn't an alligator, I liked reading about the swimming trip. We're going to pretend that we are taking a swimming trip with a friend. I'll look at the paper your teacher put up to help me think about what to write.**
- Point to the word "Who" on the blackline master. **That word is "Who." Hmm. I guess that means I need to think about with whom I am going swimming. I'll think.** Pause. **Now I'll say it: Cami. Oops! I need to say that in a complete sentence. Can you help me?** Use Think-Pair-Share to have the students respond. **My sentence will be, "I am going swimming with Cami."** Model writing the sentence on the organizer using the writing strategies most needed by the students.
- Point to the word "Where." **The next part of the paper says, "Where." That means I need to think about where Cami and I will go swimming. Hmm. What are some places that Cami and I could go swimming?** [*A lake, a pond, a swimming pool, the ocean, etc.*] Use Think-Pair-Share to have the students respond. **I would like to write about going swimming in a pond. How can I say that in a complete sentence?** Use Think-Pair-Share to have the students respond. Model writing the sentence on the organizer.
- Point to the word "What." **The last word says, "What." I can tell what Cami and I will do when we go swimming. What are some things that we could do when we swim?** [*Splash, play water games, jump off the diving board, etc.*] Use Think-Pair-Share to have the students respond. **I will write that we will jump into the pond.** Model writing the sentence on the organizer.

Partner Planning

- Have the students talk with their partners about what they will write about going swimming with a friend. Remind them to tell with whom they will go swimming, where they will go, and what they will do while swimming.
- Encourage the students to help their partners think of details that will make their sentences more interesting.

Writing

Drafting

- Have the students return to their seats. Distribute copies of the blackline master to the students. If you are not using the blackline master, the students can use writing paper.
- Tell the students it's their turn to write about their swimming trips. They will write their sentences in the appropriate sections of the graphic organizer.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words the students do not know how to write.

Checking

Editing Checklist

.....

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

- Bring out the Bett puppet, her completed paper, and the Editing Checklist chart. Explain to the students that Bett has also written a story about going swimming with a friend. She would like them to help her check her paper.

Lesson 28 **Day 3**

- Display Bett's chart paper. Have Bett read each sentence on her paper. Then use the Editing Checklist to guide the students to check for mistakes.

Bett's Adventures in Writing

A Swimming Trip

Who: I will go swimming with Cami.

Where: We will go swimming at the pool

What: we will splach water on each other!

- As Bett: **The first thing that our checklist tells us to look for is capital letters at the beginning of each sentence. Do all of my sentences begin with a capital letter?** Pause for the students to respond. **Oh, I forgot about that in my third sentence. I will fix it.** Make the correction on the chart paper.
- **Do all names in my sentences begin with a capital letter?** Pause for the students to respond. **Yes, there is only one name, Cami, and I did remember to use a capital letter.**
- **Next, I will check for ending marks. Do all of my sentences end with either a period or an exclamation mark?** Pause for the students to respond. **Oh, I forgot to put a period at the end of the second sentence.** Make the correction on the chart paper.
- **Finally, I will check for spelling mistakes. Do you see any words that I misspelled?** Pause for the students to respond. **Oh, I wrote "ch" at the end of "splash," and those letters make the /ch/ sound. "Splash" has the /sh/ sound. What letters make the /sh/ sound?** Use Think-Pair-Share to have the students respond. Make the correction on the chart paper.
- As the teacher: **Good work, class! You really helped Bett make her paper just right. Now I want you to do the same thing to your papers. Reread them ONE more time VERY carefully to your partner. You and your partner may find some things that you need to fix, just like Bett did. You can use the Editing Checklist to help you remember what to look for.**
- Ask the students to take turns rereading their sentences to their partners. Partners should look together to identify and correct mistakes. The students should only correct mistakes in writing on their own papers.
- Monitor the students as they edit their papers. 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	Each section of a student's graphic organizer should contain a complete sentence that makes sense.
Identifies and Corrects Errors	The students, working together with their partners, should be able to identify and correct errors in the categories specified on the Editing Checklist.
Writes with Quality and Quantity	The students are required to write a minimum of three sentences for this assignment. Quality sentences will contain additional details that make them more interesting and/or 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. A partner may have provided ideas to make the sentences more interesting or helped the student to correct an error.

Lesson 28 **Day 3**

Team Celebration Points

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

Team Celebration Points

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

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 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.

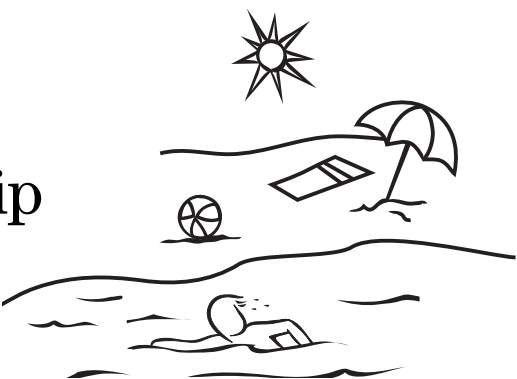
Expanded Silly or Sensible? *(optional)*

- 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 _____



A Swimming Trip



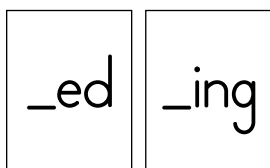
Who:

Where:

What:

At a Glance

FastTrack Phonics

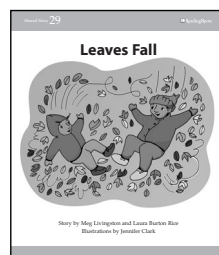


Days 1 and 2:
Adding /_ed/ and /_ing/
to "silent e" words

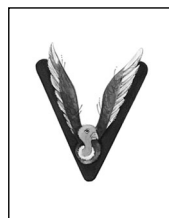


Day 3:
New sound: /aw/

Shared Story



Shared Story:
Leaves Fall
by Meg Livingston and
Laura Burton Rice



Review Sound: /v/

Strategies/Skills:

Previewing

Predicting

STaR

STaR Story:

Trees Around the World
by Lucy Wilson

Students will identify the
topic of a text and tell
why they think the author
wrote about it.

Students will use the
Writing Strategies Bank
to write a sentence
with one or more STaR
vocabulary words.

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

Adventures in Writing

Students will write
descriptions of trees
during different seasons.

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

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

Students will use the
Editing Checklist to check
their own work and their
partners' work to identify
and correct errors.

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 28
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 51*

Alphie puppet

Letter-Blending Cards*

Green index cards, paper, or tagboard*

Partner Practice Booklet 6

*Reading Reels for Roots DVD**

Shared Story

Shared Story 29:
Leaves Fall

Language development cards for lesson 29*

Key card for "v"*

Word cards*

Reading Strategy Cue Cards

*Reading Reels for Roots DVD**

STaR

STaR story:
Trees Around the World

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 28. 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.

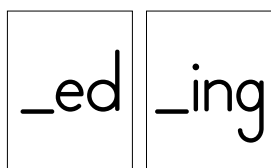
Team Celebration Points →



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 Cards

FastTrack Phonics

Presenting /_ed/ and /_ing/ (silent 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.

beep	/b-ee-p/ (3)	boy	/b-oy/ (2)
chain	/ch-ai-n/ (3)	duck	/d-u-ck/ (3)
lock	/l-o-ck/ (3)	space	/s-p-a-ce/ (4)

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

vat row fuzzy



Partner Practice Booklet 6

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 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.

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.

Lesson 29 **Day 1**

Team Celebration Points

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

Quick Erase

- Use the following sequence:
**rain...raining...running...run...fun...fan...fanned...
planned...planning...plan...plow...plowing...plowed**
- 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.

Teacher’s Note—In this lesson, the students will read and write “silent e” words with “_ed” and “_ing” endings. To help them remember that the “silent e” pattern that makes the first vowel long does not change when the ending is added, we will tell a story about “e”’s shy personality. Because it is so shy, the “e” hides whenever an ending like “_ed” or “_ing” comes along. Because no new letter group is introduced in this lesson, the lesson activities have been modified.

Find the Missing letter

- Write each of the words below on the chalkboard, and have the class read them.

bake ride hope

Think-Pair-Share

- Say: **You can see an “e” at the end of each word, but it doesn’t make any sound. It’s a little shy when it is put at the end of a word like that. Have you ever known anyone who was shy? Do you have a shy little brother or sister? (T-P-S) Does your shy cousin hide sometimes because he or she is shy? Well, the shy “e” sometimes hides too. In fact, it is so shy that whenever you add an “_ed” or “_ing” ending, it hides! Watch this. I want to write “baking.” (I am baking cupcakes.) I’ll start with “bake.” Write “bake.” When I start to add the “_ing” ending, the “e” is so shy that it hides! Erase “e” and add “ing.” Read this word for me. [Baking.] The “a” still says /a_e/ as in “bake,” but the “e” is hiding.**
- Let’s try “ride.” I want to write “riding” in this sentence: **Shawn is riding his bike. I’ll start with “ride.” Write “ride.” When I start to add the “_ing” ending, the “e” is so shy that it hides! Erase “e” and add “ing.” Read this word for me. [Riding.]**

ing

Interactive
Whiteboard Users

Method varies



Partner Practice
Booklet 6

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 the “ing” ending on a card, and use it to cover the “e” in the “i_e,” “a_e,” or “o_e” words. Say each word in Alphie Talk with the class.

drive driving

shake shaking

vote voting

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.

/o_e/ as in joke

/ou/ as in shout

/c/ as in ice

/ow/ as in snow

/ar/ as in car

/igh/ as in light

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.

bake smile

baked smiled

baking smiling



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 *Leaves Fall*. I see Vick (point) and his little sister Eva. Point. They're playing in the leaves. They're wearing jackets, hats, and mittens, so it must be cold outside. They're having fun on a cool day.

*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 6. Vick (point) is raking the leaves with his dad and sister. Display pages 8 and 9. Now that they've raked the leaves into a big pile, they can have some fun. Look at them jump and dive in the leaves! We'll have to read the book to find out what other fun things they do.

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 29 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

dump	jacket
leaves	mittens
plastic bags	rake
storm	van
vest	

Video Words



leaves	rake
cold	red vest
stuff	tan scarf
plastic bag	



Animated Alphabet



The Sound and the Furry

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 29 of *Reading Reels for Roots*, or display the key card for "v."
- Now let's practice reading some words. Show the video segments for Finger Detective and Sound It Out.

Lesson 29 Day 1

Green Words

bagging	vest
dived	van
dump	finished
jacket	leaf
raking	stuffed
tossed	mittens
piles	plastic
leaves	little

Red Words

good	as
cold	want

Readles

house

Monitor

Teacher Shared Story

- Select three to five Green Words to stretch and read with the students. Explain how to pronounce words that end in “_le” such as “little.”
- 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 for page 1.
 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. As a part of this discussion, partners share a word that was difficult for them and the strategy they used to read it.
 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 29 Day 1

Monitor

- Repeat steps 1–6 for the remainder of the pages, having the students alternate which partner reads first. Monitor partner reading to make sure that partners continue to alternate reading and retelling on each page and to ensure that they are helping each other effectively. Encourage the students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages on Day 2. Partner B begins to read the first page on Day 2.

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. **How do Vick and Eva help Dad?** *[They rake the leaves and put them in bags.]*
 2. **How do Eva and Vick have fun in the leaves?** *[They jump in the piles of leaves and throw leaves at each other.]*
 3. **Where do Dad, Eva, and Vick go at the end of the story? Why?** *[They go to the dump to take away the bags 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

Pods	type
blossoms	beside

Background Words

leaves	special
branches	bark

STaR

STaR story:

Trees Around the World

Written by Lucy Wilson

Summary: *This expository text, as the title implies, introduces a variety of trees found in various parts of the world. The text focuses on the unique features of each tree in addition to features shared by all trees. The photographs reinforce the text to support the reader’s understanding.*

Preview

Think-Pair-Share

- Display the front cover of the book, and read the title and author while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts of the text, without giving away the ending. Review the underlined STaR words as appropriate.
- **Cover: The name of the book is *Trees Around the World*. Look at the picture on the cover. How does the picture on the cover help you know this book will be about different kinds of trees?** (T-P-S)
- **This book is an expository text. We’ve read some other expository texts, books that tell information about something. What are some of the other expository texts we’ve read?** Wait for the students’ responses. If the students need help remembering, you might show the covers of previous expository texts such as *Birds*, *Ice Cream: The Full Scoop*, *Beaks*, *Head Louse*, or *Let’s Go Camping!*
- **What do you think this book gives information about?** Wait for the students’ responses. **Yes, this book gives information about trees. Let’s look at some of the features this book has that are like some of the other expository books we’ve read.** Point out the table of contents, and read the names of the chapters. **How do we know where to find information about each type of tree listed in the table of contents?** (T-P-S) **Yes, there is a page number across from the name of the type of tree. Point out the word “glossary.” A glossary isn’t a tree like the other words in the table of contents. What do you remember about a glossary?** Wait for the students’ responses. **The glossary is a little dictionary that tells the meanings of words used in the book.**
- **Page 3: Point to the kapok tree. Look at the pods on the kapok tree. Pods are little pouches that hold the seeds of the kapok tree.**
- **Page 5: Point to the blossoms on the apple tree. This apple tree is covered with blossoms. Blossoms are the flowers on a tree.**
- 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
Pods	3	seed pouch	Picture Walk, page 3 String beans have seeds in them. String beans are seed <i>Pods</i> .
type	4	kind	Ida likes the <i>type</i> of game that can be played outside.
blossoms	5	flowers	Picture Walk, page 5
beside	7	next to	Keenan kept his dog <i>beside</i> him so she wouldn't get lost in the crowd.

- 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
leaves	1	green flat parts of a tree	In the summer, the <i>leaves</i> on the tree in Michael's yard make shade for the children to keep cool.
special	2	unusual	Jonnie taught Kyle a <i>special</i> way to tie his shoes that Kyle had never seen before.
branches	3	parts of a tree that grow from the trunk	Alex can climb the tree without help because the <i>branches</i> are low on the trunk.
bark	4	covering of a tree	Carlos pulled the <i>bark</i> off the tree and saw the wood underneath.

This book is about different kinds of trees. Even though there are many different kinds of trees, they are alike in some ways. The leaves on trees are usually green and flat although they are often different sizes.

Some trees have special features. When something is special, it is different from others in some way. Each of you is special. Invite the students to tell how they are special. If the students have difficulty, prompt them with questions such as: **What makes you special? What can you do that is different from other children?**

The branches of trees grow from the tree’s trunk. Some branches are big enough for people to climb. In the story *Trosclair and the Alligator*, Trosclair and Ollie climb up on a tree branch to find honey. Have you ever climbed the branches on a tree like Trosclair did?

Usually when we hear the word bark, we think of the sound a dog makes. In this book, the word “bark” names the covering of the tree. The bark protects the inside of the tree.

Interactive Reading

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

Think-Pair-Share →

Page 1 **This part of the book gives information about all trees. Use Think-Pair-Share to ask the students: What are some things that are the same for all trees? Wait for the students’ responses. All trees have roots, a trunk, branches, and leaves. The trees in this book are the same in some ways, but they differ too. As we read about certain trees, let’s think about how each is special and different from the others.**

Page 2 **Palm trees look very different from other trees. Use Think-Pair-Share to ask the students: What is special about palm trees? Wait for the students’ responses. Use Think-Pair-Share to ask the students the question posed in the book. The author of this book asks us the question, “How do you think people get the coconuts from the top of the palm tree?” Wait for the students’ responses. In many places, people pick the coconuts from the palm tree by climbing the tree to get the fruit.**

Think-Pair-Share →

Page 3 **Use Think-Pair-Share to ask the students: Where do kapok trees grow? Wait for the students’ responses. Yes, kapok trees grow where it is warm and there is a lot of rain. Pods grow on kapok trees. “Pods” is a STaR word. Pods are seed pouches. Use Think-Pair-Share to ask the students: What grows in the pods, or seed pouches, of a kapok tree? The kapok pods have fluffy, cottonlike fuzz inside them.**

Lesson 29 Day 1

Page 4 **There are many types of birch trees all over the world. The word “types” is a STaR word that means kinds. In the picture, there are different types, or kinds, of birch trees.** Use Think-Pair-Share to ask the students: **Can you tell the difference between the types of trees?**



Page 5 **Point to the blossoms on the tree. This is a picture of the STaR word “blossoms.” The blossoms are the flowers on the fruit tree. Point to the picture of the orange grove. This is where our oranges for orange juice come from. Show me how you drink nutritious, delicious orange juice.**

Use Think-Pair-Share to ask the students the question the author poses at the end of the page of text.

Think-Pair-Share

Page 6 Use Think-Pair-Share to ask the students: **What makes maple trees look full and bushy?** Wait for the students’ responses. **What is inside the key of a maple tree?**

Page 7 Use Think-Pair-Share to ask the students the question the author poses about why willows are referred to as “weeping.” Wait for the students’ responses. **Yes, the weeping willow’s branches droop, the way a weeping person might look.**

Willow trees often grow beside lakes or rivers. “Beside” is a STaR word that means next to. Use Think-Pair-Share to ask the students: **Why do willow trees grow beside lakes or rivers?**

Page 8 **Evergreen trees are a special type of tree.** Use Think-Pair-Share to ask the students: **How are evergreen trees different from the other types of trees we read about?**

Think-Pair-Share

Page 9 Use Think-Pair-Share to ask the students one or more of the questions posed by the author as time and the students’ attention permit.



Page 10 Point out the vocabulary and definitions in the glossary. Use Think-Pair-Share to ask the students: **Why do you think the author put these words and their meanings in the glossary?**

Use Think-Pair-Share to ask the student: **Why did the author write this book?** *[To tell information about trees all around the world.]*



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.
- Challenge the students to work with their partners to create sentences that contain two of the STaR words.
- 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

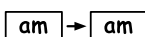
Writing Strategies Bank



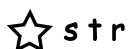
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



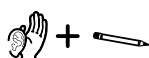
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Lesson 29 **Day 1**

- Restate each of the STaR words.
 - Model writing a sentence that contains two of the STaR words. Use the strategies from the Writing Strategies Bank as needed, with an emphasis on the Sound Spelling, Write Sounds that You Know, and Remember a Word strategies. **I will write a sentence with two of the words. My sentence is, “My mother wants to plant the type of tree that has blossoms in the spring next to our house.”**
 - Ask for student input on ways to make your sentence more interesting. Revise your sentence using some of the students’ suggestions.
 - Tell the students to work with their partners to think of sentences that they will write using the STaR words. Encourage the students to help their partners add details to their sentences to make them more interesting.
 - Allow time for the students to write their sentences in their partner writing books. Circulate as they write, discussing with the students the strategies that they have used.
 - Select one or two students to share their written sentences with the class. Try to select students who have used more than one STaR word in their sentences. 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 are all trees the same?

What did you learn about fruit trees that you did not know before?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>the same parts</i>	Good answer. Can you say that in a complete sentence? <i>They all have the same parts.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "They all have the same parts."</i>
The student responds in a complete, but not very elaborate, sentence. <i>They all have the same parts.</i>	Good answer. Can you add some details to your sentence? <i>All trees have a trunk and branches.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What parts are the same?</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 51*

Cami puppet

Partner Practice Booklet 6

*Reading Reels for Roots DVD**

Shared Story

Shared Story 29:
Leaves Fall

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for Roots DVD**

Reading Celebration
certificates

STaR

STaR story:
Trees Around the World

Idea tree poster*

Book box items
(see Retell)*

Writing Strategies Bank
(teacher created)

Partner writing books
(teacher acquired)

*Not needed for interactive whiteboard users

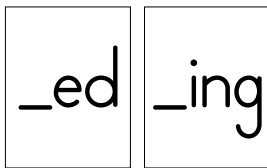
Team Celebration Points



Read &
Respond

**Check Day 1 Homework**

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



Key Cards

FastTrack Phonics

Presenting /_ed/ and /_ing/ (silent e)

Say-It-Fast (optional)

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

/n-u-t-s/ *nuts*

/s-m-o-k-e/ *smoke*

/y-e-l-l/ *yell*

/c-l-e-a-n/ *clean*

/t-r-ee/ *tree*

/s-t-r-i-p/ *strip*

**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 6

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

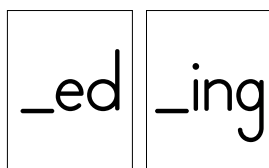
- Monitor the students as they read together. When partners have finished:
 - review any letters that the students seemed to have trouble with during Partner Practice;
 - randomly choose a partnership to read the word box together;
 - have a partnership share a sentence they created; and
 - have a partnership **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:
hike...hiking...liking...like...pike...poke...poking...joking...joke
- 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 Cards

Find the Missing Letter

- Yesterday we discovered that “silent e” is very shy. It hides when the “_ing” ending is added to a word. Let’s see what happens when the “_ed” ending is added. What do you think will happen? (T-P-S) You are right! Shy “silent e” also hides when the “_ed” ending is added.
- Let’s look at a word. I want to write “smiled” in this sentence: The teacher smiled at Darryl. I’ll start with “smile.” Write “smile.” When I start to add the “_ed” ending, the “e” is so shy that it hides! Erase “e” and add “ed.” Read this word for me. [*Smiled.*]

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 class. Take the “_ed” ending card, and use it to cover the “e” on the “i_e,” “a_e,” or “o_e” cards. Say each word in Alphie Talk with the class.

wave waved

slice sliced

joke joked



Partner Practice
Booklet 6

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 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.

Team Celebration Points

Write Words and Sentences

Write words—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.

Tell the students to use “a_e” as in baked.

tape taped

Tell the students to use “o_e” as in joke.

smoke smoked

Tell the students to use “i_e” as in bike.

ride riding

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

Dad baked a pumpkin pie.

- Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentences 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 to partners who correctly tell you how to write the sentence.

Team Celebration Points



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 Eva and Vick do to help Dad?** *[They raked and bagged leaves.]*
2. **What did Eva and Vick have to do before they could go outside?** *[They had to put on jackets, vests, mittens, and hats.]*
3. **How did Eva and Vick have fun raking leaves?** *[They ran and jumped into the piles of leaves.]*

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

Teacher's Note: Before beginning Partner Reading, complete Guided Partner Reading if you were unable to do so on Day 1.

- **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.
- 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

Reading Smoothly
with Expression

Lesson 29 **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. When the class is finished, have partners share their written answers.

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 29.

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 book?** [*The title is Trees Around the World.*]

Display page 1. **Do the trees where you live have leaves like these? How are the trees near you the same as, or different from, these trees?**

Display page 2. **What do you see in the palm tree that makes it special?**

What is inside the Pods on the kapok tree? [*There is fluffy, light-colored fuzz like cotton balls.*] **The fuzz inside the kapok pods can be used...**

Display page 3. **How do the branches on the kapok tree differ from those of the palm tree?**

What is one type of birch tree? [*One type of birch tree is a Chinese red birch.*] **Different types of birch trees can be found...**

Display page 4. **What is the usual color of tree bark? What is different about birch tree bark?**

What trees have beautiful blossoms? [*Fruit trees.*] **The blossoms on fruit trees make them easy...**

Why do willow trees often grow beside a lake or river? [*They often grow by a lake or river because they like a lot of water.*] **Willow trees are often called weeping willows because their shape makes them...**

Idea Tree →

Structure Review

- Display and review the idea tree poster.
- **Let's use our idea tree to help us think about important parts of the book. The big topic of this book is trees.** Write the topic on the trunk of the tree.
- **We will make branches for our tree that show the more important things, or main ideas, that we learned from the book.** Prompt the students to generate a list of things that they 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.
- WGR: **The title tells us what the text is about. What is the title of the text?**
- T-P-S: **How are all trees the same?** [*All trees have roots, a trunk covered with bark, branches, and leaves.*]

Whole Group Response →

Think-Pair-Share →

Lesson 29 **Day 2**

- T-P-S: **What's special about palm trees?** [*Palm trees are tall, the branches are at the top, and some of them grow coconuts.*]
- T-P-S: **Where do kapok trees grow?** [*They grow in tropical climates.*]
- T-P-S: **Where do birch trees grow?** [*Birch trees grow all over the world.*]

Retell

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

Book Box

illustrations of a
tree's parts
palm tree fronds
coconut (shredded
and/or whole)
a seed pod
an apple (or an
orange or other fruit
that grows on trees)
a pinecone

Option 1: Book box

- Fill a box or container with items related to trees. Tell the students that you will pull items out of the book box that will help them remember the book.
- 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 from the book.
- Ask the students to talk in their partnerships about what the item reminds them of from the text.
- Continue pulling items from the box until you have asked questions about all the items.

Examples:

Pull out an illustration of a tree's parts. **This picture helps me to remember that at the beginning of the book, we learned how all trees have the same structure. What are the parts of a tree?**

Pull out the apple. **What kind of tree do apples grow on? What part of the book does this remind you of?**

Teacher's Note: If you can't find small items to fit in the box, you may use pictures or something else to represent 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.

Which trees grow in tropical places?

How do birch trees differ from other trees?

How did evergreen trees get their name?

Why would someone choose to read this book?



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

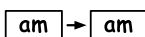
Writing Strategies Bank



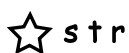
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



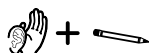
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

- 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 partner writing books. Circulate as they write, discussing the strategies that the students have used.

Lesson 29 **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 so far. 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 grows in kapok tree pods?

How did weeping willows get their name?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>fluffy stuff</i>	Good answer. Can you say that in a complete sentence? <i>Fluffy stuff grows in kapok pods.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Fluffy stuff grows in kapok pods."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Fluffy stuff grows in kapok pods.</i>	Good answer. Can you add some details to your sentence? <i>The fluffy stuff inside kapok tree pods is soft like cotton balls.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What is the fluffy stuff like?</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 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 52*

Alphie puppet

*Reading Reels for
Roots DVD**

Partner Practice
Booklet 6

Letter-Blending Cards*

Green index cards, paper,
or tagboard*

Shared Story

Shared Story #29:
Leaves Fall

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Adventures in Writing

STaR story:
Trees Around the World

Cami's writing paper
(teacher prepared)

Editing Checklist
(teacher created)

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 /aw/

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.

wheel	/wh-ee-l/ (3)	yes	/y-e-s/ (3)
tub	/t-u-b/ (3)	slap	/s-l-a-p/ (4)
nest	/n-e-s-t/ (4)	glass	/g-l-a-ss/ (4)



Animated Alphabet

Class Review—Sounds and Words

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /_ed/ and /_ing/ (silent 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.

Lesson 29 Day 3



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

biting chased van



Partner Practice Booklet 6

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:
snow...show...shop...chop...chip...hip...hit...bit...bite
- 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.

paw jaw law

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

Key picture—Show the key card for “aw.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of two children playing on a seesaw. “I saw a seesaw.” Let’s say that sentence together.** [I saw a seesaw.] Say each word in the phrase, and ask the students to repeat it. Stretch the /aw/ 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 “aw” in the picture. **When I look at the letters “aw,” I think about the phrase “I saw a seesaw.”** Run your finger over the “aw” as you repeat the sound /aw/ three times. **Look really hard at the “aw,” and imagine seeing the seesaw.** Flip the card over so the students can only see the letters “aw.” **What do these letters say?** [responses] Say /aw/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /aw/ when we see these letters. When I point to “aw,” I want you all to say:**

/aw/ “I saw a seesaw.” “aw”

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

paw law jaw

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.



The Sound and the Furry



Partner Practice
Booklet 6

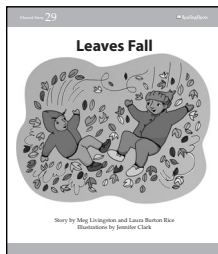
Team Celebration Points

aw**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.

/ai/ as in rain**/a_e/** as in bake**/er/** as in better**/ay/** as in play**/_ed/** as an ending, as in walked**/aw/** as in saw

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.

saw paw draw**law thaw drawing****Shared Story****Partner Word and Sentence Reading**

- Have the students sit with their assigned partners. Distribute the Shared Stories, and have the students turn to the list of story words on the inside front cover.
- **We're going to practice reading words and sentences from the story together. Take turns reading each of the words with your partner. When you and your partner are finished, I want you to think about which word was the easiest to read and which word was the hardest to read. Then you can read the sentences.**
- Have pairs read the words together. When they are finished, call on partnerships to tell you which words were easy to read and which words were hard. Encourage the students to share a strategy they used to read a difficult word.
- Award team celebration points to partnerships who share a strategy they used to read a difficult word.

Team Celebration Points**Focus on Fluency**Reading Smoothly
with Expression**Monitor****Partner Reading**

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

Lesson 29 Day 3

- 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.
- If any student reads smoothly and expressively, place a sticker beside the story title on that student's Fluency Flyer. Award team celebration points to any student who earned a sticker.

Team Celebration Points →



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 29.



Between the Lions

Adventures in Writing

Prewriting

- Have the students gather in front of the board. Draw four boxes, labeling each with a season of the year (spring, summer, fall, and winter.)
- Display the cover of *Trees Around the World*. Review with the students the types of trees that appear in the book. **In *Trees Around the World*, we read about different types of trees. Let's remember some of the trees we read about. Do they remember some of the trees we read about?** Use Think-Pair-Share to have the students respond.
- **Today we are going to think about how trees change during different parts of the year.** Invite the students to think about what types of trees there are where they live and how to describe them during different parts of the year. Ask the students to think about a specific tree that grows in their area and changes from season to season, or they may discuss trees in general. Possible questions about a specific kind of tree include: **Does the tree have leaves on it all year? Are the leaves small or large? How do the leaves change during the year? Does fruit grow on the tree? When does this happen? Does the tree have flowers in the spring? What do the flowers look like?**
- Write descriptive words and phrases that describe the tree during each season in the boxes that you drew and labeled.

Lesson 29 **Day 3**

- Introduce the writing activity. **Today you will write about how trees change throughout the year. You will write sentences to tell about how trees look in the spring, summer, fall, and winter. You can use the words and phrases that we have written on the chart to think about sentences that you can write.**
- **We will need a title for our paper. What is a good title?** [*Trees, How Trees Change, etc.*] Write the title that the class chooses on the board.
- **Now we need a topic sentence. A topic sentence will tell the reader what our paper is about. What can we write for our topic sentence?** [*Trees change during the different seasons of the year.*] Write the topic sentence on the board. Under the topic sentence, write, “In the spring, _____,” “In the summer, _____,” “In the fall, _____,” and “In the winter, _____.”
- **On your paper, you will copy the title and the topic sentence. Then you will copy and finish these sentence starters to tell about what your tree is like during each season.**

Partner Planning

- Provide time for partners to discuss what they will write about their trees for each season. Remind the students to refer to the descriptive words and phrases that you generated as a class.
- Encourage the students to help their partners think of details that will make their sentences more interesting.

Writing

Drafting

- Tell the students it's their turn to write about how trees change throughout the year. Remind them to first copy the title and topic sentence from the chart or write their own. They should then use the sentence starters to help them begin new sentences that tell about trees during each of the four seasons.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words the students do not know how to write.

Checking

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Lesson 29 **Day 3**

- Bring out Cami, her completed paper, and the Editing Checklist chart. Explain to the students that Cami has also written a story about how trees change. She would like them to help her check her paper.
- Display Cami's paper. Have Cami read each sentence on her paper. Then use the Editing Checklist to guide the students to check for mistakes.

Cami's Adventures in Writing

A Tree Near Me

The cherry tree grows near my home.

In the spring, its pink flowers bloom

in the summer, it has a lot of leaves

In the fall, the leaves turn red and yellow.

In the winter, the cherry tree does not have leaves.

- As Cami: **The first thing that our checklist tells us to look for is capital letters at the beginning of each sentence. Do all of my sentences begin with a capital letter?** Pause for the students to respond. **Oh, I forgot about that in my third sentence. I will fix it.** Make the correction on Cami's paper.
- **Do all names in my sentences begin with a capital letter?** Pause for the students to respond. **I do not have any names in my sentences, so that's okay.**
- **Next, I will check for ending marks. Do all of my sentences end with either a period or an exclamation mark?** Pause for the students to respond. **Oh, I forgot to put periods at the end of both the second and third sentences.** Make the corrections on Cami's paper.
- **Finally, I will check for spelling mistakes. Do you see any words that I may have misspelled?** Pause for the students to respond. **Oh, I could not remember how to spell "leaves." I could look at the cover of our Shared Story to fix it.** Display the cover of the Shared Story *Leaves Fall*. **How can I fix my word?** Correct the word "leaves." The word occurs twice.
- As the teacher: **Good work, class! You really helped Cami make her paper just right. Now I want you to do the same thing to your papers. Reread them ONE more time VERY carefully to your partner. You and your partner may find some things that you need to fix, just like Cami did. You can use the Editing Checklist to help you remember what to look for.**

Lesson 29 **Day 3**

- Ask the students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each paper. The students should only correct mistakes in writing on their own papers.
- Monitor the students as they edit their papers. 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	Each student's sentences should describe how a tree changes throughout the year.
Identifies and Corrects Errors	The students, working together with their partners, should be able to identify and correct errors in the categories specified on the Editing Checklist.
Writes with Quality and Quantity	Each student's writing should include a title, a topic sentence, and at least one sentence for each of the four seasons. 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. A partner may have provided ideas to make the sentences more interesting or helped the student to correct an error.

Team Celebration Points

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

Team Celebration Points

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

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

Extension Activity (optional)

- Have the students work with a partner to draw and label a picture of a tree using the information from the text. **You and your partner will draw a picture of a tree. It can be a real tree, like one of the trees we saw in the book *Trees Around the World*, or it can be an imaginary tree. Be sure that your tree has the structures that all trees have: roots, a trunk covered with bark, branches, and leaves.**
- Ask each partnership to share information about their tree within their teams and explain their tree's appearance. Use the following examples. **Partners, tell your team members about your tree. Be sure to tell why it has the kind of leaves it does or explain any unusual features such as a special seed pod.**
- Ask each team to select a drawing to share with the class if time allows. Use Random Reporter to have the students share with the class. **Choose one tree from your team, and tell the class one thing about that tree.**

At a Glance

FastTrack Phonics



Day 1:

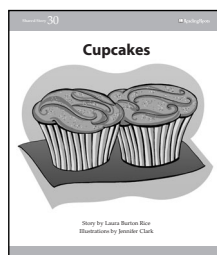
New sound: /aw/



Days 2 and 3:

New sound: /oi/

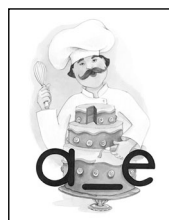
Shared Story



Shared Story:

Cupcakes

by Laura Burton Rice



Review Sound: /a_e/

Strategies/Skills:

Previewing

Predicting

STaR

STaR Story: *Baking a Wonderful Wacky Cake*
by Catalina Castillo

Students will identify the order of information in the text and tell why the author wrote the information in this order.

Students will use the Writing Strategies Bank to write a sentence with one or more STaR vocabulary words.

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

Adventures in Writing

Students will write recipes for cupcakes.

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

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

Students will use the Editing Checklist to check their own work and their partners' work to identify and correct errors.

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 29
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 54*

Cami puppet

Partner Practice Booklet 6

*Reading Reels for Roots DVD**

Shared Story

Shared Story 30: *Cupcakes*

Language development cards for lesson 30*

Key card for "a_e"*

Word cards*

Reading Strategy Cue Cards

*Reading Reels for Roots DVD**

STaR

STaR story: *Baking a Wonderful Wacky Cake*

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 29. 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 /aw/

Say-It-Fast (optional)

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

/b-ea-n/	<i>bean</i>	/c-a-p/	<i>cap</i>
/d-u-m-p/	<i>dump</i>	/g-a-te/	<i>gate</i>
/i-n-ch/	<i>inch</i>	/l-u-n-ch/	<i>lunch</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 6

Partner Practice

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

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:
paw...jaw...law...lawn...fawn...fan...can...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.



Key Card

Hear the New Sound

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

jaw paw saw

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

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

Stretch and Read with the New Sound

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

paw saw law

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 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 6

Team Celebration Points →

Write Words and Sentences

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

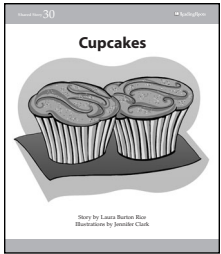
out joy draw
start saw drawing

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 make a drawing of a tree.

- Discuss the meaning of the sentence briefly. Have partners work **separately** 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 to partners who correctly tell you how to write the sentence.

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 *Cupcakes*. Here are two big, delicious cupcakes.** Point to the cupcakes. **What else could we find out about cupcakes in this story? Maybe we'll find out who made the cupcakes and who is going to eat the cupcakes.**

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

Option A: Teacher Overview

- Now let's look through the book to see if we can find out more of what this story is going to be about.
- Display pages 4 and 5. **I see Granddad and lots of kids. It looks like they're all working together to bake something. They must be baking cupcakes!** Display page 9. **They are waiting by the oven. The cupcakes must be baking in there! We'll have to read the rest of the story to find out how the cupcakes turn 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 30 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

bowl	butter
cake mix	cane
cupcakes	eggs
cupcake tin	milk
eggshells	oven
spoon	timer



Video Words

read	list
add	lumps
mash	smells
taste	bake
oven	two
late	clean
hate	plate
cupcakes	



Animated Alphabet



The Sound and the Furry

Green Words

add	ate
baked	bowl
taste	spoons
smell	mix
cupcakes	clean
way	granddad
make	too
batter	butter

Red Words

pulled	ever
read	oven

Monitor



Teacher Shared Story



Word Presentation

- **Let's practice the special letter group we'll see a lot of in today's story.** Play the Animated Alphabet segment for lesson 30 of *Reading Reels for Roots*, or display the key card for "a_e."
- **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 for page 1.
 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. As a part of this discussion, partners share a word that was difficult for them and the strategy they used to read it.
 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 30 **Day 1**

Monitor

- Repeat steps 1–6 for the remainder of the pages, having the students alternate which partner reads first. Monitor partner reading to make sure that partners continue to alternate reading and retelling on each page and to ensure that they are helping each other effectively. Encourage the students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages on Day 2. Partner B begins to read the first page on Day 2.

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 were some of the things the children needed to bake cupcakes?**
[Some things the children needed were eggs, milk, and butter.]
 2. **Why were the cupcakes flat?** *[Jack put in too much milk.]*
 3. **Do you think the children will bake cupcakes again? Why?** *[Yes. The cupcakes were good, and they had fun baking them.]*
- 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

delicious	carefully
level	allow

Background Words

bake	easy
mix	flip

STaR

STaR story:

Baking a Wonderful Wacky Cake

Written by Catalina Castillo

Summary: *This expository text walks the reader through the process of baking a very unusual cake. The text takes the reader through explicit step-by-step directions, beginning with gathering the tools and ingredients needed for this cake. As the text progresses, the reader learns how to prepare the oven, mix the ingredients, test to see that the cake is fully baked, and cool and prepare the cake for tasting.*

Preview

- Display the front cover of the book, and read the title and author while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts of the book, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Baking a Wonderful Wacky Cake* by Catalina Castillo. Look at the picture on the cover. What do you see?** Wait for the students' responses. **What clues does the picture give that help you understand what the book will be about?** (T-P-S) Point out that the illustrations across the bottom of the cover depict the steps involved in baking.
- **This book is an expository text, and it gives information about baking a wacky cake. Let's look inside the book for some more information about baking this cake.**
- Pages 2 and 3: **This looks like a list of ingredients. The ingredients are the foods you need to bake something. Name some of the ingredients listed in the recipe. I wonder if these are the ingredients for a delicious cake. A delicious cake is one that tastes very good.**
- Pages 6 and 7: Point to the illustrations of the ingredients being mixed. **It looks like the ingredients in these illustrations are being mixed. When you mix things, you usually stir them together.** Pantomime mixing ingredients in a bowl. **What else can you mix, besides ingredients, to bake a cake?** 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
delicious	2	good tasting	Samantha's mother made a <i>delicious</i> pie for the bake sale.
carefully	5	exactly	Gillian <i>carefully</i> put the books in a pile so they wouldn't fall over.
level	5	even	Jayden built the block towers to the same height to make them <i>level</i> with one another.
allow	8	let	Keenan's mother doesn't <i>allow</i> him to cross the street alone.

Lesson 30 **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
bake	4	cook	Liz asked her mother to <i>bake</i> a birthday cake for her.
easy	5	simple	Caitlin thinks it's <i>easy</i> to ride a bike.
mix	6	put together	Pantomime mixing ingredients in a bowl.
flip	9	turn over	Pantomime. Keisha likes to <i>flip</i> the pancakes so they cook on both sides.



This book tells how to bake a wacky cake. When you bake a cake, you cook it in a hot oven. Have you ever helped someone bake a cake?

The students can respond by a show of hands. Invite the students to tell about their cake-baking experiences. If the students have difficulty, prompt them with questions such as: **What kind of cake did you bake? Whom was it for? How did it taste? Some people think it is easy to bake a cake, but some people think it is hard. What is something you can do that is easy?**

When you bake a cake, you must mix the cake's ingredients together. You stir them up in a bowl. Pantomime mixing ingredients in a bowl. Will the eggs, sugar, and milk still look like they did when you put them in the bowl? Wait for the students' responses. No. They get all mixed together so they are ready to bake. Pantomime mixing a bowl of ingredients. Let's pretend to mix cake ingredients.

- **When the cake comes out of the oven and cools, you have to carefully flip it out of the pan so it doesn't break into pieces.** Demonstrate flipping a cake pan.

Interactive Reading

Teacher's Note: When reading the book, be sure to point out the illustrations that depict the dry ingredients and mixing the wet ingredients into the dry ingredients. This will help the students recognize the illustrations on the sequence cards in the Day 2 Retell component.

Lesson 30 **Day 1**

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



Page 2 Point out the text bubble at the side of the list of ingredients, and explain that this is a feature of expository text. **Sometimes the author of an expository text puts important information in a box, or a bubble like this one so readers are sure to see it. The author thinks it is important to tell young readers that they should ask an adult to help them make delicious food. “Delicious” is a STaR word that means something that tastes really good. Use Think-Pair-Share to ask the students: What do you like to eat that is delicious?**

Think-Pair-Share

Page 4 Use Think-Pair-Share to ask the students: **What are some of the things you must do before you bake a cake?**

Page 5 **The author gives a list of tools to have ready. When I think of tools, I usually think about hammers and saws. Use Whole Group Response to ask the students: What kinds of tools does the author want the reader to use?**

The author tells readers to measure the ingredients carefully. “Carefully” is a STaR word that means to be exact when you measure. Use Think-Pair-Share to ask the students: Why should you measure the ingredients carefully?

The author tells us to fill the measuring cups so they are level. “Level” is a STaR word. Use Think-Pair-Share to ask the students: What do you see in the illustration that helps you understand that “level” means even?

Think-Pair-Share

Page 6 Use Think-Pair-Share to ask the students: **Why is it important to mix everything properly?**



Page 7 Point to the picture of the liquid measuring cup. **These lines tell us how much liquid is in the measuring cup. Use Think-Pair-Share to ask the students: How does the way you measure dry and liquid ingredients differ? If necessary, point to the picture of the dry ingredients on page 6 to help the students remember the difference.**

There is a special place to pour each of the liquid ingredients into the dry ones. Use Think-Pair-Share to ask the students: When do you mix the ingredients?

Think-Pair-Share

Page 8 Use Think-Pair-Share to ask the students: **Why do you set a timer to ring in thirty minutes?**

When the cake comes out of the oven, you must allow it to cool. “Allow” is a STaR word that means to let the cake cool. Use Think-Pair-Share to ask the students: What do you do after the cake cools for fifteen minutes?

Page 9 Use Think-Pair-Share to ask the students: **What’s the last thing you have to do before you can eat the cake?**



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.
- Challenge the students to work with their partners to create sentences that contain two of the STaR words.
- 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

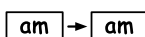
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



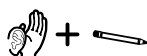
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Lesson 30 **Day 1**

- Restate each of the STaR words.
 - Model writing a sentence that contains two of the STaR words. Use the strategies from the Writing Strategies Bank as needed, with an emphasis on the Sound Spelling, Write Sounds that You Know, and Remember a Word strategies. **I will write a sentence with two of the words. My sentence is, “We had to allow the delicious cookies to cool after removing them from the oven before we could eat them.”**
 - Ask for student input on ways to make your sentence more interesting. **Can anyone think of something that I could add to my sentence to make it more interesting?** Use Think-Pair-Share to have the students respond. Revise your sentence using some of the students’ suggestions.
 - Tell the students to work with their partners to think of sentences that they will write using the STaR words. Encourage the students to help their partners add details to their sentences to make them more interesting.
 - 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 more than one STaR word in their sentences. 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 do you need a recipe to make a wacky cake?

Why is it important to mix the ingredients well?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>what you need</i>	Good answer. Can you say that in a complete sentence? <i>A recipe tells what you need to make the cake.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "A recipe tells what you need to make the cake."</i>
The student responds in a complete, but not very elaborate, sentence. <i>A recipe tells what you need to make the cake.</i>	Good answer. Can you add some details to your sentence? <i>A recipe tells the ingredients you need to make the cake.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What's the word for the "things you need"?</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 53*

Alphie puppet

Letter-Blending Cards*

Green index cards, paper, or tagboard*

Partner Practice Booklet 6

Reading Reels for Roots DVD*

Shared Story

Shared Story 30: *Cupcakes*

Reading Strategy Cue Cards

Fluency Flyers

Reading Reels for Roots DVD*

Reading Celebration certificates

STaR

STaR story: *Baking a Wonderful Wacky Cake*

Idea tree poster*

Sequence cards

Writing Strategies Bank (teacher created)

Partner writing books (teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration Points →



Read & Respond

**Check Day 1 Homework**

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



Key Card

FastTrack Phonics

Presenting /oi/

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)	whip	/wh-i-p/ (3)
cream	/c-r-ea-m/ (4)	tray	/t-r-ay/ (3)
snail	/s-n-ai-l/ (4)	pine	/p-i-ne/ (3)



Animated Alphabet

Class Review—Sounds and Words

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /aw/. **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 30 **Day 2**



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—Stretch and read the words below. Use the Finger Detective to cover the ending or break the word into parts. Remind the students that compound words can be broken into parts.

sawmill raced her



Partner Practice Booklet 6

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:
paw...jaw...jam...ham...hay...day...lay...ray...gray
- 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.

coin join foil

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

Key picture—Show the key card for “oi.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of two women singing. One has a little voice, and the other has a big voice. “Little voice, big voice.” Let’s say that sentence together.** [*Little voice, big voice.*] Say each word in the phrase, and ask the students to repeat it. Stretch the /oi/ 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 “oi” in the picture. **When I look at the letters “oi,” I think about the phrase “Little voice, big voice.”** Run your finger over the “oi” as you repeat the sound /oi/ three times. **Look really hard at the “oi,” and imagine seeing the little voice and the big voice.** Flip the card over so the students can only see the letters “oi.” **What do these letters say?** [*responses*] Say /oi/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /oi/ when we see these letters. When I point to “oi,” I want you all to say:**

/oi/ “Little voice, big voice.” “oi”

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

coin join soil

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 6

Team Celebration Points

oi

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.

/ee/ as in tree

/or/ as in horse

/oy/ as in toy

/_y/ as in happy

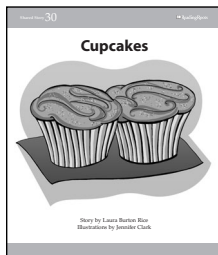
/ue/ as in blue

/oi/ as in join

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.

join foil spoil

boil coin *spoiled

**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 was wrong with the way Jim added the eggs?** [*Jim threw in the eggs with the shells.*]
2. **What was wrong with the way Jim buttered the tins?** [*Jim just tossed a lump of butter in the tin instead of rubbing a little butter in each cup.*]
3. **What happens when you put too much milk in the cupcake mix?** [*The cupcakes turn out flat.*]

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

Teacher's Note: Before beginning Partner Reading, complete Guided Partner Reading if you were unable to do so on Day 1.

Focus on Fluency

Accuracy

- **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.
- 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. When the class is finished, have partners share their written answers.

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 30 **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 30.



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 Baking a Wonderful Wacky Cake.*]

What delicious food does the book tell us how to bake? [*It tells us how to bake a delicious wacky cake.*] **Have you ever baked a cake?**

Display page 4. **How hot does the oven need to be to bake the wacky cake?**

Why is it important to measure the ingredients for a cake carefully? [*If you're not careful, the cake may taste funny.*] **Have you ever had to do something carefully? What was it?**

Display page 5. **Why are the directions for baking this cake easy to follow?**

How do you make sure the dry ingredient in the measuring cup is level? [*You put the flat edge of a knife against the edge of the cup and put any extra flour back into its container.*] **Have you ever tried to make something level? What was it?** Display page 6. **What tool can you use to mix the ingredients well?**

How long do you allow the cake to cool after you take it from the oven? [*You allow the cake to cool for fifteen minutes.*] **Have you ever felt like you couldn't wait for something? Was it hard to wait?**

Display page 9. **And finally, why do you flip the baking pan?**

Structure Review

Idea Tree

Blackline master
provided

- Display and review the idea tree poster. Tell the students that each branch tells us important details from the text.
- Prompt the students to generate a list of main ideas and supporting details from the text. Record the topic of the book on the trunk of the tree. Draw branches to record other information as the students share.
- Use the question below, if needed, to help students remember information from the book.

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: What do you think the topic of this book is?** Provide choices such as how to bake a cake, eating cake is fun, cakes are delicious, etc.
- **T-P-S: What would one main idea be?** *[Preparing the tools, preparing the ingredients, mixing dry ingredients, mixing wet ingredients, etc.]*
- **T-P-S: What are some supporting details for the main idea “preparing the tools”?** *[Be sure the rack is in the middle of the oven, preheat the oven to 350 degrees, grease the baking pan, etc.]*

Retell

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

Sequence Cards

ingredients and tools
mixing dry ingredients
mixing wet ingredients
into dry
oven
finished cake

Option 1: Sequencing

- Use the suggested pictures from the text that imply a sequence, and hand out a picture to each group of students. Tell, or remind, the students about the importance of knowing the order of events in a book.
- Tell the students to talk in their groups about what order the pictures on the cards go in. Prompt the students with the sequence words “beginning,” “middle,” and “end” for stories or “first,” “next,” and “last” for expository texts.
- Ask the class which picture goes first, or at the beginning. Ask that group to stand at the front of the class holding their picture so the rest of the class can see it. Continue in this manner until the groups are in the correct sequence.
- Reinforce the text’s sequence of events using sequence words.

First: ingredients and tools

Next: mixing dry ingredients

Next: mixing wet ingredients into dry

Next: oven

Last: finished cake

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

Lesson 30 **Day 2**

1. A set of cards for each group

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

2. One card for each group

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

3. Work with a partner

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

Option 2: Reread the story.

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

Why do you put all the ingredients and tools in one place when you bake a cake?

Where do the wet ingredients go after you measure them?

Finally, how do you test a cake to see if it is done?



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



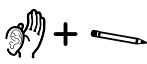
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

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

Lesson 30 **Day 2**

Team Celebration Points

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

Alphie's Questions:

What are some steps for baking a wacky cake?

How do you make the dry ingredients level in a measuring cup?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>mix ingredients</i>	Good answer. Can you say that in a complete sentence? <i>You mix the ingredients to make a wacky cake.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "You mix the ingredients to make a wacky cake."</i>
The student responds in a complete, but not very elaborate, sentence. <i>You mix the ingredients to make a wacky cake.</i>	Good answer. Can you add some details to your sentence? <i>You mix the wet ingredients with the dry ingredients to make a wacky cake.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What ingredients do you mix together?</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 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 53*

Cami puppet

*Reading Reels for
Roots DVD**

Partner Practice
Booklet 6

Shared Story

Shared Story 30:
Cupcakes

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Adventures in Writing

Shared Story: *Cupcakes*

STaR story: *Baking a
Wonderful Wacky Cake*

Alphie puppet

Alphie's writing paper
(teacher prepared)*

Editing Checklist
(teacher created)

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 /oi/

Say-It-Fast (optional)

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

/h-o-me/ *home*

/i-n-ch/ *inch*

/l-o-ck/ *lock*

/n-ai-l-s/ *nails*

/s-e-t/ *set*

/t-r-ee/ *tree*

**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 6

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:
join...coin...coil...oil...boil...foil
- 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 /oi/ in each of the following words:

coin voice foil

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

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

Stretch and Read with the New Sound

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

join coin soil

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 6

Team Celebration Points →

Write Words and Sentences

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

short penny spout

- Tell the students to use “oi” as in boil.

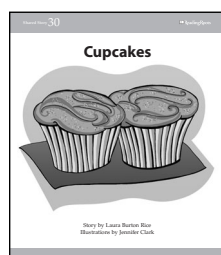
soil join boiled

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 join a baseball team.

- Discuss the meaning of the sentence briefly. Have partners work **separately** 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 to partners who correctly tell you how to write the sentence.

Team Celebration Points →



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 30 **Day 3**

Team Celebration Points

- Have pairs read the words together. When they are finished, call on partnerships to tell you which words were easy to read and which words were hard. Encourage the students to share a strategy they used to read a difficult word.
- Award team celebration points to partnerships who share a strategy they used to read a difficult word.

Focus on Fluency

Reading Smoothly
with Expression

Monitor

Partner Reading

- **Now we're going to read the story with our partners, just like we did yesterday. Since we already know what happens in the story, we can use this time to practice reading in our best storytelling voices. A storytelling voice is nice and smooth. Let's practice that today as we read the story together.**
- Monitor 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.
- If any student reads smoothly and expressively, place a sticker beside the story title on that student's Fluency Flyer. Award team celebration points to any student who earned a sticker.

Team Celebration Points



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 30.



Between the Lions

Adventures in Writing

Prewriting

- Use the blackline master for lesson 30 to guide the students to name the ingredients, tools, and directions for a cupcake recipe. **We've read two books about baking. We know so much about baking now that I think we are ready to write a recipe! We can write a recipe for cupcakes!**
- Point to the title of the blackline master. **"Cupcake Recipe." That means we'll write about what ingredients and tools you need and what steps you have to take to make cupcakes.**

Think-Pair-Share

- Point to the top section of the organizer. **This says, "Ingredients." That means we need to think of the different things that go into the cupcakes. We don't need to think of a whole sentence. When you write the ingredients for a recipe, you can make them in a list. We will separate the ingredients on our list with commas. Can you remember what the kids in the story used to bake cupcakes?** *[Cupcake mix, eggs, milk, and butter.]* Use Think-Pair-Share to have the students respond. Model writing the ingredients, separated with commas, on the organizer.
- Point to the middle of the organizer. **This says, "You will need." That means you need to think of the tools that you will need to make the cupcakes. Can you remember the different kitchen tools the children in the story used?** *[A bowl, spoons, a cup, and a cupcake tin.]* Use Think-Pair-Share to have the students respond. Model writing the names of the tools, separated with commas, on the organizer.
- Point to the last section of the organizer. **This says, "Directions." That means you will need to tell what steps you have to take to make cupcakes. What do we do first?** Use Think-Pair-Share to have the students respond. *[Possible response: Put the cupcake mix in a bowl.]* Model writing a sentence using one of the students' ideas. **Let's read the sentence together.**
- **What do we do next?** Use Think-Pair-Share to have the students respond. *[Possible response: Mix it all up.]* Model writing a sentence using one of the students' ideas.
- Explain the writing activity. **Today you will write your own recipe to make cupcakes. You will need to list the ingredients and tools that you will need, just like we did together. You can use the ones that we thought of together, or you can add others. Then you will need to write sentences that tell the steps that someone must follow to make the cupcakes.**

Partner Planning

- Provide time for partners to discuss the ingredients and tools that they would like to list for their recipes. Remind the students that they will also need to include at least three steps in their recipes. Allow the students to take notes in their partner writing books if needed.

Lesson 30 **Day 3**

- Encourage the students to help their partners think of details that will make their sentences more interesting.

Writing

Drafting

- Distribute a copy of the blackline master for lesson 30. Tell the students it's their turn to write a cupcake recipe.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words the students do not know how to write.

Checking

Editing Checklist

.....

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

- Bring out Alphie, his completed paper, and the Editing Checklist chart. Explain to the students that Alphie has also written a cupcake recipe. He would like them to help him check his paper.
- Display Alphie's paper. Have Alphie read each sentence on his paper. Then use the Editing Checklist to guide the students to check for mistakes.

Alphie's Adventures in Writing

Cupcake Recipe

Ingredients: eggs, butter, milk

You will need: bowl, spoon, a cap, cake tin

Directions: put the cupcake mix in the bowl Add milk and eggs. Mix it up. Put butter in the tin. Put the mix in the tin. Bak the cupcakes. Eat your cupcakes!

Lesson 30 **Day 3**

- As Alphie: **The first thing that our checklist tells us to look for is capital letters at the beginning of each sentence. The ingredients and the tools are written as a list, so they don't need capital letters. I will look at my directions. Do all of my sentences begin with a capital letter?** Pause for the students to respond. **Oh, I forgot about that in my first sentence. I will fix it.** Make the correction on the chart paper.
- **Do all names in my sentences begin with a capital letter?** Pause for the students to respond. **I do not have any names in my sentences, so that's okay.**
- **Next, I will check for ending marks. Do all of my sentences end with either a period or an exclamation mark?** Pause for the students to respond. **Oh, I forgot to put a period at the end of my first sentence.** Make the correction on the chart paper.
- **Finally, I will check for spelling mistakes. Do you see any words that I may have misspelled?** Pause for the students to respond. Make corrections as they direct. [*"Malk" should be "milk," "cap" should be "cup," and "bak" should be "bake."*]
- As the teacher: **Good work, class! You really helped Alphie make his paper just right. Now I want you to do the same thing to your papers. Reread them ONE more time VERY carefully to your partner. You and your partner may find some things that you need to fix, just like Alphie did. You can use the Editing Checklist to help you remember what to look for.**
- Ask the students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each paper. The students should only correct mistakes in writing on their own papers.
- Monitor the students as they edit their papers. 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 ingredients and tools that a student lists should be items that one would use to bake cupcakes. The steps listed in the directions should occur in a logical order.
Identifies and Corrects Errors	The students, working together with their partners, should be able to identify and correct errors in the categories specified on the Editing Checklist.

Expectations for this lesson include:

Writes with Quality and Quantity

In addition to the list of tools and ingredients, each student must write at least three sentences describing steps needed to bake the cupcakes. Quality sentences will be written in the command form and may include the reasons the steps are needed.



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. A partner may have provided ideas to make the sentences more interesting or helped the student to correct an error.
- Award team celebration points to students who share an error that they or their partner found and corrected.
- Allow a few students to share what they wrote with the entire class. Remind the students to practice active listening while someone is sharing his or her work.
- Award team celebration points to students who successfully share their writing.

Team Celebration Points →

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.

Lesson 30 **Day 3**

- 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.



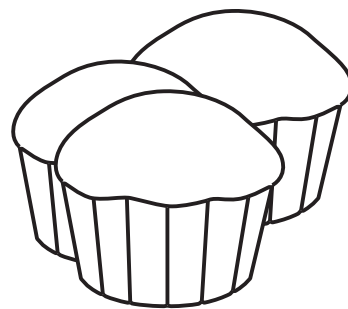
Homework

Have the students 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*)

- Talk with the students about the ingredients in a wacky cake. Explain that “wacky” means unusual or silly.
- **We read a story about baking a wacky cake. What are some of the ingredients in this cake?** Display pages 2 and 3 of the text to help the students remember the ingredients. **This cake is called a wacky cake because of the way it is made. The word “wacky” means odd or silly.**
- Tell the students that they will create a list of ingredients for their own wacky cakes.
- **Today you can make up a list of ingredients for your own wacky cake.**
- Model generating a list of ingredients for a wacky cake for the students.
- **I would put lemons, garlic, vinegar, and flour in my wacky cake. What ingredients would you use in your wacky cake?**
- Select one group’s list of ingredients, and have the students discuss whether they would like to eat the wacky cakes they thought of.
- **Would you want to eat a wacky cake with these ingredients? Why or why not?**

Name _____



Cupcake Recipe

Ingredients: _____

You Will Need: _____

Directions:

At a Glance

FastTrack Phonics

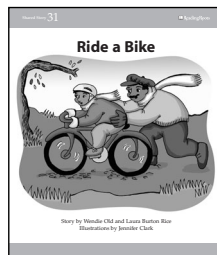


Days 1 and 2:
New sound: /oa/

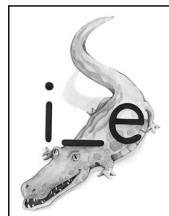


Day 3:
New sound: /ur/

Shared Story



Shared Story:
Ride a Bike
by Wendie Old and
Laura Burton Rice



Review Sound: /i_e/

Strategies/Skills:

Previewing

Predicting

STaR

STaR Story:
Vera Rides a Bike
by Vera Rosenberry

Students will identify the sequence of events in the story and why the author wrote the story in this order.

Students will use the Writing Strategies Bank to write a sentence with one or more STaR vocabulary words.

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

Adventures in Writing

Students will write directions for riding a bicycle.

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

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

Students will use the Editing Checklist to check their own work and their partners' work to identify and correct errors.

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 30
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 54*

Alphie puppet

Letter-Blending Cards*

Green index cards, paper, or tagboard*

Partner Practice Booklet 6

*Reading Reels for Roots DVD**

Shared Story

Shared Story 31:
Ride a Bike

Language development cards for lesson 31*

Key card for "i_e"*

Word cards*

Reading Strategy Cue Cards

*Reading Reels for Roots DVD**

STaR

STaR story:
Vera Rides a Bike

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 30. 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 /oa/

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.

floats	<i>/f-l-oa-t-s/ (5)</i>	space	<i>/s-p-a-ce/ (4)</i>
smoke	<i>/s-m-o-ke/ (4)</i>	socks	<i>/s-o-ck-s/ (4)</i>
tops	<i>/t-o-p-s/ (4)</i>	whale	<i>/wh-a-le/ (3)</i>



Animated Alphabet

Class Review—Sounds and Words

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /oi/. **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—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—Stretch and read the words below. Use the Finger Detective to cover the ending or break the word into parts.

sledding boil bite

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 6

Lesson 31 **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:
paw...jaw...jam...ham...hay...day...lay...ray...gray
- 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.

goat load goal

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

Key picture—Show the key card for “oa.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a goat in a boat. “Goat in a boat.” Let’s say that sentence together.** [Goat in a boat.] Say each word in the phrase, and ask the students to repeat it. Stretch the /oa/ 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 31 Day 1

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

/oa/ “Goat in a boat.” “oa”

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

Interactive
Whiteboard Users

Method varies



The Sound and the Furry



Partner Practice
Booklet 6

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.

coat goat road

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.

o o

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.

/ee/ as in tree

/or/ as in horse

/oy/ as in toy

/_y/ as in happy

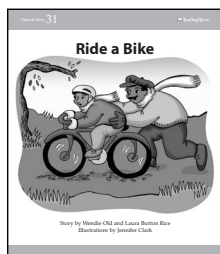
/ue/ as in blue

/oi/ as in join

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.

boat coat road

load coal soap



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 *Ride a Bike*. I see Vick (point) riding a bike. It looks like his dad (point) is trying to help him. Vick must be learning to ride a bike for the first time!

*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. It looks like Vick is ready to take off on his new bike! I wonder if he'll be able to ride? Display page 5. Uh oh! It looks like Vick fell! We'll have to read the rest of the story to see if Vick finally learns to ride.

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 31 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

bike	bike helmet
handles	handlebars
pedals	tricycle
yard	

Video Words



time	bike
stiff	helmet
over	seat
dived	side
pedal	riding



Animated Alphabet



The Sound and the Furry

Word Presentation

- Let's practice the special letter group we'll see a lot of in today's story. Play the Animated Alphabet segment for lesson 31 of *Reading Reels for Roots*, or display the key card for "i_e."
- Now let's practice reading some words. Show the video segments for Finger Detective and Sound It Out.

Lesson 31 Day 1

Green Words

ride	tired	saw
riding	I've	hugged
mine	fine	looked
its	how	helmet
tried	pedals	handles
running		

Red Words

pushed	try
who	over
beside	

Readles

school	eyes

Monitor →

Teacher Shared Story →

- Select three to five Green Words to stretch and read with the students. Explain that the “al” in “pedals” and the “le” in “handles” are pronounced the same way.
- 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.
- Follow the Guided Partner Reading steps to lead the class through a reading of the entire book.
 1. The teacher reads the teacher text for page 1.
 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. As a part of this discussion, partners share a word that was difficult for them and the strategy they used to read it.
 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 31 **Day 1**

Monitor

- Repeat steps 1–6 for the remainder of the pages, having the students alternate which partner reads first. Monitor partner reading to make sure that partners continue to alternate reading and retelling on each page and to ensure that they are helping each other effectively. Encourage the students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages on Day 2. Partner B begins to read the first page on Day 2.

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. **How did Dad help Vick learn to ride a bike?** [*He held the bike while Vick pedaled.*]
 2. **Why did Dad and Vick go to the school?** [*The lot at the school was flat. It was easier to ride on.*]
 3. **Did Vick learn to ride his bike?** [*He could ride a little, but he could not stop. He will need to practice.*]
- 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

pedals	coast
helmet	breaks

STaR

STaR story:

Vera Rides a Bike

Written and illustrated by Vera Rosenberry

Background Words

bike	park
ride	stop

Summary: *When Vera's tricycle is stolen, her parents fix up her older sister's first bicycle for Vera. She learns to ride the two-wheeler without training wheels, but she needs her mother and father to help her stop. Vera goes to the playground by herself when everyone else is busy. On a dare from a boy at the playground, Vera proudly rides her bike all by herself. Unfortunately, she falls off when she tries to brake without help. Vera returns home exhausted but pleased with her newfound skill.*

Teacher's Note: The pages of this book are not numbered. Page 2 begins with the text "One fragrant spring day...."

Preview

- Display the front cover of the book, and read the title and author while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Vera Rides a Bike*. Look at the illustration on the front cover. Point to the bike. This is a bike. A bike is a vehicle with two wheels that children like to ride. I see a little girl on the bike. Who do you think this girl is?** Wait for the students' responses. **Yes, I think this is Vera, the girl in the story.**
- Pages 2 and 3: **Vera is riding a tricycle. This red tricycle is different from the bike we saw on the cover. Why do you think Vera's riding a tricycle when the story is called *Vera Rides a Bike*?** Wait for the students' responses.
- Page 11: **Now Vera is on a big blue bike. It looks like this bike is too big for her. I wonder whose bike this one is.**
- Pages 14 and 15: **What's happening on these pages?** Wait for the students' responses. **It looks like Vera is learning to ride a small green bike.**
- Page 24: **What's happened to Vera?** Wait for the students' responses. **Vera falls off her bike. I'm glad she has her helmet on. Point to the helmet on Vera's head. Why is it a good thing that Vera is wearing a helmet?**

Lesson 31 **Day 1**

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

STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
pedals	2	a rider pushes these to make a bike go	Pantomime pushing the pedals on a bike.
coast	11	glide	Chandra likes to <i>coast</i> down the hills on her bike without using the pedals or the brakes.
helmet	14	special hat that protects the head	Picture Walk, page 24
brakes	23	something that stops a vehicle from moving	When she saw the red light, Mrs. Pitt pushed her foot on the <i>brakes</i> to stop the car.

- 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
bike	cover	something with a seat, two wheels, and pedals that you ride	Picture Walk, front cover
park	2	area of land used for play and other activities	Ty and Shauna go to the <i>park</i> to play soccer.
ride	17	travel	Janae likes to <i>ride</i> in her father's truck.
stop	20	end	Latrice tried to get her baby brother to <i>stop</i> crying.

This book is about a girl who learns to ride a bike. A bike is something with two wheels, a seat, and pedals that you ride. Many children learn to ride a bike when they are about six or seven years old. When you ride a bike, you sit on the seat and push the pedals to make the bike move. Have you learned how to ride a bike? The students can respond with a show of hands. Invite several students to tell about learning to ride a bike. If the students have difficulty, prompt them with questions such as: **Who helped you learn to ride a bike? What did you do first? Where did you ride your bike?**

Vera, the girl in the story, goes to the park with her mother. A park is a place that has lots of grass, trees, and open space for people to walk and play. Do you go to a park? The students can respond with a show of hands. Invite the students to tell about their experiences.

In the story, it is hard for Vera to learn to stop her bike by herself. When you stop a bike, it doesn't move any more. It is hard to stop a bike when you're learning to ride.

Interactive Reading

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

Page 2 **In the story, Vera pushed the pedals up and down to make her tricycle go. “Pedals” is one of our STaR words. The pedals are the part of the bike that connect to the wheels and make them go around. The rider puts his or her feet on the pedals and pushes them to make the bike move.**

Page 7 Use Think-Pair-Share to ask the students: **Why does Vera feel sick? Her bike is gone. I think I would feel that way too if something I loved disappeared.**

Page 9 **No one found Vera's bike.** Use Think-Pair-Share to ask the students: **What do you think Vera will do when she gets home?**

Page 11 **Vera's sister has a big blue bike. It's too big for Vera, but Elaine lets her practice balancing on it.** Use Think-Pair-Share to ask the students: **Why does Vera's sister let Vera practice balancing on her bike?** Wait for the students' responses.

Because Elaine's bike is too big for Vera, Vera can't reach the pedals to make the bike go. So Vera pushed the bike forward with her feet and lifted her feet up so she can coast. There's another STaR word. Let's look at the picture and see if it helps us understand what it means to “coast” on a bike. Use Think-Pair-Share to ask: What do you think it means for Vera to “coast” on Elaine's bike? Wait for the students' responses. **When Vera coasts on the bike, she glides along without using the pedals to make the bike move.**

Think-Pair-Share



Page 15

Vera wants to ride the green bike right away. Point to Vera's helmet. **But before she does, she puts on her helmet.** "**Helmet**" is a **STaR word**. Use Think-Pair-Share to ask the students: **What is a helmet?** Wait for the students' responses. **A helmet is a hard hat that covers your head to protect your head when you ride a bike, rollerskate, or do other things where you might fall and hit your head. Raise your hand if you have a helmet that you wear when you ride a bike.**



Our STaR word "pedal" has two meanings. Use Think-Pair-Share to ask the students: **What did we learn that pedals are?** Wait for the students' responses. **We learned that the pedals are the part of a bike that connects to the wheels. But when Vera learns to pedal the bike, it means she learns to use her feet to push and make the bike move. Show how you would pedal the bike if you were Vera.**

Think-Pair-Share

Page 17

Use Think-Pair-Share to ask the students: **What might happen when Vera goes to the school yard to ride her bike alone?**

Page 20

Use Think-Pair-Share to ask the students: **Why can't Vera go home?** Wait for the students' responses. **Vera doesn't know how to stop the bike by herself. What will she do?**

Think-Pair-Share

Page 23

As long as Vera's bike is moving, she can stay up. When it stops, she will fall over because she hasn't learned how to stop by herself yet. Use Think-Pair-Share to ask the students: **How does Vera think she can solve her problem?** Wait for the students' responses. **She decides she'll have to use the brakes to stop herself. "Brakes" is one of our STaR words. Brakes are the part of the bike that makes it stop.**

Page 25

Use Think-Pair-Share to ask the students: **Why did Vera steer into the kite-flying field?** Wait for the students' responses. **She knew she would fall, and the kite-flying field would be a soft place to fall.**

It's a good thing Vera's wearing a helmet. It kept her safe from being hurt. Use Think-Pair-Share to ask the students: **What do you think Vera will do when she gets home?**

Think-Pair-Share

Page 27

Use Think-Pair-Share to ask the students: **How do you think Vera feels about being able to ride her new bike?**



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.

Lesson 31 **Day 1**

- 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.
- Challenge the students to work with their partners to create sentences that contain two of the STaR words.
- 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 →

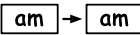
Team Celebration Points →

STaR Writing

Writing Strategies Bank


Draw a Picture


Draw a Line

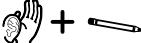

Find and Copy a Word


Write Sounds That You Know


Remember a Word


Say-Spell-Say


Stretch and Count


Sound Spelling

- Restate each of the STaR words.
- Model writing a sentence that contains two of the STaR words. Use the strategies from the Writing Strategies Bank as needed, with an emphasis on the Sound Spelling, Write Sounds that You Know, and Remember a Word strategies. **I will write a sentence with two of the words. My sentence is, “Sometimes when I ride my bike, I like to ignore the brakes and just coast along the road.”**
- Ask for student input on ways to make your sentence more interesting. Revise your sentence using some of the students’ suggestions.

Lesson 31 **Day 1**

- Tell the students to work with their partners to think of sentences that they will write using the STaR words. Encourage the students to help their partners add details to their sentences to make them more interesting.
- Allow time for the students to write their sentences in their partner writing books. Circulate as they write, discussing with the students the strategies that they have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used more than one STaR word in their sentences. 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 Vera push the pedals up and down?

How does Vera coast on her sister's bike?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>make the tricycle go</i>	Good answer. Can you say that in a complete sentence? <i>She pushes the pedals to make the tricycle go.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "She pushes the pedals to make the tricycle go."</i>
The student responds in a complete, but not very elaborate, sentence. <i>She pushes the pedals to make the tricycle go.</i>	Good answer. Can you add some details to your sentence? <i>She pushes the pedals to make her tricycle go in the park.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Where does Vera ride her tricycle?</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 54*

Cami puppet

Partner Practice Booklet 6

*Reading Reels for Roots DVD**

Shared Story

Shared Story 31:
Ride a Bike

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for Roots DVD**

Reading Celebration
certificates

STaR

STaR story:
Vera Rides a Bike

Story map 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 /oa/

Say-It-Fast (optional)

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

/b-oa-t/ *boat*

/c-oa-s-t/ *coast*

/b-ee-f/ *beef*

/t-ea-m-s/ *teams*

/b-ai-t/ *bait*

/d-e-s-k/ *desk*

**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 6

Partner Practice

- Ask the students to practice their letter sounds using the top two boxes on the first page of their Partner Practice Booklets. Have them write down any letters or letter groups that they have trouble with in their partner writing books.
- Next ask the students to turn to page 9 in their Partner Practice Booklets, and have them read the words in the top box with their partners. Have partners initial each other's books when each reader has read each word correctly twice. After the students have read the words, have them make up sentences that use the words. This will help the students recognize words in their Partner Practice Booklets as words they already know and use.

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

Monitor →

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

Team Celebration Points →

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

Quick Erase

- Use the following sequence:
join...coin...coil...oil...boil...foil
- 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 /oa/ in each of the following words:

coat road goat

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

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

Stretch and Read with the New Sound

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

road load soak

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 6

Team Celebration Points →

Write Words and Sentences

Write words—Show the “oa” key card, and explain that some of the words the students will write will use the /oa/ sound. Other words they write will use different letters for the long o 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.

Tell the students to use /o_e/ as in joke.

hope hoped

Tell the students to use /ow/ as in snow.

show own

Tell the students to use /oa/ as in goat.

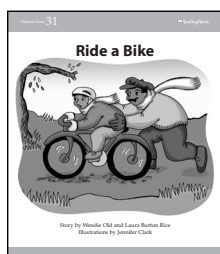
float *floating

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

I saw a boat floating in the lake.

- Discuss the meaning of the sentence briefly. Have partners work **separately** 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 to partners who correctly tell you how to write the sentence.

Team Celebration Points →



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 Dad give Vick a bike?** *[Dad gave Vick a bike because Vick had raked leaves.]*
2. **How did Dad help Vick to ride?** *[Dad held Vick's bike by the seat and ran along beside him.]*
3. **What will Vick have to do to learn to ride?** *[Vick will have to practice and learn how to use the brakes to stop.]*

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.

Partner Reading

Teacher's Note: Before beginning Partner Reading, complete Guided Partner Reading if you were unable to do so on Day 1.

- **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.

Think-Pair-Share

Monitor

Team Celebration Points

Focus on Fluency

Accuracy

Lesson 31 **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. When the class is finished, have partners share their written answers.

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 31.

Team Celebration Points



Between the Lions

STaR**Team Celebration Points** →**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 Vera Rides a Bike.*] **When Vera pushed the pedals on her tricycle, what lets you know that she liked riding it?** [*Vera whistled a cheery tune while she rode her tricycle in the park.*] **Have you ever ridden a tricycle or bike? How did you feel when you rode it?**

Display page 5. **What did Vera and her mother do while they were in the park? What do you like to do in a park?**

Why did Vera coast on Elaine's big blue bike? [*Vera coasted on Elaine's bike because it was too big for Vera to pedal.*] **Have you ever coasted on a bike? What was that like?**

Display page 11. **Vera looks like she's having fun on Elaine's bike. Why do you think Elaine helps Vera ride the big bike?**

What surprise did Vera's father have for Vera? [*He fixed Elaine's first bike for Vera.*] **Have you ever been surprised? What was the surprise?**

Why did Vera's mother give her a new white helmet? [*Vera's mother gave her a helmet to protect Vera's head in case she fell.*] **Have you ever worn a helmet when you did something? When did you wear a helmet?**

Display page 17. **Vera went to the school yard alone to ride her bike. Would you go to ride your bike by yourself if you were Vera? Why or why not?**

Why did Vera call for Norman? [*She wanted to go home; she wanted Norman to help her stop her bike.*] **Have you ever asked someone to help you do something? What did you ask for help with?**

Display page 22. **Vera needs someone to help her stop. How can she stop without someone to help?**

What happened when Vera used the brakes on her bike? [*When Vera used the brakes, the bike stopped, and she fell off.*] **Have you ever fallen down? What happened?**

How did Vera feel after she got home and into bed? [*Vera felt tired but happy about riding her bike by herself.*]

Structure Review

Story Map

Display and review the story map with the students. Tell the students what each part of the map means (title, characters, setting, problem, solution, and important event(s)).

- Ask the students to help you identify the elements of the story map in the STaR story.
Let's use our story map 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?**
[Vera Rides a Bike.]

Think-Pair-Share

- **T-P-S: Where did the story happen? What is the setting?** *[This story has three different settings: the park, Vera's house, and the school yard.]*
- **T-P-S: Who are some of the characters in the story?** *[Vera, her mother, her father, and Elaine.]*
- **T-P-S: What is the problem in the story?** *[There are two problems in this story. One problem is that Vera's tricycle disappears. The other bigger problem is that Vera wants to learn to ride a bike by herself.]*
- **T-P-S: What was the solution? How was the problem solved?** *[Vera goes off by herself to ride her bike.]*
- **T-P-S: When an author writes a story, events happen in a certain order so the story makes sense. One important event in the story is that Vera's sister, Elaine, lets Vera practice balancing on Elaine's bike. What are some other important events in the story?** *[Vera's father helped her ride the new bike. Vera went to the school yard by herself and rode her bike. Vera knew she would fall if she tried to stop, but she was brave and used the brakes to stop.]*

Retell

- Extend 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 2: This is Vera riding her tricycle.

Pages 4 and 5: Vera and her mother stopped at the fountain.

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 did Vera’s father give Vera the green bike before her birthday?

Why did Vera look for Norman when she rode her bike at the school yard?



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

Random Reporter →

Team Celebration Points →

STaR Writing

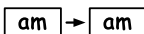
Writing Strategies Bank



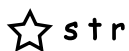
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



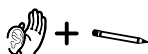
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Lesson 31 **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 own sentences in their partner writing books. Circulate as they write, discussing the strategies that the students have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used the strategies that you have introduced. Display the writing on a special writing celebration bulletin board.
- 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 happens to Vera when she uses the brakes for the first time at the school?

How did Vera finally stop the bike?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>falls</i>	Good answer. Can you say that in a complete sentence? <i>Vera falls off her bike.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Vera falls off her bike."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Vera falls off her bike.</i>	Good answer. Can you add some details to your sentence? <i>Vera falls off her bike and lands in the long, soft grass.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Where does she land?</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 55*

Alphie puppet

*Reading Reels for
Roots DVD**

Partner Practice
Booklet 6

Letter-Blending Cards*

Green index cards, paper,
or tagboard*

Shared Story

Shared Story 31:
Ride a Bike

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Adventures in Writing

Alphie puppet

Alphie's writing paper
(teacher prepared)*

Editing Checklist
(teacher prepared)

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 /ur/

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)	flight	/f-l-igh-t/ (4)
hole	/h-o-le/ (3)	jeep	/j-ee-p/ (3)
bee	/b-ee/ (2)	made	/m-a-de/ (3)



Animated Alphabet

Class Review—Sounds and Words

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /oa/. **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 31 **Day 3**



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

dive road started



Partner Practice Booklet 6

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:
loan...load...toad...road...roam...foam...foal
- 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.

turn burn curl

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

Key picture—Show the key card for “ur.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a nurse with a purse.** “Nurse with a purse.” **Let’s say that phrase together.** [Nurse with a purse.] Say each word in the phrase, and ask the students to repeat it. Stretch the /ur/ 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 “ur” in the picture. **When I look at the letters “ur,” I think about the phrase “Nurse with a purse.”** Run your finger over the “ur” as you repeat the sound /ur/ three times. **Look really hard at the “ur,” and imagine seeing the nurse with a purse.** Flip the card over so the students can only see the letters “ur.” **What do these letters say?** [responses] Stretch the /ur/ sound. Show the picture side of the card again. **Here’s a way to help us remember to say /ur/ when we see these letters. When I point to “ur,” I want you all to say:**

/ur/ “Nurse with a purse.” “ur”

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

burp hurt curb

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 6

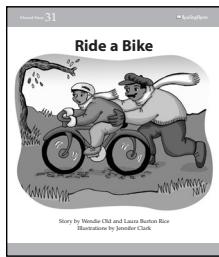
Team Celebration Points

ur**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**/oi/** as in join**/er/** as in batter**/ue/** as in blue**/oy/** as in toy**/ur/** as in fur

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.

fur hurt burned**turn burn turning****Shared Story****Partner Word and Sentence Reading**

- Have the students sit with their assigned partners. Distribute the Shared Stories, and have the students turn to the list of story words on the inside front cover.
- **We're going to practice reading words and sentences from the story together. Take turns reading each of the words with your partner. When you and your partner are finished, I want you to think about which word was the easiest to read and which word was the hardest to read. Then you can read the sentences.**
- Have pairs read the words together. When they are finished, call on partnerships to tell you which words were easy to read and which words were hard. Encourage the students to share a strategy they used to read a difficult word.
- Award team celebration points to partnerships who share a strategy they used to read a difficult word.

Team Celebration Points**Focus on Fluency**Reading Smoothly
with Expression**Monitor****Partner Reading**

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

Lesson 31 **Day 3**

- 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.
- If any student reads smoothly and expressively, place a sticker beside the story title on that student's Fluency Flyer. Award team celebration points to any student who earned a sticker.

Team Celebration Points →



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 31.



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 wrists, etc.) if the sentence is silly.
- Call on a student to share his or her answer. If the sentence is silly, be sure to ask the student to tell why.

Lesson 31 **Day 3**

- Review word meanings with examples and definitions as necessary.
 1. Caroline uses the **brakes** to make her bike go faster. [*silly*]
 2. Celine put her **helmet** on before she got into bed. [*silly*]
 3. It's important to **stop** and look both ways before crossing the street. [*sensible*]
 4. Austen ran **carefully** down the steps and fell and broke his arm. [*silly*]
 5. Kenisha's homework was so **easy** that it took her three hours to finish it. [*silly*]
 6. T. J. wore a **special** hat when he washed his hair. [*silly*]
 7. Jake felt the rough **bark** on his legs when he climbed the tree. [*sensible*]
 8. Kyong refused to eat the **delicious** cake because it looked so good. [*silly*]
 9. When Jamaica finished reading her book, she put it on the table **beside** her chair. [*sensible*]
 10. Kris saw **blossoms** on the tree roots. [*silly*]

Adventures in Writing

Prewriting

- Have the students gather in front of the board. Introduce the activity. **We've read two books about riding a bike. Today we're going to write directions that explain how to ride a bike.** Write "How to Ride a Bike" at the top of the chart paper.
- Model writing the directions in sequential order. **I'll write some numbers on my paper.** Write the numbers 1–5 down the left side of the paper. **These numbers will help me remember the things you do to ride a bike.**
- Point to #1: **Let's see...number one. That means I should tell the first thing you do to ride a bike. What is the first thing you do?** Use Think-Pair-Share to have the students respond. The students may have several different suggestions about the first thing you need to do. Acknowledge all suggestions; then pick one for an example. **Now that I know my sentence, I'll practice it a few times. "First put on your helmet."** Repeat the sentence two or three times. Have the class repeat the sentence. Next to the #1 on the chart, model writing the sentence using the writing strategies most needed by your students. **Let's read the sentence together.**
- **Let's go to the next thing you do.** Point to #2. **What should you do next to ride a bike?** Use Think-Pair-Share to have the students respond; then add the sentence to your list. [*Example: "Next sit on the seat of the bike."*]
- **Now you are going to do the same thing. You are going to talk with a partner about the things you do to ride a bike. You'll practice saying each sentence a few times to make sure it's right. You can use the same ideas that we did for steps 1 and 2, or you can think of different ones. You will need to think of new ideas for steps 3, 4, and 5.**

Think-Pair-Share

Partner Planning

- Have the students sit with their partners. Guide them to think about and discuss each of the steps they take to ride a bike. Tell the students that they may think of more than five steps.
- Circulate as the students talk to make sure that they are discussing the steps in the sequence.
- Encourage the students to help their partners think of details that will make their sentences more interesting.

Writing

Drafting

- Have the students return to their seats and find a clean page in their partner writing books. Have the students write the title “How to Ride a Bike” at the top of their pages and then write the numbers 1–5 down the side of the page.
- Tell the students that it is their turn to start writing. Remind the students to write one step beside each number on the paper.
- 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

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Think-Pair-Share →

- Display the Editing Checklist chart, and review the items on the list. Add a new question, “Are there any missing words?” to the chart.
- **We have been using this Editing Checklist to help us remember all the things we can look for when we are checking our writing. What are some things that we have been checking for so far?** [*Capital letters to begin sentences and names, periods and exclamation marks, and correct spelling.*] Use Think-Pair-Share to have the students respond.

Lesson 31 **Day 3**

- **Today we will add a new thing to look for. Sometimes when we write, we think about a word in our minds, but we forget to write the word on the paper. So I will add to the chart, “Are there any missing words?” Add this question to the chart.**
- **Alphie wrote his own instructions about how to ride a bike, and he wants us to help check his paper. When we do, we will look for capital letters, periods or exclamation marks, and correct spelling and also make sure that he did not forget any words.**
- Display Alphie’s paper. Have Alphie read each sentence on his paper. Then use the Editing Checklist to guide the students to check for mistakes. Make the corrections on Alphie’s paper.

Alphie’s Adventures in Writing

How to Ride a Bike

1. Put on your helmet
2. Sit on the seat of the bik
3. Grab the handles with hands.
4. Put your feet on the pedals.
5. look both ways for cars.
6. Push the pedals and go!

Corrections:

Sentence 1: Put a period at the end of the sentence.

Sentence 2: Change “bik” to “bike,” and put a period at the end of the sentence.

Sentence 3: Add the word “your” before “hands.”

Sentence 4: No changes.

Sentence 5: Capitalize the word “look.”

Sentence 6: No changes.

- Ask the students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each other’s papers. The students should only correct mistakes in writing on their own papers.
- Monitor the students as they edit their papers. 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 steps needed to ride a bike should be written in a logical order.
Identifies and Corrects Errors	The students, working together with their partners, should be able to identify and correct errors in the categories specified on the Editing Checklist, including the new item—looking for missing words.
Writes with Quality and Quantity	Each student must write a minimum of five steps. Quality sentences will include descriptive language and may provide the purpose for each step.



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. A partner may have provided ideas to make the sentences more interesting or helped the student to correct an error.

Team Celebration Points

- Award team celebration points to students who share an error that they or their partner found and corrected.
- Allow a few students to share what they wrote with the entire class. Remind the students to practice active listening while someone is sharing his or her work.
- Award team celebration points to students who successfully share their writing.

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

Extension Activity (*optional*)

Option 1: Expanded Silly or Sensible?

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

Option 2

- Divide the students into four or five groups. Have them talk in their groups about the sequence of events in learning to ride a bike.
- **Both our Shared Story and STaR story tell about learning to ride a bike. Let's see if we can think of the steps for learning to ride a bike and then put them in order. Talk in your groups about what you need to do to ride a bike.**
- Use Random Reporter to have one student from each group share one idea that his or her group came up with. Guide the students as necessary so they don't repeat the same information. Write the ideas on sentence strips or large sheets of paper, one step per paper.

Lesson 31 **Day 3**

- **You had good ideas about how to ride a bike. Now we have to put them in the correct order. Talk in your groups about which step comes first, next, and last.**
- Distribute one paper to each group, and have them determine where in the sequence their step comes. **Now it's time to put the steps in order.**
- Use Random Reporter to have each group place their paper with the step on it in order. Direct the students to place their papers on the left side of the chalk ledge (or in another appropriate place where all the students can see it).
- **What did we say is the first thing you have to do when you want to ride a bike?** Wait for the students' responses. **Yes, let's have the 1s in the group with that step bring their paper up and place it where everyone can see it.**
- As each step is identified, use Thumbs Up/Thumbs Down to have the students determine if the sequence is correct.

At a Glance

FastTrack Phonics



Day 1:

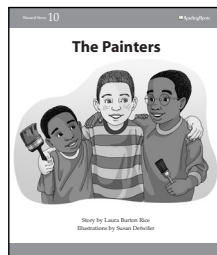
New sound: /ur/

Day 2:

FTP Assessment 8
SOLO Assessment 8

Day 3: Review lesson

Shared Story



Shared Story:

Home with a Cold
by Laura Burton Rice and
Meg Livingston



Review Sounds:

/o_e/ and /oe/

Strategies/Skills:

Previewing

Predicting

STaR

STaR Story:

The Big Snow
by Berta and Elmer Hader

Students will identify the main purpose of the story and tell how the author supports it.

Students will use the Writing Strategies Bank to write a sentence with one or more STaR vocabulary words.

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

Adventures in Writing

Students will write about how to take care of a pet.

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

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

Students will use the Editing Checklist to check their own work and their partners' work to identify and correct errors.

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 31
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 55*

Cami puppet

Partner Practice Booklet 6

*Reading Reels for Roots DVD**

Shared Story

Shared Story 32:
Home with a Cold

Language development cards for lesson 32*

Key cards for "o_e" and "oe"*

Word cards*

Reading Strategy Cue Cards

*Reading Reels for Roots DVD**

STaR

STaR story:
The Big Snow

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 31. 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 /ur/

Say-It-Fast (optional)

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

/h-er/	<i>her</i>	/r-u-n/	<i>run</i>
/t-r-a-ce/	<i>trace</i>	/b-r-igh-t/	<i>bright</i>
/c-r-a-b/	<i>crab</i>	/grip/	<i>grip</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 6

Partner Practice

- Ask the students to practice their letter sounds using the top two boxes on the first page of their Partner Practice Booklets. Have them write down any letters or letter groups that they have trouble with in their partner writing books.
- Next ask the students to turn to page 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:
turn...burn...barn...bar...car...card...hard
- 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 /ur/ in each of the following words:

nurse purse turn

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

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

Stretch and Read with the New Sound

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

burn turn curl

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 6

Team Celebration Points →

Write Words and Sentences

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

- Tell the students to use “er” as in better.

letter slipper runner

- Tell the students to use “ur” as in fur.

burn turned curled

Lesson 32 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:

Dad burned the cupcakes.

- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence in their partner writing books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board.

Team Celebration Points

- Award team celebration points to partners who correctly 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 *Home with a Cold*. If you have a cold, it means you are sick. Vick must be the one who is home with a cold. He is looking at some deer (point) outside his window. I wonder if Vick will do anything else while he is home?**

Picture Cards

blanket	fence
game	medicine
pine cones	robe
seeds	shed
snow	stones
throat	van
doe and baby deer	
window seat	

Video Words

cold	home
nose	medicine
dose	alone
visit	games
van	slammed
drove	



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

Option A: Teacher Overview

- **Now let's look through the book to see if we can find out more of what this story is going to be about.**
- Display page 2. **Vick is excited to see the deer!** Display page 3. **Now his mom and sister are here. Do they see the deer? (WGR) I wonder if the deer will come back? We'll have to read 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 32 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

poked	closed
room	shrugged
snow	scared
tiptoed	books
dose	doe
drove	nose
hiding	alone
about	door

Red Words

baby	door
school	visit

Readles

baby	door
school	visit

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 32 of *Reading Reels for Roots*, or display the key card for "o_e."
- **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, noting the special sound of "a" in "alone" and "about."
- 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 32 **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 for page 1.
 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. As a part of this discussion, partners share a word that was difficult for them and the strategy they used to read it.
 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, having the students alternate which partner reads first. Monitor partner reading to make sure that partners continue to alternate reading and retelling on each page and to ensure that they are helping each other effectively. Encourage the students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages on Day 2. Partner B begins to read the first page on Day 2.

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 Vick have to stay home from school?** [*He was sick. He had a cold.*]
 2. **What happened that was exciting?** [*Vick saw deer outside his window.*]
 3. **Will the deer come back? Why?** [*Yes. They will come back because Dad and Eva put out feed for them.*]
- 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

geese	coat
harvest	huddle

Background Words

winter	cheek
snow	hunt

STaR

STaR story:

The Big Snow

Written and illustrated by Berta and Elmer Hader

Summary: *This book describes how woodland animals prepare for winter. Some animals grow more fur to keep them warm. Others stockpile food to keep them alive during the hard winter months to come. Many animals hibernate. Then the snow comes, and we find out how the animals survive when the weather is cold and food is scarce.*

Teacher's Note: The pages of this book are not numbered. Before reading, number the book. Page 2 begins, "Honk-honk-honk."

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 *The Big Snow*. Look at the picture on the cover. Some of the animals in the illustration are small.** Move the book as necessary so all the students get a close look. **What do you see in the illustration?** Wait for the students' responses. **Yes, there are a lot of animals in this illustration, and they are in the snow. Which season is it?** Use Whole Group Response to have the students respond. **How can you tell that it's winter?** Wait for the students' responses. **This book is called *The Big Snow*, so I think the author wants us to know about what happens to these animals in the winter when it snows. We'll have to read the story to find out.**
- Page 15: Show pages 2–15. Point to the geese on the top of pages 14 and 15. **Each page in the book so far has geese flying across the sky. These birds must be important to the story because they've been on every page. Why do you think the geese are here?** Wait for the students' responses.
- Page 31: **Everything in this picture is covered with snow. Do you see any animals now?** Use Whole Group Response to have the students respond. **What do you think happened to all the animals?** 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
geese	2	large birds that look like ducks with long necks	Picture Walk, pages 14 and 15
coat	4	an animal's fur	The rabbit's thick fur <i>coat</i> kept him warm all winter.
harvest	18	collect crops	Pantomime.
huddled	36	gathered in a small, close group	Pantomime.

- 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
winter	4	the season between fall and spring	Picture Walk, cover
cheek	8	side of the face	Lisa's <i>cheek</i> puffed out when she filled her mouth with fruit.
hunt	24	search for	Pantomime.
snow	25	small white cold flakes that fall from the sky	Picture Walk, cover

This book is about what happens to animals in the winter. Winter is one of the four seasons in a year. In some places in the winter, it is very cold, and it snows. Snow falls from the sky as little white flakes. Sometimes it piles up on the ground and houses. Invite the students to tell what winter is like where they live. If the students have difficulty, prompt them with questions such as: **Is it cold or warm in the winter? Does it rain? Does it snow? What do you do in the winter?**

In places where it is cold and it snows, animals have to get ready for winter. They hunt, or look, for food like nuts, seeds, and grain to eat and save because food is hard to find in the winter. Demonstrate hunting. **Some animals fill their cheeks with food that they find to take it back to their nests. Show me how your cheeks would look if they were filled with food. That's what it's like for animals too.**

Interactive Reading

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

Think-Pair-Share →

Page 2 **“Geese” is one of our STaR words. The rabbits watched the geese fly across the sky. This helps me understand that geese are a kind of bird that flies.** Use Think-Pair-Share to ask the students: **Where might the geese be going?**

Page 4 **The littlest rabbit doesn't know why the geese are flying south because he's never seen them before.** Use Think-Pair-Share to ask: **What does Mrs. Cottontail say that the geese flying south means?** Wait for the students' responses. **It means winter is coming. Geese are birds that migrate, or fly, south for the winter.**

Use Think-Pair-Share to ask the students: **How will the littlest rabbit get a thick winter coat?** Wait for the students' responses. **“Coat” is another STaR word. When we read about an animal getting a coat, it means the animal will grow more fur to cover its body to keep it warm.**

Think-Pair-Share →

Page 11 **There are many animals getting ready for winter. We know the littlest rabbit eats lots of cabbage and carrot tops to get ready for winter.** Use Think-Pair-Share to ask the students: **What are some of the things the other animals do to get ready for winter?** [*Store up seeds and get ready to sleep.*]

Page 17 **Geese migrate south for the winter. Blue jays, cardinals, sparrows, and robins are birds too. But they don't fly south.** Use Think-Pair-Share to ask the students: **How do they get ready for the winter?** Wait for the students to respond. [*Answers will vary.*] It's not important that the students match each type of bird with what it does; rather, they should tell about the birds' activities.

Lesson 32 **Day 1**

Page 18 The harvest season is the time when farmers bring in their crops, such as corn, tomatoes, and watermelon, from the fields to use them for food. “Harvest” is a STaR word that means gathering crops. The squirrels gathered nuts, acorns, and seeds for the winter, so we can say they harvested food too.



Page 25 The author tells us how many animals prepare for winter. The squirrels harvest acorns, nuts, and seeds. The white-footed wood mouse stores seeds, and the meadow mouse knows how to get to plant roots for food. And the deer know that there will be plenty of food for them in the winter. Some animals hunt, or search, for food at night. Invite the students to dramatize being night hunters searching for food. Pretend you are a raccoon or skunk hunting for food at night. How would you search for food?

Think-Pair-Share →

Use Think-Pair-Share to ask: **Why didn’t animals like the skunk and raccoons worry about finding food?** Wait for the students’ responses. **Some animals like skunks and raccoons hibernate, or sleep, all winter, so they don’t need food.**

Page 27 The animals were ready for the first snow. They even came out and played in it. One night the owls see a rainbow around the moon. Use Think-Pair-Share to ask the students: **What does this mean?**

Page 31 **Everything is covered with snow!** Use Think-Pair-Share to ask the students: **What do you think the animals will do now?**

Page 37 The animals that don’t hibernate, but stay awake, during the winter came out to look around after the snow stopped. The deer huddled together. “Huddled” is a STaR word that means they stood together in a close group. Use Think-Pair-Share to ask the students: **Why do you think the deer huddled together?**

Page 39 Use Think-Pair-Share to ask the students: **Why do you think the little old woman scattered seeds, nuts, and bread crumbs?**

Think-Pair-Share →

Page 44 Use Think-Pair-Share to ask the students: **How can you tell the little old woman liked all the winter animals?**

Use Think-Pair-Share to ask the students: **Why do you think the authors wrote this story?**



STaR Celebration

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

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

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

- Say the STaR words again. Ask the students to pick STaR words and discuss the words they choose in 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.
- Challenge the students to work with their partners to create sentences that contain two of the STaR words.
- 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

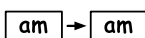
Writing Strategies Bank



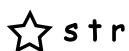
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



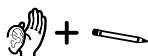
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

- Restate each of the STaR words.
- Model writing a sentence that contains two of the STaR words. Use the strategies from the Writing Strategies Bank as needed, with an emphasis on the Sound Spelling, Write Sounds that You Know, and Remember a Word strategies. **I will write a sentence with two of the words. My sentence is, “Even though it had a thick coat of hair, the kitten huddled together with his brothers to keep warm.”**

Lesson 32 **Day 1**

- Ask for student input on ways to make your sentence more interesting. **Can anyone think of something that I could add to my sentence to make it more interesting?** Use Think-Pair-Share to have the students respond. Revise your sentence using some of the students' suggestions.
- Tell the students to work with their partners to think of sentences they will write using the STaR words.
- Encourage the students to help their partners add details to their sentences to make them more interesting.
- Allow time for the students to write their sentences in their partner writing books. Circulate as they write, discussing with the students the strategies that they have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used more than one STaR word in their sentences. 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:

Where were the geese going?

What happened to the animals when the big snow came?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>south</i>	Good answer. Can you say that in a complete sentence? <i>The geese were going south.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The geese were going south."</i>
The student responds in a complete, but not very elaborate, sentence. <i>The geese were going south.</i>	Good answer. Can you add some details to your sentence? <i>The geese were going south because the cold winter days were near.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why were they going south?</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 32:
Home with a Cold

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Reading Celebration
certificates

STaR

STaR story:
The Big Snow

Idea tree poster*

Book box items*
(See Retell.)

Writing Strategies Bank
(teacher created)

Partner writing books
(teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration Points →



Read &
Respond



Check Day 1 Homework

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

FastTrack Phonics

Assessment 8

- Administer the FastTrack Phonics Assessment 8 and the Structured Oral-Language Observation (SOLO) 8 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. **Why did Vick have to stay home?** *[Vick had a bad cold.]*
2. **Why were the deer in the yard?** *[The deer were looking for seeds to eat.]*
3. **Do you think Vick wants the deer to come back? Why?** *[Vick said he hoped the deer would come back.]*

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

Teacher's Note: Before beginning Partner Reading, complete Guided Partner Reading if you were unable to do so on Day 1.

- **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.
- 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 32 **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. When the class is finished, have partners share their written answers.

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 32.

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 The Big Snow.*]

What did the animals in the story watch the geese do? [*The animals watched the geese fly south.*] **Have you ever seen geese flying? What was that like?**

Display page 4. **Mrs. Cottontail told the littlest rabbit that they had to get ready for the cold winter days. What do you do to get ready for the winter?**

What did the littlest rabbit have to do to grow a thick, warm coat? [*The littlest rabbit had to eat cabbage and carrot tops to grow a warm coat.*] **Have you ever gotten a warm coat to wear in the winter? Tell your partner about your coat.**

Teacher's Note: If winter in your location does not differ much from the rest of the year, you may ask a question such as: "If you lived where it was so cold that it snows, what clothes would you wear?"

Display page 8. **Why did the chipmunk fill her cheek pouches with seeds? Do you ever eat any seeds? What seeds do you eat?**

Many animals watched the geese fly south for the winter. They stayed in the woods because they knew they would have food. Some animals gathered food for the winter during the harvest season. What foods did the animals gather for the winter? [*They gathered nuts, acorns, and seeds.*] **Have you ever saved something for a time when you would need it later? What did you save? Why did you save it?**

Display page 24. **Which animals hunt for their food at night?**

Why did the deer huddle together? [*The deer huddled together to stay warm.*] **Have you ever been so cold that you huddled with someone?**

Display page 39. **Who helped the animals when the snow covered the ground and they couldn't find food?**

How did the animals survive until the spring? [*They ate the food the old man and woman put out for them while the big snow covered the ground.*]

Structure Review

Story Map

Blackline master
provided

Whole Group Response

Think-Pair-Share

- Display and review the story map with the students. Tell the students what each part of the map means (title, characters, setting, problem, solution, and important events).
- Ask the students to help you identify the elements of the story map in the STaR story.
Let's use our story map 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?** *[The Big Snow.]*
- T-P-S: **Where did the story happen? What is the setting?** *[The story takes place mostly in the woods.]*
- T-P-S: **Who are some of the characters in the story?** *[Geese, rabbits, mice, various other animals, the little old man, and the little old woman.]*
- T-P-S: **The author wrote this story to tell about how animals survive in the winter. The author writes events that help us understand how animals get ready for the winter. One important event in this story is the geese migrate south for the winter. What are some other important events in the story?** *[The rabbit grew a warm coat. The mice and squirrels gathered food for the winter. The moon had a rainbow around it. The big snow came.]*
- T-P-S: **What is the problem in the story?** *[The big snow came, and the animals couldn't find food.]*
- T-P-S: **What was the solution? How was the problem solved?** *[The little old man and woman put out food for the animals.]*

Retell

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

Book Box

toy goose
carrots with tops
seeds
acorns
nuts
raccoon
moon
snowflakes
old man
old woman

Option 1: Book box

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

Examples:

Pull out a toy goose. **This is a (toy) goose that reminds me of the geese in the story. Where did the animals in the story see the geese? What did seeing the geese signal?**

Pull out the carrots. **What part of the story do these remind you of?**

Lesson 32 **Day 2**

Teacher's Note: If you can't find small items to fit in the box, you may use pictures or something else to represent the items. For example, you may make paper snowflakes.

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 message did the migrating geese give the other animals?

Why did some of the birds and other animals stay in the woods?

How did some of the animals feel after the big snow?



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

Random Reporter

Team Celebration Points

STaR Writing

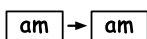
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



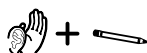
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Lesson 32 **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 using strategies from the Writing Strategies Bank as needed by your students.
- Allow time for the students to write their own sentences in their partner writing books. Circulate as they write, discussing the strategies that the students have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used the strategies that you have introduced. Display the writing on a special writing celebration bulletin board.
- 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 did the animals do during the harvest season?

How did the old man and woman help the animals?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>gather food</i>	Good answer. Can you say that in a complete sentence? <i>The animals gathered food.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The animals gathered food."</i>
The student responds in a complete, but not very elaborate, sentence. <i>The animals gathered food.</i>	Good answer. Can you add some details to your sentence? <i>The animals gathered nuts, acorns, and seeds during the harvest season.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What kind of food did the animals gather?</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 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**

FastTrack Phonics
review lesson

Partner Practice
Booklet 6

*Reading Reels for
Roots DVD**

Shared Story

Shared Story 32:
Home with a Cold

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Adventures in Writing

Copies of the blackline
master for lesson 32

Alphie and Bett puppets

Bett's writing paper
(teacher prepared)*

Editing Checklist
(teacher created)

Writing Strategies Bank
(teacher created)

*Not needed for interactive whiteboard users

Team Celebration Points

Read &
Respond

**Check Day 2 Homework**

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

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 8. (See appendix for review lessons.)
 - Optional Review Lesson 25: /_ed/ and /_ing/
 - Optional Review Lesson 26: /aw/ and /oi/
 - Optional Review Lesson 27: /oa/ and /ur/

**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 32 **Day 3**

Team Celebration Points

- Have pairs read the words together. When they are finished, call on partnerships to tell you which words were easy to read and which words were hard. Encourage the students to share a strategy they used to read a difficult word.
- Award team celebration points to partnerships who share a strategy they used to read a difficult word.

Focus on Fluency

Reading Smoothly
with Expression

Monitor

Partner Reading

- **Now we're going to read the story with our partners, just like we did yesterday. Since we already know what happens in the story, we can use this time to practice reading in our best storytelling voices. A storytelling voice is nice and smooth. Let's practice that today as we read the story together.**
- Monitor 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.
- If any student reads smoothly and expressively, place a sticker beside the story title on that student's Fluency Flyer. Award team celebration points to any student who earned a sticker.

Team Celebration Points



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 32.



Between the Lions

Adventures in Writing

Prewriting

- Have the students gather in front of the board. Display the blackline master. Introduce the activity. **We read two stories that taught us something about how to care for animals. Today we're going to write about how to take care of a pet.**
- Read the title on the graphic organizer. **The title says, "Let's get a pet." First, we'll think about what kind of animal we could have for a pet. Second, we'll think about the type of home that it will need. And finally, we'll think of the type of food it will eat.**
- Use the Alphie puppet to model how partners might help each other to make their sentences more interesting. **Alphie wants to write about taking care of a pet too. Since Alphie doesn't have a partner to plan with, let's see if we can help Alphie to make his sentences more interesting.**
- Point to the first section of the graphic organizer. **We will use this organizer today to help us know what sentences to write.** Point to the word "pet" on the page. **Alphie, what does this word say?**
- As Alphie: **Hmmm.... Let me sound it out. /p/, /eee/, /t/. Hmmm. /p/, /e/, /t/. Pet. The word is "pet." So in this space, I should write a sentence about the kind of pet that I want. Well, I've always wanted a bird. I think my sentence will say, "I want a bird." That's a pretty boring sentence. Can you help me make it more interesting?**
- As the teacher: **I think Alphie is off to a good start. How can we help him to make his sentence more interesting?** Guide the students to give suggestions to or ask questions of Alphie such as what color, kind, or size the bird would be. Incorporate ideas from the students as you model writing a sentence for Alphie.
- Repeat this process to help Alphie plan his sentences about a home for the pet and what he will feed it.

Partner Planning

- Provide time for partners to discuss pets that they would like to have. Remind the students that they will need to include sentences that tell about what kinds of pets they would like to take care of, the types of homes they will provide for their pets, and what they will feed them.
- Encourage the students to help their partners think of details that will make their sentences more interesting.

Writing

Drafting

- Distribute copies of the blackline master for lesson 32. Tell the students it's their turn to write sentences about taking care of a pet.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words the students do not know how to write.

Checking

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

- Bring out Bett, her completed paper, and the Editing Checklist chart. Explain to the students that Bett has also written a story about taking care of a pet. She would like them to help her check her paper.
- Display Bett's paper. Have Bett read each sentence. Then use the Editing Checklist to guide the students to check for mistakes. Make the corrections on the chart paper.

Bett's Adventures in Writing

Let's Get a Pet

Pet: I want a turtle named bobby for a pit.

Home: the turtle will live an aquarium in my room.

Food: I will give it lettuce and carrots to eat

Corrections:

Sentence 1: Correct the spelling of "pet." Capitalize the name Bobby.

Sentence 2: Capitalize the first letter of the sentence. Add the missing word "in" before "an."

Sentence 3: Add a period to the end of the sentence.

- Ask the students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each paper. The students should only correct mistakes in writing on their own papers.
- Monitor the students as they edit their papers. 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 choice of home and food for the pet should be logical.
Identifies and Corrects Errors	The students, working together with their partners, should be able to identify and correct errors in the categories specified on the Editing Checklist. This lesson's checklist includes a prompt to the students to look for any missing words in their writing.
Writes with Quality and Quantity	Each student should write at least three sentences for this assignment telling about his or her choice of a pet, the pet's home, and what the pet will eat. 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. A partner may have provided ideas to make the sentences more interesting or helped the student to correct an error.
- Award team celebration points to students who share an error that they or their partner found and corrected.

Team Celebration Points →

Team Celebration Points

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

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

Extension Activity (*optional*)

- Introduce and teach the rhyme “Gray Squirrel” using My Turn, Your Turn.

Gray squirrel, gray squirrel swish your bushy tail.

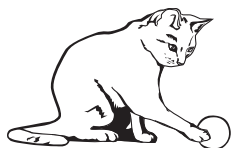
Gray squirrel, gray squirrel swish your bushy tail.

Hold a nut between your toes,

Wrinkle up your funny nose.

Gray squirrel, gray squirrel swish your bushy tail.
- Encourage the students to dramatize the actions in the rhyme.
- Have the students work in groups to think of new actions for the squirrel in the rhyme.
- **What are some other things the squirrel might do? Let’s say the rhyme with your ideas.** Some ideas you might guide the students to include are: harvest seeds and nuts, hide your food for winter, stay inside your nest, play in the big snow, etc.

Name _____



Let's Get a Pet



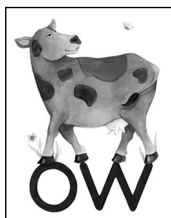
Pet _____

Home _____

Food _____

At a Glance

FastTrack Phonics

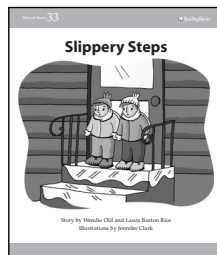


Days 1 and 2:
New sound: /ow/ (cow)



Day 3:
New sound: /oo/ (book)

Shared Story



Shared Story:
Slippery Steps
by Wendie Old and
Laura Burton Rice



Review Sound: /y/

Strategies/Skills:

Previewing

Predicting

STaR

STaR Story:
Callie Cat, Ice Skater
by Eileen Spinelli

Students will identify the moral of the story and give evidence that supports it.

Students will use the Writing Strategies Bank to write a sentence with one or more STaR vocabulary words.

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

Adventures in Writing

Students will write directions that tell how to make a snowman.

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

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

Students will use the Editing Checklist to check their own work and their partners' work to identify and correct errors.

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 32
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 56*

Alphie puppet

Letter-Blending Cards*

Green index cards, paper, or tagboard*

Partner Practice Booklet 6

*Reading Reels for Roots DVD**

Shared Story

Shared Story 33:
Slippery Steps

Language development cards for lesson 33*

Key card for "y"*

Word cards*

Reading Strategy Cue Cards

*Reading Reels for Roots DVD**

STaR

STaR story:
Callie Cat, Ice Skater

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 32. 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.

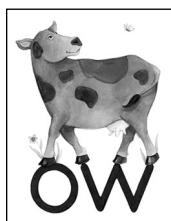
Team Celebration Points →



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 /ow/ (cow)

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.

brown	/b-r-ow-n/ (4)	date	/d-a-te/ (3)
flag	/f-l-a-g/ (4)	log	/l-o-g/ (3)
seeds	/s-ee-d-s/ (4)	smoke	/s-m-o-ke/ (4)



Animated Alphabet

Class Review—Sounds and Words

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /ur/. **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—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—Stretch and read the words below. Use the Finger Detective to cover the ending or break the word into parts.

yap slurp mailed

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 6

Lesson 33 **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 →

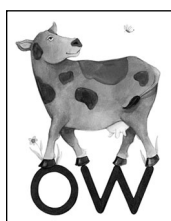
- Award team celebration points to partners who read words or shared sentences successfully.

Quick Erase

- Use the following sequence:

toad...road...load...lad...bad...bed...bird
- 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.

Teacher’s Note—The letter group “ow” makes two sounds. The students have already learned that the “ow” makes the /ow/ sound as in “snow.” In this lesson, they will learn that “ow” can also say /ow/ as in “cow.” To figure out which sound “ow” is making in any word, they will have to try both sounds and figure out which one makes sense.



Key Card

Hear the New Sound

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

now pow how

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

Key picture—Show the key card for “ow.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a brown cow. “Brown cow.” Let’s say that phrase together.** [Brown cow.] Say each word in the phrase, and ask the students to repeat it. Stretch the /ow/ sound in each word.



Animated Alphabet

Introduce the Letter Group

- We know the letters “ow.” We learned them with the picture card for “Blow the snow.” Point to the key card “Blow the snow” in the letter-group frieze. The letters “ow” are special because they can make two sounds. Today we see how “ow” can make the sound /ow/ as in “cow.”

Lesson 33 **Day 1**

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 “ow” in the picture. **When I look at the letters “ow,” I think about the phrase “Brown cow.”** Run your finger over the “ow” as you repeat the sound /ow/ three times. **Look really hard at the “ow,” and imagine seeing the brown cow.** Flip the card over so the students can only see the letters “ow.” **What do these letters say?** *[responses]* Stretch /ow/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /ow/ when we see these letters. When I point to “ow,” I want you all to say:**

/ow/ “Brown cow.” “ow”

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

Interactive
Whiteboard Users

Method varies



The Sound and the Furry



Partner Practice
Booklet 6

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.

cow now town

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.

OW

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.

/igh/ as in light

/i_e/ as in bike

/ie/ as in tie

/ur/ as in fur

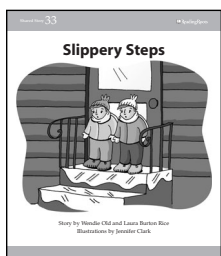
/ou/ as in shout

/ow/ as in cow

Lesson 33 Day 1

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.

now down frown
cow brown frowning



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 *Slippery Steps*. I see Jim (point) and Jack (point) on the steps. They look a little scared. Maybe they’re scared to walk on the steps. The steps must be slippery. They look like they’re covered with ice.

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. There’s lots of ice outside. Look at the ice on the window. Point. Display page 5. Oh no! There’s ice on everything, including the steps! I wonder what will happen to Jack? We’ll have to read 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 33 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

ice	pebbles
pond	sand
sleet	steps
twins	

Video Words



skating	yell
skaters	sliding
slips	land
yank	bump



Animated Alphabet



The Sound and the Furry

Green Words

boys	yikes
himself	care
yelling	tried
yanked	dress
crept	rose
safe	shine
problem	sleet
slid	skating

Red Words

more	does
open	bushes

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 33 of *Reading Reels for Roots*, or display the key card for "y."
- **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 for page 1.
 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. As a part of this discussion, partners share a word that was difficult for them and the strategy they used to read it.
 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 33 **Day 1**

Monitor

- Repeat steps 1–6 for the remainder of the pages, having the students alternate which partner reads first. Monitor partner reading to make sure that partners continue to alternate reading and retelling on each page and to ensure that they are helping each other effectively. Encourage the students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages on Day 2. Partner B begins to read the first page on Day 2.

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 Jim and Jack hope the sleet would not stop?** [*The sleet would freeze and make ice on the ground. Then they could go skating.*]
 2. **What happened when the boys and Mom tried to go down the front steps?** [*They fell on the ice and could not get up.*]
 3. **How did Dad fix the problem?** [*He put sand on the steps.*]
- 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

skating	contest
graceful	contestants

Background Words

bright	practiced
cheered	winner

STaR

STaR story:

Callie Cat, Ice Skater

Written by Eileen Spinelli

Illustrated by Anne Kennedy

Summary: *Callie Cat ice skates on the pond in her backyard for the sheer pleasure it brings. She loves ice skating more than anything. Her friends don't understand and try to involve Callie in other things, but to no avail. When the Honeybrook Ice Rink announces a contest, everyone thinks Callie could be the big winner! Callie practices day and night under her friends' guidance. She wants to win the big prize—doesn't she?*

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 “Winter was Callie’s favorite season.”

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 *Callie Cat, Ice Skater*. Look at the cat on the cover. This girl must be Callie Cat. What is she wearing on her feet? Wait for the students' responses. She's wearing ice skates. Ice skates are special boots that have a thin piece of metal like a knife on the bottom. It is hard to keep your balance when you walk on them, but when you wear them, you can slide on the ice. Have any of you ever worn ice skates or inline skates? The students can respond with a show of hands. Invite several students, if any, to tell about their experiences.
- **Can you tell what season it is by looking at the picture?** Wait for the students' responses. You can tell it's winter because these white spots are snow, and you know that in some places it snows in the winter, just like it did in the story *The Big Snow*. People ice skate in the winter. That's another clue about the season.
- **Page 5:** Do you think Callie likes to ice skate? Wait for the students' responses. Callie must really like to ice skate because she even skates at night.

Lesson 33 **Day 1**

- Page 7: Point to the poster. **This is a poster that tells about a contest. What kind of contest do you think the poster tells about?** Wait for the students' responses. **We'll find out more about this contest when we read the story.**
- Page 19: **Callie is doing some very fancy ice skating. How do you think her family and friends feel when they watch her ice skate like this?** Wait for the students' responses.
- Page 25: **I wonder what Callie is thinking about?**
- 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
skating	1	sliding on ice with skates	Picture Walk, page 5
contest	7	game or race; a competition	Picture Walk, page 7
graceful	10	move in a smooth way	Latrice is a <i>graceful</i> dancer; her movements are smooth and lovely.
contestants	13	people in a contest	Patrick and José lined up at the starting line with the other <i>contestants</i> in the race.

Lesson 33 **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
bright	3	shining	Candace wore dark glasses in the <i>bright</i> sunlight.
practiced	10	repeated	Trinity <i>practiced</i> kicking the soccer ball into the goal for an hour.
cheered	19	shouted in happiness	Pantomime.
winner	21	best	Brendan was surprised to hear his name called as the <i>winner</i> of the poster contest.

This story is about Callie Cat, and she likes to ice skate. Callie practiced every day to be a better ice skater. When you practice something, you do it over and over until you can do it very well. What is something you practiced doing so you could get better at doing it? What did you practice? If the students are unable to respond, prompt them with questions such as: What do you like to do? Do you do this a lot? Do you want to be better at this?

Callie practiced when the sun was bright. “Bright” means shining. When is the sun bright?

Callie goes to an ice skating contest, and people who watched her ice skate cheered for her. You know what a cheer is because we celebrate with cheers every day. Lead the class in an SFA cheer.

Callie hopes she will be the winner, or the best ice skater, in the contest. Often a winner gets a prize. What prize do you think the ice skating winner will get?

Interactive Reading

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

Think-Pair-Share

	Page 1	Use Think-Pair-Share to ask the students: What is Callie Cat doing in this picture? Wait for the students' responses. She's putting on her ice skates so she can go ice skating. This is one of our STaR words. When Callie goes ice skating, she wears special shoes that help her slide on the ice. Can you tell from the picture where she will ice skate? Wait for the students' responses. It looks like there is ice right by the bench where she's putting on her ice skates.
	Page 5	Callie really loves to ice skate. She ice skates in the day and at night. Look at the picture, and see if you can tell why Callie can go ice skating so often. Wait for the students' responses. It looks like there is ice for Callie to ice skate on right by her house. In the winter when it is very cold, water in ponds freezes and becomes ice. Point out the pond in the illustration. I think this must be a pond near Callie's house that froze, and she goes ice skating on it whenever she wants.
	Page 9	Callie's friends are taking her shopping. While they are in the mall, they see a sign about an ice skating contest. They think Callie should enter the contest because she loves ice skating. Use Think-Pair-Share to ask the students: Can you think of another reason they want Callie to enter the contest? Wait for the students' responses. "Contest" is another one of our STaR words. In a contest, people all try to be the best and win a prize. Use Think-Pair-Share to ask the students: What are the prizes for the ice skating contest?
	Page 10	Now Callie practices ice skating each day so she can win the contest, not just because she loves to do it. Her friends want her to win, so they tell her how to be better. May tells Callie to be more graceful. "Graceful" is a STaR word that means to do something smoothly so it looks beautiful. Ice skaters move their arms gracefully when they skate. Let's pretend that we're Callie and we're being graceful. Demonstrate moving your arms gracefully.
	Page 13	It's time for the contest to start. Callie and the other contestants line up on the ice. The contestants are the people trying to win the prize for being the best ice skater. "Contestants" is a STaR word. Let's count the contestants. Point to each contestant in line on the ice as you count them, using ordinal numbers, from left to right. Callie is fifth in the lineup. That means she has to wait for four other contestants to skate before she has her turn. Use Think-Pair-Share to ask the students: How do you think Callie feels when she realizes she has to wait for four other ice skaters before she can skate?

Lesson 33 **Day 1**

Think-Pair-Share

Page 19 **Callie ice skated gracefully. Everyone cheered for her when she finished. But there are still three more contestants that have to take a turn ice skating.** Use Think-Pair-Share to ask the students: **Do you think Callie is worried about winning? Why or why not?**

Page 25 Use Think-Pair-Share to ask the students: **How do Callie’s friends think she feels about losing the contest?** Wait for the students’ responses. **Callie’s friends think she must feel sad about not winning the contest. They tell her she must feel awful for losing.** Use Think-Pair-Share to ask the students: **How do you think their comments might make Callie feel?** Wait for the students’ responses.

When it was time for bed, Callie huddled under her covers with her doll. We read another story in which the characters huddled together. The animals in *The Big Snow* huddled together to keep warm.

Page 30 Use Think-Pair-Share to ask the students: **Why does Callie skate now?** Wait for the students’ responses. If they don’t know, reread pages 28 and 29. Guide the students to infer that Callie skates for the joy it brings by asking questions such as: **“How does Callie feel when she skates?” “Does skating make her feel good, or does she need a prize to feel good about her skating?”**

Use Think-Pair-Share to ask the students: **What did Callie learn from her experience with the ice skating contest?** Wait for the students’ responses. **She skates because she loves to skate, and it makes her feel happy.** Use Think-Pair-Share to ask the students: **What did you learn from this story?** Wait for the students’ responses.

Use Think-Pair-Share to ask the students: **Why did the author write this story?** Wait for the students’ responses. **The author wants us to know that it is better to do something well to please yourself, not because other people want you to do it. This is the moral of the story, or what the author wants us to learn from the story.** Use Think-Pair-Share to have the students answer the following question. **What do you like to do because you enjoy it or because it makes you feel 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 or teams.
- Challenge the students to work with their partners to create sentences that contain two of the STaR words.
- 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

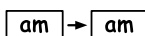
Writing Strategies Bank



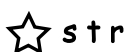
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



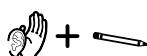
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Lesson 33 **Day 1**

- Restate each of the STaR words.
 - Model writing a sentence that contains two of the STaR words. Use the strategies from the Writing Strategies Bank as needed, with an emphasis on the Sound Spelling, Write Sounds that You Know, and Remember a Word strategies. **I will write a sentence with two of the words. My sentence is, “I hope that I will win the ice skating contest!”**
 - Ask for student input on ways to make your sentence more interesting. **Can anyone think of something that I could add to my sentence to make it more interesting?** Use Think-Pair-Share to have the students respond. Revise your sentence using some of the students’ suggestions.
 - Tell the students to work with their partners to think of sentences they will write using the STaR words. Encourage the students to help their partners add details to their sentences to make them more interesting.
 - Allow time for the students to write their sentences in their partner writing books. Circulate as they write, discussing with the students the strategies that they have used.
 - Select one or two students to share their written sentences with the class. Try to select students who have used more than one STaR word in their sentences. 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 Callie enter the ice skating contest?

Why does Callie feel better when the contest is over and she can skate on the pond again?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>friends want her to</i>	Good answer. Can you say that in a complete sentence? <i>Callie enters the contest because her friends want her to.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Callie enters the contest because her friends want her to."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Callie enters the contest because her friends want her to.</i>	Good answer. Can you add some details to your sentence? <i>Callie enters the contest because her friends say she'd be a banana if she didn't.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>How do you know her friends think she should be in the contest?</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 56*

Cami puppet

Partner Practice Booklet 6

*Reading Reels for Roots DVD**

Shared Story

Shared Story 33:
Slippery Steps

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for Roots DVD**

Reading Celebration
certificates

STaR

STaR story:
Callie Cat, Ice Skater

Story map 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 /ow/

Say-It-Fast (optional)

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

/y-e-ll/

yell

/s-t-o-p/

stop

/c-r-ow-n/

crown

/k-e-tt-le/

kettle

/g-r-a-ss/

grass

/p-l-u-m-p/

plump

**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 6

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:
cow...now...how...hot...lot...not...note...vote
- 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 /ow/ in each of the following words:

now cow town

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

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

Stretch and Read with the New Sound

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

down town gown

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.

Write Words and Sentences

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

Tell the students to use “ou” as in shout.

loud proud found

Tell the students to use “ow” as in cow.

now brown frowned

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

Henry saw a brown cow.

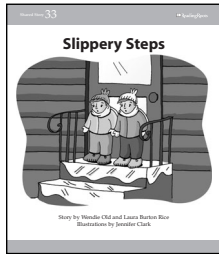
- Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentence in their partner writing books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone’s growing skills.
- Award team celebration points to partners who correctly tell you how to write the sentence.



Partner Practice Booklet 6

Team Celebration Points →

Team Celebration Points →



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 Jim and Jack want to go to Alligator Pond?** [*The boys wanted to go ice skating.*]
2. **What happened when Jim, Jack, and Mom tried to go down the steps?**
Why? [*They slipped on the steps because the steps were icy.*]
3. **How did Dad fix the problem?** [*Dad put sand on the steps.*]

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.

Partner Reading

Teacher's Note: Before beginning Partner Reading, complete Guided Partner Reading if you were unable to do so on Day 1.

- **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.
- 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 33 **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. When the class is finished, have partners share their written answers.

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 33.

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 Callie Cat, Ice Skater.*]

Where did Callie go ice skating? [*Callie went ice skating on the pond.*] **Have you ever gone ice skating? Did you go on a pond or at an ice rink?**

Display page 3. **Why was it bright when Callie went ice skating on the weekend mornings? What do you do outside when it is bright?**

Why did Callie's friends think it's a good idea for Callie to enter the ice skating contest? [*They know Callie loves to go ice skating, and there are fun prizes for the winner.*] **What does Callie decide to do?** [*Callie decides to enter the contest.*] **Have you ever been in a contest? What kind of contest was it?**

Display page 10. Callie practiced ice skating while her friends told her how to be a better skater. **How do you think Callie felt about this?**

Liza tells Callie to be more graceful. Why did Liza say this? [*Liza wants Callie to be the most beautiful ice skater in the contest.*] **Have you ever tried to do something gracefully?**

On the day of the big contest, Callie lines up with the other contestants. What happens next? [*Each contestant gets a turn to skate.*] **Have you ever watched contestants try to win a contest?**

Everyone cheered for Callie. Why?

Display page 22. **Who was the winner of the ice skating contest?**

How did Callie feel about ice skating when the contest was over and she went back to skate on her pond? [*Callie went back to skating on her pond because she loved ice skating.*]

Story Map

Blackline master provided

Structure Review

- Display and review the story map with the students. Tell the students what each part of the map means (title, characters, setting, problem, solution, and important events).
- Ask the students to help you identify the elements of the story map in the STaR story. **Let's use our story map 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?** [*The title of the story is Callie Cat, Ice Skater.*]

Whole Group Response

Lesson 33 **Day 2**

Think-Pair-Share

- T-P-S: **Where did the story happen? What is the setting?** *[This story has two settings: the pond and the ice rink.]*
- T-P-S: **Who are some of the characters in the story?** *[Callie, Liza, May, and Callie's mother.]*
- T-P-S: **What is the problem in the story?** *[Callie's friends push her into entering an ice skating contest, but Callie doesn't really want to compete.]*
- T-P-S: **One important event in the story is that Callie is a good ice skater who loves to ice skate. What are some other important events in the story?** *[Callie's friends tell her she'd be silly not to enter the ice skating contest. Callie practiced to win the contest. Callie skates in the contest. Callie loses the contest. Callie learns that skating brings her joy.]*
- T-P-S: **What was the solution? How was the problem solved?** *[Callie competes, and when she loses, she realizes that she loves skating for the way it makes her feel.]*

Retell

- Extend 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: Callie Cat loved ice skating.

Pages 2 and 3: On weekends, Callie skated in the morning when the sun was bright.

Think-Pair-Share

Option 2: Reread the story.

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

Why did Callie like to ice skate?

Why did Callie's friends want her to enter the contest?

Where did the special feeling that Callie had about ice skating come from?



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

Random Reporter →

Team Celebration Points →

STaR Writing

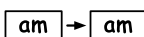
Writing Strategies Bank



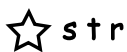
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



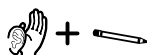
Remember a Word



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.

Team Celebration Points →

- Allow time for the students to write their own sentences in their partner writing books. Circulate as they write, discussing the strategies that the students have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used the strategies that you have introduced. Display the writing on a special writing celebration bulletin board.
- Award team celebration points to students who successfully share a complete sentence.

Alphie's Question Quiz

Team Celebration Points →

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

How does Callie feel when she watches the other contestants?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>so she will win</i>	Good answer. Can you say that in a complete sentence? <i>Liza tells Callie to be more graceful so she will win.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Liza tells Callie to be more graceful so she will win."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Liza tells Callie to be more graceful so she will win.</i>	Good answer. Can you add some details to your sentence? <i>Liza tells Callie to be more graceful because she has to be the best to win.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>Why does Callie practice being more graceful?</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 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 57*

Alphie puppet

*Reading Reels for
Roots DVD**

Partner Practice
Booklet 6

Letter-Blending Cards*

Green index cards, paper,
or tagboard*

Shared Story

Shared Story 33:
Slippery Steps

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Adventures in Writing

Bett puppet

Bett's writing paper
(teacher prepared)*

Editing Checklist
(teacher created)

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 /oo/ (book)

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)
lunch /l-u-n-ch/ (4)
pest /p-e-s-t/ (4)

cup /c-u-p/ (3)
run /r-u-n/ (3)
suit /s-u-i-t/ (3)

Class Review—Sounds and Words

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



Animated Alphabet

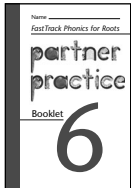
Lesson 33 Day 3



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

yuck brown blow



Partner Practice Booklet 6

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:
cow...now...how...hot...heat...seat...sea...tea
- 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.

Teacher's Note: The letter group “oo” makes two sounds. The students have already learned that “oo” makes the /oo/ sound as in “moon.” In this lesson, they will learn that “oo” can also say /oo/ as in “look.” To figure out which sound “oo” is making in any word, they will have to try both sounds and figure out which one makes sense.



Key Card

Hear the New Sound

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

good took look

- 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 student who wants to read. This student must look for a book. “Look for a book.” Let’s say that sentence together.** [*Look for a book.*] Say each word in the phrase, and ask the students to repeat it. Stretch the /oo/ sound in each word.

Introduce the Letter Group

- We know the letters “oo.” We learned them with the picture card for “Zoom to the moon.” Point to the key card for “Zoom to the moon” in the letter-group frieze. The letters “oo” are special because they can make two sounds. Today we’re going to see how “oo” can make the sound /oo/ as in “book.”

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 “oo” in the picture. **When I look at the letters “oo,” I think about the phrase “Look for a book.”** Run your finger over the “oo” as you repeat the sound /oo/ three times. **Look really hard at the “oo,” and imagine seeing the student look for a book.** 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/ when we see these letters. When I point to “oo,” I want you all to say:**

/oo/ “Look for a book.” “oo”

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

book look took

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.**



Animated Alphabet

Interactive
Whiteboard Users

Method varies



The Sound and the Furry

Lesson 33 Day 3



Partner Practice Booklet 6

Team Celebration Points →

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.



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.

/ow/ as in snow

/o_e/ as in joke

/ow/ as in cow

/oa/ as in boat

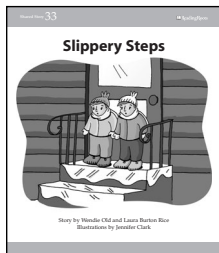
/oo/ as in moon

/oo/ as in book

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.

book shook hood

foot cooked looking



Shared Story

Partner Word and Sentence Reading

- Have the students sit with their assigned partners. Distribute the Shared Stories, and have the students turn to the list of story words on the inside front cover.
- **We're going to practice reading words and sentences from the story together. Take turns reading each of the words with your partner. When you and your partner are finished, I want you to think about which word was the easiest to read and which word was the hardest to read. Then you can read the sentences.**
- Have pairs read the words together. When they are finished, call on partnerships to tell you which words were easy to read and which words were hard. Encourage the students to share a strategy they used to read a difficult word.
- Award team celebration points to partnerships who share a strategy they used to read a difficult word.

Team Celebration Points →

Partner Reading

Focus on Fluency

Reading Smoothly
with Expression

Monitor

- **Now we're going to read the story with our partners, just like we did yesterday. Since we already know what happens in the story, we can use this time to practice reading in our best storytelling voices. A storytelling voice is nice and smooth. Let's practice that today as we read the story together.**
- Monitor 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.
- If any student reads smoothly and expressively, place a sticker beside the story title on that student's Fluency Flyer. Award team celebration points to any student who earned a sticker.

Team Celebration Points



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 33.



Between the Lions

Adventures in Writing

Prewriting

- Have the students gather in front of the board. Lead a discussion about things that people do when it snows during the winter. **We have been reading and talking about winter. In many places, it snows in the winter. What are some things that children do when it snows?** Use Think-Pair-Share to have the students respond. *[Have snowball fights, make snow angels, make snowmen, etc.]*
- **One of the things that children do is make a snowman. Today we will pretend that we need to write instructions for a person who has never made a snowman before. To help us, I will draw a snowman.** Draw a snowman. You may wish to include a carrot nose, a hat, sticks for arms, coal eyes, etc.
- Write “How to Make a Snowman” at the top of the chart paper. Have the students think of the steps necessary to build a snowman. **What do we need to do first?** Use Think-Pair-Share to have the students respond. Model writing a sentence using one of their ideas. *[Possible response: First, roll three balls of snow.]*
- **Let’s think about the next thing you would do. What should you do next to make a snowman?** Use Think-Pair-Share to have the students respond. Model adding a second sentence using one of their ideas. *[Possible response: Next, stack up the balls.]*
- Point to your snowman drawing. **What are some of the other steps that I could write about to tell someone how to make this snowman?** Use Think-Pair-Share to have the students respond. *[Find a carrot, and use it for his nose; put a hat on top of his head; get some charcoal to use for eyes; find sticks to use for his arms, etc.]*
- Explain the writing activity. **Today you will draw your own snowman and write the steps needed to make him.**

Partner Planning

- Provide time for the students to work with their partners to draw snowmen. Each student can draw his or her own snowman, or partners can work together to draw a single snowman.
- Ask the students to talk to their partners about the steps that someone would need to follow to make their snowmen. Remind them to think about what should happen first, next, etc.
- Circulate as the students talk to make sure that they are discussing the steps in the correct sequence.

Writing

Drafting

- Have the students write the title “How to Make a Snowman” on their papers.
- Tell the students to write three to five sentences that describe how to make the snowmen that they drew.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words the students do not know how to write.

Checking

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Teacher’s Note: In this lesson, the use of commas after introductory sequence words (“first,” “next,” “then,” etc.) is correctly modeled by the teacher and correctly written on Bett’s paper. If you feel that your students are ready, you can introduce the rule and have them check for its correct use in their own papers. Determine whether to add the rule to the Editing Checklist according to the writing levels of your students. Otherwise, you may point out the use of the comma in your own sentence and in Bett’s sentences and simply praise students who correctly include commas in their own writing.

- Bring out Bett, her completed paper, and the Editing Checklist chart. Explain to the students that Bett has also written directions about how to build a snowman. She would like them to help her check her paper.
- Display Bett’s chart paper. Have Bett read each sentence on her paper. Then use the Editing Checklist to guide the students to check for mistakes. Make the corrections on the chart paper.

Bett's Adventures in Writing

How to Make a Snowman

first, roll three balls of snow. Next, stack up the balls. after that, get a carrot for nose. Then, get rocks for the eyes and mouth. Finally, get a hat for the snowman's head.

Corrections:

Sentence 1: Capitalize "first."

Sentence 2: No corrections.

Sentence 3: Capitalize the "a" in "after." Add the missing word "the," or "his," before "nose."

Sentence 4: Add a period at the end of the sentence.

Sentence 5: Change "hit" to "hat."

- Ask the students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each paper. The students should only correct mistakes in writing on their own papers.
- Monitor the students as they edit their papers. 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 steps to make a snowman should be written in a logical sequence.
Identifies and Corrects Errors	The students, working together with their partners, should be able to identify and correct errors in the categories specified on the Editing Checklist. This will include using commas after introductory sequence words if you have opted to include this on your list.
Writes with Quality and Quantity	Each student must write a minimum of three sentences. Quality sentences will include descriptive language and may include introductory sequence words with commas used correctly.



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. A partner may have provided ideas to make the sentences more interesting or helped the student to correct an error.
- Award team celebration points to students who share an error that they or their partner found and corrected.
- Allow a few students to share what they wrote with the entire class. Remind the students to practice active listening while someone is sharing his or her work.
- Award team celebration points to students who successfully share their writing.

Team Celebration Points

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*)

- Invite the students to talk in their groups about something they love to do. **Callie Cat loves to ice skate more than anything else. Think about something you like to do more than anything else.**
- Have the students name any special equipment or clothing they need to do their favorite activity. Model this process for the students. **Something I like to do more than anything else is dance. What do I need when I dance? I need music and enough room to move.**
- Invite volunteers to share with the class what they love to do.

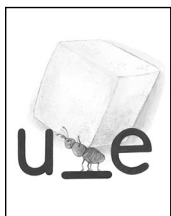
At a Glance

FastTrack Phonics



Day 1:

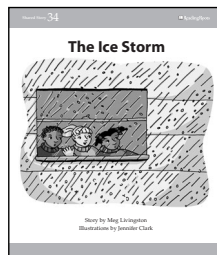
New sound: /oo/ (book)



Days 2 and 3:

New sound: /u_e/

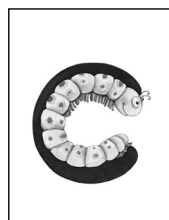
Shared Story



Shared Story:

The Ice Storm

by Meg Livingston



Review Sound: /o/

Strategies/Skills:

Previewing

Predicting

STaR

STaR Story:

“On a Night of Snow,” a poem by Elizabeth Coatsworth

Students will interpret figurative language in a poem.

Students will use the Writing Strategies Bank to write a sentence with one or more STaR vocabulary words.

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

Adventures in Writing

Students will write about fun indoor and outdoor activities that they can do on a snowy day.

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

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

Students will use the Editing Checklist to check their own work and their partners' work to identify and correct errors.

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 33
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 57*

Cami puppet

Partner Practice Booklet 6

*Reading Reels for Roots DVD**

Shared Story

Shared Story 34:
The Ice Storm

Language development cards for lesson 34*

Key card for "soft c"*

Word cards*

Reading Strategy Cue Cards

*Reading Reels for Roots DVD**

STaR

STaR poem:
"On a Night of Snow"

A saucer (or picture of a saucer)

Picture of a daisy

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 33. 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/ (book)

Say-It-Fast (optional)

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

/t-r-ai-n/	<i>train</i>	/b-oo-k/	<i>book</i>
/b-u-g/	<i>bug</i>	/t-r-u-ck/	<i>truck</i>
/sh-i-p-s/	<i>ships</i>	/n-o-se/	<i>nose</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 6

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 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:
book...took...look...cook...cool...tool...pool
- 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 /oo/ in each of the following words:

look book took

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

Key picture—Show the students the “oo” key card. **What do you say when you see this picture?** [*responses*] **That’s right. “Look for a book.”** 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:

good hook foot

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 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 6

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.

drawing foot looked
sunny shook *morning

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

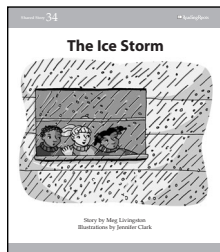
I can read lots of books.

Lesson 34 Day 1

- Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentence in their partner writing books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board.

Team Celebration Points →

- Award team celebration points to partners who correctly 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 Ice Storm*.** Display the picture card for "ice storm." **An ice storm comes during the wintertime. When it's very, very cold outside, rain that falls from the sky can turn to ice. Then ice is everywhere! Do you think a lot of ice could be dangerous? Why? (T-P-S)**

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

Picture Cards

dark	backpack
dinner	blanket
ice storm	electricity
hot dog	fireplace
principal	stick
sleeping bag	

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 some children at school. If I look out the window, I can see an ice storm. I wonder how the children will get home?** Display page 2. **It looks like the children will have to walk home.** Display page 7. **The children are staying at Deena's house. It looks like they are having fun! We'll have to read the story to find out what fun things they do.**

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 34 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



camp	tramping
race	tent
warm	sleep
wind	campers
snow	snowed
deep	ice
sled	trace
oven	fireplace



Animated Alphabet



The Sound and the Furry

Green Words

ice cream	lights
mice	raced
fence	closing
story	faces
checked	fireplace
blankets	upon
asleep	nice
dinner	traced

Red Words

because	their
warm	once

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 34 of *Reading Reels for Roots*, or display the key card for "soft c."
- **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, noting the special sound of "a" in "asleep." Also note the short "e" in "fence."
- 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 for page 1.
 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. As a part of this discussion, partners share a word that was difficult for them and the strategy they used to read it.
 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 34 **Day 1**

Monitor

- Repeat steps 1–6 for the remainder of the pages, having the students alternate which partner reads first. Monitor partner reading to make sure that partners continue to alternate reading and retelling on each page and to ensure that they are helping each other effectively. Encourage the students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages on Day 2. Partner B begins to read the first page on Day 2.

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 the children go to Deena’s house?** [*The bus could not run because of the ice. They couldn’t go home, so they walked to Deena’s house.*]
 2. **Why did Mom have to light a candle?** [*The lights in the house went out.*]
 3. **Why did the kids say that staying at Deena’s was like camping?** [*They sat by a fire, they ate hot dogs, and they sang camping songs and played games.*]
- 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:

“On a Night of Snow”

Written by Elizabeth Coatsworth

Summary: *The poem is a conversation between a cat and mistress. In the first stanza, the mistress explains why her pet should remain indoors on a snowy night, to which the cat, in the second stanza, replies with its reasons for going out even on such a night.*

Lesson 34 **Day 1**

Teacher’s Note: Number each line in the poem. Line 1 begins, “Cat, if you go outdoors,…”

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 this book is *One Hundred Years of Poetry for Children*. This is different from the other books we’ve read. Our other books are stories or expository texts, and the whole book is about one story or one main topic. This book is a collection of poems about different topics that interest children. Another difference is that the poems in this book were written by different people. Usually before we read a story, we look at the cover to get information about the story. Display the cover. Look at the cover on this book. How does this help us know what the book will be about? Wait for the students’ responses. We see illustrations of birds, a child, boats, stars, and the moon, and this can make us wonder what might be inside.**
- Show the students the table of contents pages. **At the top of the page, you see the word “Contents.” This is a list of all the poems in the book. The poems are listed in groups. Each group has a heading. Read several headings. What kinds of poems do you think will be in the section called “_____”? Read the titles of some of the poems from that section.**
- **Usually when we read a STaR story, we preview the book by looking at the illustrations, or pictures, in it. This book has many more pages than the books we’ve read, and the pictures illustrate the different poems. Let’s look at a few of them.** Display several pages, such as pages 35, 51, and 139, and have the students identify the illustrations. Read the title of the corresponding poem, and talk with the students about whether the illustration helps them know what the poem is about. **These illustrations don’t always help you know what the poems will be about.**
- Turn to page 121, and point out the cat at the bottom of the page. **The title of the poem is “On a Night of Snow,” and the poet, the person who wrote the poem, is Elizabeth Coatsworth. What does the illustration tell us about this poem?**
- **When I read the poem, you’ll find out why the page is illustrated with a cat.**
- 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 poem, and ask them to listen for the words as you read.

STaR Words

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
sleet	3	freezing rain	The falling <i>sleet</i> stung Katerina's face.
saucer	6	small dish	Marcene uses a <i>saucer</i> under her cup to protect the tablecloth from spills.
lore	10	old story	Family <i>lore</i> says that Keith is descended from a famous prince.
might	13	strength	Kendall tried with all her <i>might</i> to push the heavy door closed.

- 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
heels	line 3	back part of the feet	Gerome shifted his weight onto his <i>heels</i> because his toes were beginning to hurt from standing so long.
still	line 4	not move	When Aishah fidgeted, her mother told her to be <i>still</i> .
flames	line 5	flickering light	Leya watched the <i>flames</i> in the campfire dance in the night.
silent	line 12	without sound	Mei Li saw the <i>silent</i> bird glide across the sky.

On snowy nights, people sometimes have a fire in a fireplace to keep them warm. They like to sit by the fire and watch the flames rising up from the burning wood. Flames are the flickering lights that come from something as it burns. Has anyone seen the flames from a fire? The students can respond with a show of hands. Invite the students to describe their experiences. If they have difficulty, prompt them with questions such as: **Where was the fire? What did the flames look like? Did the flames make you feel warm?**

A winter night can be silent because falling snow makes no sound. “Silent” means no sound. Let’s all be silent for a moment. Give the Zero Noise Signal, and wait for everyone in the room to be silent.

When I am still, I don’t move. Demonstrate sitting very still. On cold nights, things outside are still. There isn’t anything moving around because the animals sleep and people stay inside.

In the poem, the author talks about little white shoes with heels of sleet. Show me the part of your shoe that is the heel. Wait for the students to show you their heels. I wonder what a heel of sleet is.

Interactive Reading

Teacher’s Note: Practice reading the poem several times before reading to the students to get a feel for its rhythm. Use different voices for each character.

- Read the text interactively, discussing the STaR words in context and asking the comprehension questions listed below.
- Read the poem all the way through so the students have the opportunity to hear it and think about the images before you reread for comprehension. Reread the poem interactively, discussing the STaR words and asking comprehension questions.

Think-Pair-Share →

- Line 1 Before rereading the poem, use Think-Pair Share to have the students answer these questions. **What is the poem about?** Wait for the students’ responses. **Who are the characters in this poem?** Wait for the students’ responses. **Yes, Cat and Mistress are the characters in the poem. Mistress in this poem is a lady to whom Cat belongs.**
- Explain that poems are meant to be reread to help better understand the meaning and enjoy the rhythm and images in them. **Let’s reread the poem in parts to help us understand what the poet tells us about a cold night of snow.** Read line 1. **Why do you think the illustrator drew a cat with this poem?**
- Lines 2, 3 Use Think-Pair-Share to ask the students: **What does Mistress, the speaker in this part of the poem, mean when she says, “Cat will come back from a walk in the snow with little white shoes”?** Wait for the students’ responses. **The speaker says that there will be heels of sleet on Cat’s shoes. “Sleet” is a STaR word that means freezing rain.**

Lesson 34 **Day 1**

lines 2, 3, Reread, emphasizing the rhyming words. Use Think-Pair-Share to ask the students: **Why does the poet use the word “sleet” when she describes the heels of Cat’s shoes?** Wait for the students’ responses. **I think she chose this word because “sleet” rhymes with the word “feet,” and often poems have words that rhyme at the ends of the lines. “Sleet” is also a word related to snow.**

Think-Pair-Share

Lines 4, 5 **Mistress wants Cat to stay inside.** Use Think-Pair-Share to ask the students: **What does Mistress say for Cat to do inside?**



Lines 6, 7 **Mistress says she would bring Cat a saucer of milk. “Saucer” is a STaR word.** Hold up a saucer (or picture of a saucer). **A saucer is a small dish that is often put under a cup. Some people use saucers to feed milk to their cats because it’s like a bowl, but flatter. It’s easier for a cat to get milk from a saucer than from a deep bowl. The author compares the saucer of milk to a marguerite. A marguerite is a kind of white flower, like a daisy.** Display a picture of a daisy. **So the poet wants us to create a picture in our minds of a saucer of milk that is white, smooth, round, and sweet like a daisy.**

Line 8 **Mistress tries to convince Cat to stay inside, so she tells Cat the winds are wild.** Use Think-Pair-Share to ask the students: **Do you think this convinced Cat to stay inside?** Have the students give reasons for their answers.

Lines 9, 10 Use Think-Pair-Share to ask the students: **Who speaks in this part of the poem?** Wait for the students’ responses. **How do you know that Cat speaks?**

Cat says, “strange voices cry in the trees, intoning strange lore.” “Lore” is a STaR word that means a type of story, the kind that is told over and over like a tale. Use Think-Pair-Share to ask the students: **Who do you think is in the trees telling the strange tales?** Wait for the students’ responses. **Yes, there are animals that live in the trees, and they make noises that sound like they’re telling stories.**

Lines 11, 12 Define unfamiliar words such as “hoar,” which means frost. **Talk with your partners about what Cat means in these two lines.** Ask the students to explain their answers. If necessary, ask additional questions to guide them to discover the meaning of these lines.

Think-Pair-Share

Lines 13,14 Reread the last sentence of the poem, which begins, “Mistress, there are...,” with a commanding voice. **“Might” is a STaR word. It means strength. Cat is telling Mistress that there are magical and strong forces calling on this night.**

Cat tells Mistress to open the door because Cat wants to go have adventures. Use Think-Pair-Share to ask the students: **What do you think Mistress will do?**



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.
- Challenge the students to work with their partners to create sentences that contain two of the STaR words.
- 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

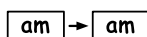
Writing Strategies Bank



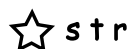
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



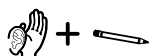
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

- Restate each of the STaR words.

Lesson 34 **Day 1**

- Model writing a sentence that contains two of the STaR words. Use the strategies from the Writing Strategies Bank as needed, with an emphasis on the Sound Spelling, Write Sounds that You Know, and Remember a Word strategies. **I will write a sentence with two of the words. My sentence is, “I moved the cat’s saucer inside the house because the weather man said we were expecting sleet.”**
 - Ask for student input on ways to make your sentence more interesting. **Can anyone think of something that I could add to my sentence to make it more interesting?** Use Think-Pair-Share to have the students respond. Revise your sentence using some of the students’ suggestions.
 - Tell the students to work with their partners to think of sentences they will write using the STaR words. Encourage the students to help their partners add details to their sentences to make them more interesting.
 - Allow time for the students to write their sentences in their partner writing books. Circulate as they write, discussing with the students the strategies that they have used.
 - Select one or two students to share their written sentences with the class. Try to select students who have used more than one STaR word in their sentences. 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 Mistress want Cat to stay in?

What does Cat decide to do?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>cold outside</i>	Good answer. Can you say that in a complete sentence? <i>She wants Cat to stay in because it's cold outside.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "She wants Cat to stay in because it's cold outside."</i>
The student responds in a complete, but not very elaborate, sentence. <i>She wants Cat to stay in because it's cold outside.</i>	Good answer. Can you add some details to your sentence? <i>She wants Cat to stay in because it's cold outside, and Cat will get covered with snow.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What would happen if Cat went out in the cold?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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


Read &
Respond



Homework

Have the students read 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 58*

Alphie puppet

Letter-Blending Cards*

Green index cards, paper, or tagboard*

Partner Practice Booklet 6

Reading Reels for Roots DVD***Shared Story**Shared Story 34:
*The Ice Storm*Reading Strategy
Cue Cards

Fluency Flyers

Reading Reels for Roots DVD*Reading Celebration
certificates**STaR**STaR poem:
"On a Night of Snow"

Idea tree poster*

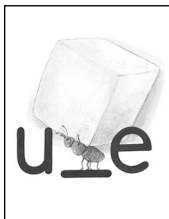
Writing Strategies Bank
(teacher created)Partner writing books
(teacher acquired)

*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 /u_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.

flute	/f-l-u-te/ (4)	tube	/t-u-be/ (3)
zoo	/z-oo/ (2)	silk	/s-i-l-k/ (4)
tops	/t-o-p-s/ (4)	tray	/t-r-ay/ (3)



Animated Alphabet

Class Review—Sounds and Words

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

Lesson 34 **Day 2**

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

race looking dawn



Partner Practice Booklet 6

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 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

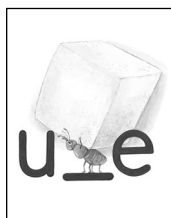
- Monitor the students as they read together. When partners have finished:
 - review any letters that the students seemed to have trouble with during Partner Practice;
 - randomly choose a partnership to read the word box together;
 - have a partnership share a sentence they created; and
 - have a partnership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

use huge mule

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

Lesson 34 **Day 2**

Key picture—Show the key card for “u_e.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of an ant carrying a sugar cube. It is a huge cube. “Huge cube.” Let’s say that phrase together.** [*Huge cube.*] Say each word in the phrase, and ask the students to repeat it. Stretch the /u_e/ 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 “u_e” in the picture. **When I look at the letters “u_e,” I think about the phrase “Huge cube.” Huuuuge cuuuube.** Run your finger over the “u_e” as you repeat the sound /u_e/ three times. **Look really hard at the “u_e,” and imagine seeing the letters “u” and “e” on the huge cube.** Flip the card over so the students can only see the letters “u_e.” **What do these letters say?** [*responses*] Say /u_e/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /u_e/ when we see these letters. When I point to “u_e,” I want you all to say:**

/u_e/ “Huge cube.” “u_e”

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

Interactive
Whiteboard Users

Method varies

Stretch and Read with the New Sound

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

mule cube rule

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 6

Team Celebration Points

u _ e

Write Letters and Words

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

/oi/ as in join

/oo/ as in book

/ue/ as in blue

/ur/ as in fur

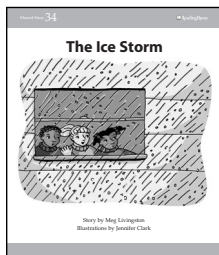
/oo/ as in moon

/u_e/ as in cube

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.

cube rule tuned

mule tune tuning



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 the children go to Deena's house?** [*The children went to Deena's house because the bus could not take them home.*]
 2. **Why did Granddad light a fire?** [*Granddad lit a fire to help the children warm up.*]
 3. **What happened the next day?** [*There was no school, so the children played in the snow.*]

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

Teacher's Note: Before beginning Partner Reading, complete Guided Partner Reading if you were unable to do so on Day 1.

Focus on Fluency

Accuracy

- **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.
- 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. When the class is finished, have partners share their written answers.

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.

Team Celebration Points

Lesson 34 **Day 2**

- 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 34.



Between the Lions

STaR

Think-Pair-Share →

STaR Review

Review the title and author of the poem. 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 poem within the anthology. **What is the title of this poem?**

[The title is "On a Night of Snow."] Who is Mistress? [Mistress is Cat's owner.]

What would be on the heels of Cat's little white shoes of snow?

What word in the poem rhymes with "sleet"? *[Feet.]* The poet chose this word because it rhymes with "feet" and is also about...

Why did Mistress want Cat to lie still?

What do the flames in the fire do?

Why would Mistress give Cat milk in a saucer? *[To keep Cat inside on the snowy night.]* Mistress would give Cat milk in a saucer because...

Why does Cat tell Mistress about hearing strange lore coming from the trees? *[To let her know that Cat wants to find out what's happening outside.]* Cat tells Mistress about hearing strange lore because...

What do cats do on silent feet?

What does Cat mean by telling Mistress there are things of might outside? *[There is something strong calling Cat to come out.]* Cat means...

Structure Review

Story Map

Blackline master
provided

Whole Group Response

Think-Pair-Share

- Display and review the story map with the students. Tell the students what each part of the map means (title, characters, setting, problem, solution, and important events).
- Ask the students to help you identify the elements of the story map in the poem. **Let's use our story map to help us think about important parts of the poem.**
- WGR: **The title tells us the name of the poem. What is the title of the poem?** *[The title of the poem is "On a Night of Snow."]*
- T-P-S: **Where did the story happen? What is the setting?** *[This story happens in Mistress's home.]*
- T-P-S: **Who are the characters in the poem?** *[Mistress and Cat.]*
- T-P-S: **What is the problem in the poem?** *[Mistress wants Cat to stay inside, but Cat wants to go out in the snow.]*
- T-P-S: **One important event in the poem is that Mistress says there would be snow on Cat's feet when Cat came back inside. What are some other important events in the story?** *[Mistress would give Cat a saucer of milk. Cat tells Mistress about things to do outside. Cat tells Mistress to open the door because Cat wants to go out.]*
- T-P-S: **What was the solution? How was the problem solved?** *[Cat decides to go outside.]*

Retell

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

Option 1: Dramatization

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

Examples

The students dramatize the actions that Mistress suggests for Cat in the first stanza.

The students dramatize Cat's actions outside.

Lesson 34 **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 does Mistress want Cat to do?

Why does Cat want to go out?



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

Random Reporter →

Team Celebration Points →

STaR Writing

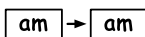
Writing Strategies Bank



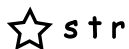
Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



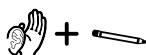
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Lesson 34 **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 using strategies from the Writing Strategies Bank as needed by your students.
- Allow time for the students to write their own sentences in their partner writing books. Circulate as they write, discussing the strategies that the students have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used the strategies that you have introduced. Display the writing on a special writing celebration bulletin board.
- 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 does Mistress try to get Cat to stay inside?

Why does Cat want to go out?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>milk</i>	Good answer. Can you say that in a complete sentence? <i>Mistress offers Cat milk.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Mistress offers Cat milk."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Mistress offers Cat milk.</i>	Good answer. Can you add some details to your sentence? <i>Mistress offers Cat white, smooth, sweet milk.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What does Mistress say about the milk to make it sound good?</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 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 58*

Cami puppet

*Reading Reels for
Roots DVD**

Partner Practice
Booklet 6

Shared Story

Shared Story 34:
The Ice Storm

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Adventures in Writing

Alphie puppet

Alphie's writing paper
(teacher prepared)*

Editing Checklist
(teacher created)

Writing Strategies Bank
(teacher created)

Partner writing books
(teacher acquired)

*Not needed for interactive whiteboard users

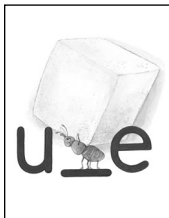
Team Celebration Points



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 /u_e/

Say-It-Fast (optional)

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

/b-oo-k/ *book*

/m-oo-n/ *moon*

/n-u-t-s/ *nuts*

/f-r-ui-t/ *fruit*

/w-ai-s-t/ *waist*

/s-l-a-p/ *slap*

**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 6

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:
tune...tube...cube...cute...cut...cat...pat...pay
- 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.

Team Celebration Points

Hear the New Sound

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

cute cube mule

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

Key picture—Show the students the “u_e” key card. **What do you say when you see this picture?** [*responses*] **That’s right. “Huge cube.”** Flip the card over so the students can only see the letters “u_e.” **What sound do these letters make?** [/u_e/.] **Sometimes “u” doesn’t quite say its name. What does “u_e” sound like in “tune”?** [/oo/.] **Yes, /oo/ as in “moon.”**

Stretch and Read with the New Sound

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

cube cute mule



Partner Practice Booklet 6

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 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.

Team Celebration Points →

Write Words and Sentences

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

Tell the students to use “oo” as in moon.

noon soon

Tell the students to use “ue” as in blue.

true Sue

Tell the students to use “u_e” as in cube.

mule tune

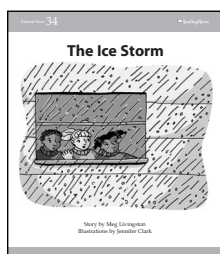
Write a sentence—Tell the students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence:

Mom baked a cake.

It had blue frosting.

- Discuss the meaning of the sentence briefly. Have partners work **separately** 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 to partners who correctly tell you how to write the sentence.

Team Celebration Points →



Shared Story

Partner Word and Sentence Reading

- Have the students sit with their assigned partners. Distribute the Shared Stories, and have the students turn to the list of story words on the inside front cover.
- **We're going to practice reading words and sentences from the story together. Take turns reading each of the words with your partner. When you and your partner are finished, I want you to think about which word was the easiest to read and which word was the hardest to read. Then you can read the sentences.**
- Have pairs read the words together. When they are finished, call on partnerships to tell you which words were easy to read and which words were hard. Encourage the students to share a strategy they used to read a difficult word.
- Award team celebration points to partnerships who share a strategy they used to read a difficult word.

Team Celebration Points →

Partner Reading

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

Focus on Fluency →

Reading Smoothly
with Expression

Monitor →

Team Celebration Points →

- If any student reads smoothly and expressively, place a sticker beside the story title on that student's Fluency Flyer. Award team celebration points to any student who earned a sticker.



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 34.



Between the Lions

STaR

Vocabulary Review: Silly or Sensible?

Think-Pair-Share

- Read each sentence listed below, asking the students to think about whether it is silly or sensible. Explain that “sensible” means that the sentence makes sense.
- Think-Pair-Share: **Was that sentence silly or sensible? Decide with your partner whether the sentence was silly or sensible and why.**
- After providing time for partner discussion, ask the class: **Was it silly or sensible? Show me with your hands.** Ask the students to raise their hands normally if the sentence is sensible or in a silly way (e.g., wiggling fingers, flopping their wrists, etc.) if the sentence is silly.
- Call on a student to share his or her answer. If the sentence is silly, be sure to ask the student to tell why.
- Review word meanings with examples and definitions as necessary.
 1. The bunny rabbit's fur makes a warm **coat** for winter. [*sensible*]
 2. Lynea couldn't wait to enter the **contest**; she just knew she would lose. [*silly*]
 3. The herd of cows **huddled** far from one another in the field. [*silly*]
 4. The **sleet** fell from the sky on a beautiful, sunny day. [*silly*]
 5. It was so **bright** when the lights went out that Jenna couldn't find her way out of the room. [*silly*]
 6. Leo likes to put on his swimsuit to play in the **snow**. [*silly*]
 7. The fans were **silent** when Cody scored the winning goal. [*silly*]
 8. Garrett was careful not to spill tea in his **saucer** when he filled his cup. [*sensible*]
 9. Kylie holds very **still** when she dances to the music on the CD player. [*silly*]
 10. The ballerina is very **graceful** as she dances across the stage. [*sensible*]

Adventures in Writing

Prewriting

A Snowy Day	
Inside	Outside

- Have the students gather in front of the board. Write the title “A Snowy Day” on a T-chart. Label one section “Inside” and the other “Outside.”
- Introduce the writing activity. **In the story *The Ice Storm*, the kids had to leave school early because of the bad weather. They had to stay inside for the rest of the evening. Even though they were inside, they thought of some fun things to do, didn’t they? The next day, they got to go outside. They thought of a lot of fun things to do outside too. Today we’re going to think and write about fun things you can do inside and outside during the cold weather.**
- Point to the title. **The title of this paper is “A Snowy Day.” It will tell about things you can do inside and outside on a snowy day.**
- Point to the section of the chart paper labeled “Inside.” **This word says, “Inside.” We’ll use this part of the paper to tell about the things we do inside. We can start by remembering some of the things the children did in the story *The Ice Storm*. Think about what the children did inside, and tell your partner.** Use Think-Pair-Share to have the students share their ideas. Record words or phrases that the students share in a list format in the correct column on your chart.
- **Can you think of any other fun things to do inside on a snowy day?** Use Think-Pair-Share to have the students share their ideas. Add their ideas to the list. Repeat this process with activities that can be done outside.
- Explain the writing activity. **Today you will write a paper about fun things you can do inside and outside on a snowy day. We will need to tell the reader whether we are talking about inside activities or outside activities. We can do that by including topic sentences.** On a clean space on the board, write the sentence, “I can have fun inside on a snowy day.” **After this sentence, I can write some sentences using some of the ideas that we thought of together. Maybe a good sentence would be, “I can bake.” Can you help me think of some details to make that a little more interesting?** Write a more elaborate sentence incorporating the students’ ideas. [*“I can bake hot, delicious, chocolate chip cookies.”*]

Lesson 34 **Day 3**

- **After I write more sentences that describe things I can do inside on a snowy day, I will want to tell the reader that I am changing the topic to things that I can do outside. I will add a sentence that says, “I can also have fun outside on a snowy day.” Write the sentence on the chart paper. After this sentence, I will write some sentences about fun things to do outside.**
- **On your paper, you will need to write sentences about at least two fun things that you can do inside and two fun things that you can do outside on a snowy day.**

Partner Planning

- Provide time for partners to select the indoor and outdoor activities that they would like to write about. Remind the students that they will need to include at least two activities from each category.
- Encourage the students to help their partners think of details that will make their sentences more interesting.

Writing

Drafting

- Ask the students to copy the title “A Snowy Day” and the first topic sentence from the board in their partner writing books. Provide time for them to write their sentences about ways to have fun inside.
- As the students begin to finish their sentences about ways to have fun inside, guide them to copy the sentence about ways to have fun outside from the chart paper and then add sentences about outdoor activities.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words the students do not know how to write.

Checking

Editing Checklist

.....

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Lesson 34 **Day 3**

- Display the Editing Checklist, and review the items on the list. Add a new question, “Are there any extra words?” to the checklist.
- **We have been using this Editing Checklist to help us remember all the kinds of things that we can look for when we are checking our writing. What are some things that we have been checking for so far?** [*Capital letters to begin sentences and names, periods and exclamation marks, correct spelling, and missing words.*] Use Think-Pair-Share to have the students respond.
- **Today we will add a new thing to look for. Sometimes when we write, we think about a word in our heads, and then we accidentally write it more than once. Or we might write a word that is not supposed to be in the sentence. We can call those words “extra words.” So I will add to the checklist “Are there any extra words?”** Add this question to the checklist.
- **Alphie wrote his own paper about fun things to do on a snowy day, and he wants us to help check his paper. When we do, we will look for capital letters, periods or exclamation marks, and correct spelling and also make sure that he did not forget any words or add any extra words.**
- Display Alphie’s paper. Have Alphie read each sentence on his paper. Then use the Editing Checklist to guide the students to check for mistakes. Make the corrections on Alphie’s paper.

Alphie’s Adventures in Writing

A Snowy Day

I can have fun inside on a snowy day. I can sing funny songs songs with my sister. i can draw a picture with mi crayons.

I can also have fun outside on a snowy day. I can throw snowballs snowballs at sister. We can even mak snow angels

Corrections:

Sentence 1: No corrections.

Sentence 2: Remove the extra word “songs.”

Sentence 3: Capitalize “I.” Correct the spelling of the word “my.”

Sentence 4: No changes.

Sentence 6: Remove the extra word “snowballs.” Add the missing word “my” before “sister.”

Sentence 7: Correct the spelling of “make.” Add a period to the end of the sentence.

- Ask the students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each paper. The students should only correct mistakes in writing on their own papers.

Lesson 34 **Day 3**

- Monitor the students as they edit their papers. 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 activities listed by the student should make sense as those one could do on a snowy day.
Identifies and Corrects Errors	The students, working together with their partners, should be able to identify and correct errors in the categories specified on the Editing Checklist, including today's new item, looking for extra words.
Writes with Quality and Quantity	Each student must write a title and at least two sentences that describe activities that can be done inside and two sentences that describe activities that can be done outside on a snowy day. Quality papers will include introductory sentences for each section.



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 each other questions about their work.
- Ask a few students to share examples of places where they used writing strategies for words they did not know how to write. Encourage the students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on the writing celebration bulletin board.

Team Celebration Points

- Invite the students to share examples of how their partners helped them to make their sentences better. A partner may have provided ideas to make the sentences more interesting or helped the student to correct an error.
- Award team celebration points to students who share an error that they or their partner found and corrected.

Team Celebration Points

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

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 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.

At a Glance

FastTrack Phonics

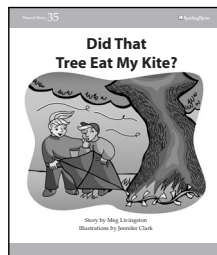


Days 1 and 2:
New sound: /ir/



Day 3:
New sound: /_y/ (fly)

Shared Story



Shared Story:
Did That Tree Eat My Kite?
by Meg Livingston



Review Sound: /ch/

Strategies/Skills:

Previewing

Predicting

STaR

STaR Story:
Dear Tooth Fairy
by Alan Durant

Students will describe characters in the story. They will compare the character to themselves and tell how that makes them feel about the character.

Students will use the Writing Strategies Bank to write a sentence with one or more STaR vocabulary words.

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

Adventures in Writing

Students will write riddles.

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

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

Students will use the Editing Checklist to check their own work and their partners' work to identify and correct errors.

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 34
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 59*

Alphie puppet

Letter-Blending Cards*

Green index cards, paper, or tagboard*

Partner Practice Booklet 6

*Reading Reels for Roots DVD**

Shared Story

Shared Story 35:

Did That Tree Eat My Kite?

Language development cards for lesson 35*

Key card for "ch"*

Word cards*

Reading Strategy Cue Cards

*Reading Reels for Roots DVD**

STaR

STaR story:

Dear Tooth Fairy

Coins: quarter, dime, nickel, and penny (teacher acquired)

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 34. 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 /ir/

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.

trace	<i>/t-r-a-ce/ (4)</i>	black	<i>/b-l-a-ck/ (4)</i>
dress	<i>/d-r-e-ss/ (4)</i>	clock	<i>/c-l-o-ck/ (4)</i>
thirsty	<i>/th-ir-s-t-y/ (5)</i>	eggs	<i>/e-gg-s/ (3)</i>



Animated Alphabet

Class Review—Sounds and Words

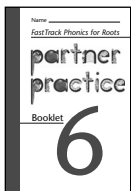
Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /u_e/. **Let's take another look at our key card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.



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

tune cube rich



Partner Practice Booklet 6

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 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.

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:

bike...like...lake...bake...base...case...cast...last...past...pat
- 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.

girl firm bird

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

Key picture—Show the key card for “ir.” Let’s look at this picture card to learn more about our sound for the day. **This is a picture of a girl whirling around. This is a girl in a whirl. “Girl in a whirl.” Let’s say that phrase together.** [*Girl in a whirl.*] Say each word in the phrase, and ask the students to repeat it. Stretch the /ir/ 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 35 Day 1

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

/ir/ “Girl in a whirl.” “ir”

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

Interactive
Whiteboard Users

Method varies



The Sound and the Furry



Partner Practice
Booklet 6

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.

girl firm first

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.

ir

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.

/igh/ as in light

/u_e/ as in cube

/ur/ as in fur

/aw/ as in saw

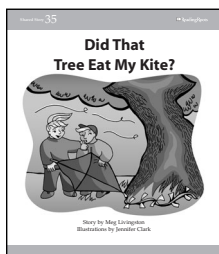
/er/ as in batter

/ir/ as in girl

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.

bird third thirst

stir first thirsty



Whole Group Response →

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 ***Did That Tree Eat My Kite?*** I see **Fran** (point) and her little brother **Steve**. They have a kite. Point. Do you think a tree can really eat a kite? (WGR) Something must happen to the kite. I wonder what happens to it. (T-P-S)

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

Picture Cards

chin	kite
wind	string
tree	

Video Words

kite	flying
string	dance
reach	chase



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. **Fran and Steve look like they're ready to fly a kite. I can see lots of wind** (point), so the weather is just right. Display page 4. **Steve looks scared. He is thinking about the tree eating his kite. We'll have to read the story to see if a tree can really eat a kite.**

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 35 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

smashed	silly
reach	chasing
free	cheered
inside	chomp
outside	crunch
marched	space
chin	kites
joke	fly

Red Words

watch	flew	don't

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 35 of *Reading Reels for Roots*, or display the key card for "ch."
- **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 for page 1.
 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. As a part of this discussion, partners share a word that was difficult for them and the strategy they used to read it.
 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 35 **Day 1**

Monitor

- Repeat steps 1–6 for the remainder of the pages, having the students alternate which partner reads first. Monitor partner reading to make sure that partners continue to alternate reading and retelling on each page and to ensure that they are helping each other effectively. Encourage the students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages on Day 2. Partner B begins to read the first page on Day 2.

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. **How did Fran know that it was kite time?** *[She felt a strong wind. Windy days are good for flying kites.]*
 2. **Did a tree eat Fran’s kite?** *[No. The kite got stuck in a tree.]*
 3. **How did they get the kite out of the tree?** *[Fran tugged at the string until the kite was free from the tree.]*
- 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

coin	final
throne	definitely

Background Words

fairy	note
wondered	evening

STaR**STaR story:*****Dear Tooth Fairy***

Written by Alan Durant

Illustrated by Vanessa Cabban

Summary: *Holly's tooth finally falls out, and she wants the Tooth Fairy to leave a coin, but she doesn't want to give up her tooth. She places what she thinks is an excellent substitute under her pillow. When she wakes up in the morning, she finds, not money, but a note from the Tooth Fairy. After several nights of correspondence with the Tooth Fairy, Holly decides to give her tooth away.*

Teacher's Note: The pages of this book are not numbered. Before reading, number the pages beginning on page 2, which starts "Holly's tooth was loose."

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 this book is *Dear Tooth Fairy*. What do you see on the cover of the book?** Wait for the students' responses. **This tiny person is a fairy. Fairies are magical creatures, and a tooth fairy brings a coin to a child who puts his or her tooth under the pillow when the tooth falls out. A coin is a small, round metal piece of money. What is the Tooth Fairy holding?** Wait for the students' responses. **Yes, it looks like she's holding a letter. I wonder who the letter is for.**
- We read another book that had "Dear" in the title. What was the name of that book? Wait for the students' responses. **In the story *Dear Mr. Blueberry*, Emily wrote letters to her teacher, Mr. Blueberry. That makes me wonder if someone in this story is writing letters to the Tooth Fairy. What do you think?** Wait for the students' responses.
- Page 8: **There is a little envelope on this page, and when I open the flap, there's a note in it. A note is a short letter. Who do you think wrote this note?** Wait for the students' responses.
- Pages 22 and 23: Point to the Fairy Queen. (If necessary, because of its small size, hold the book close to the students so they can see the illustration.) **This looks like a special fairy. She's wearing a crown on her head, and there is a special seat for her to sit on. I think this must be the queen of the fairies, and the special seat is her throne.**

Lesson 35 **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
coin	2	small, round, metal piece of money	Trey put a <i>coin</i> in the machine to get a snack.
final	18	last	Shannon put the <i>final</i> toy on the shelf before she went out to play.
throne	22	special seat	Picture Walk, page 22
definitely	24	surely	Maria sings so well that she will <i>definitely</i> get a part in the show.

- 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
fairy	book cover	tiny magical creature	Picture Walk, front cover
note	5	short letter	Picture Walk
wondered	10	thought about a question	<i>Asa wondered</i> where the butterflies went at night.
evening	18	beginning of the night	Carson does his homework every <i>evening</i> after dinner.

This book is about a magical little person called the tooth fairy. Has anyone heard about the tooth fairy? Wait for the students' responses. What is a tooth fairy's job? Wait for the students' responses. Sometimes children put a note under their pillows along with the tooth. A note is a short letter.

I have often wondered what the tooth fairy does with the teeth she collects. "Wondered" means that I thought about what the tooth fairy does. Do you have any ideas about what a tooth fairy might do with all the children's teeth she collects? Wait for the students' responses. I wonder if your ideas will be in the story.

Some of this story happens in the evening. Evening is the time between day and night. We'll have to read the story to find out what happens in the evening.

Interactive Reading

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

Teacher's Note: Read the notes in the envelopes on various pages as part of the story. The students may need the information contained in the notes to engage in the interactive discussion below.



Page 2

Holly thinks she will get a coin from the Tooth Fairy if she puts her tooth under her pillow. "Coin" is one of our STaR words.

Use Think-Pair-Share to ask the students: **What is a coin?** Wait for the students' responses. **A coin is a small, round piece of money. A penny is a coin.** Use Think-Pair-Share to ask the students: **Can you name another coin?** Show the students each coin as they name it. If the students don't name all the coins you have, you may show and name those coins.

Holly decides to put plastic fangs under her pillow. The Tooth Fairy doesn't leave Holly a coin. Use Whole Group Response to ask the students: **What does she leave Holly?** Hold up the note so the students can see it. Use Think-Pair-Share to ask the students: **If you were Holly, how would you feel if the Tooth Fairy left you a note instead of a coin?** Wait for the students' responses. **I wonder if Holly will leave her real tooth tonight when the Tooth Fairy comes back.**

Page 8

Use Think-Pair-Share to ask the students: **What happens while Holly is asleep?** Wait for the students' responses. **Yes, the Tooth Fairy comes back. She takes Holly's note and leaves another one that answers Holly's questions.**

Page 12

The Tooth Fairy comes back to Holly's house again. Use Think-Pair-Share to ask the students: **How does the Tooth Fairy feel about making a lot of trips to the same person without getting a tooth? How can you tell she feels this way?**

Think-Pair-Share



Lesson 35 Day 1

Think-Pair-Share

Page 16

Let's see if we can solve the Tooth Fairy's riddle. Use Think-Pair-Share to ask the students: **"Why is a tooth like a tree?" Do you think Holly will be able to answer the riddle? Why or why not?**

Page 18

Holly left a final note for the Tooth Fairy. "Final" is a STaR word. Use Think-Pair-Share to ask the students: **What clues in the story help you know what "final" means?**

Holly answered the riddle, but she left her tooth under the pillow anyway. Use Think-Pair-Share to ask the students: **Why did she do this? Wait for the students' responses.** Use Think-Pair-Share to ask the students: **What would you do if you were Holly?**



Page 22

Hold the book close to the students so they can see the details in the illustration, and point to the throne. **The Tooth Fairy put Holly's tooth in the empty place in the Queen Fairy's throne.** "Throne" is a STaR word, and it is the name of a special chair for a king or queen.

Think-Pair-Share

Page 25

Use Think-Pair-Share to ask the students: **How do you know that the Tooth Fairy will come back to see Holly?** Wait for the students' responses. **Yes, she will come back because one of Holly's teeth is definitely loose. "Definitely" is a STaR word that means surely.** Use Whole Group Response to ask the students: **If Holly's tooth is loose, what will happen soon?**



Use Think-Pair-Share to ask the students: **Why do you think Holly starts to write another letter to the Tooth Fairy now?** Wait for the students' responses. **Would you write the Tooth Fairy another note? Have the students pretend to write a note to the Tooth Fairy.**



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.
- Challenge the students to work with their partners to create sentences that contain two of the STaR words.
- 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



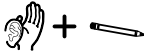
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

- Restate each of the STaR words.
- Model writing a sentence that contains two of the STaR words. Use the strategies from the Writing Strategies Bank as needed, with an emphasis on the Sound Spelling, Write Sounds that You Know, and Remember a Word strategies. **I will write a sentence with two of the words. My sentence is, “The fairy wondered whether the raindrops would wash her off the top of the flower.”**
- Ask for student input on ways to make your sentence more interesting. **Can anyone think of something that I could add to my sentence to make it more interesting?** Use Think-Pair-Share to have the students respond. Revise your sentence using some of the students’ suggestions.
- Tell the students to work with their partners to think of sentences they will write using the STaR words. Encourage the students to help their partners add details to their sentences to make them more interesting.
- Allow time for the students to write their sentences in their partner writing books. Circulate as they write, discussing with the students the strategies that they have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used more than one STaR word in their sentences. 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 does the Tooth Fairy leave Holly instead of a coin?

What will the Tooth Fairy do with Holly's tooth?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>a note</i>	Good answer. Can you say that in a complete sentence? <i>The Tooth Fairy left Holly a note.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The Tooth Fairy left Holly a note."</i>
The student responds in a complete, but not very elaborate, sentence. <i>The Tooth Fairy left Holly a note.</i>	Good answer. Can you add some details to your sentence? <i>The Tooth Fairy left Holly a note that she read over and over.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What did Holly do with the note?</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 59*

Cami puppet

Partner Practice Booklet 6

Reading Reels for Roots DVD*

Shared Story

Shared Story 35:
Did That Tree Eat My Kite?

Reading Strategy
Cue Cards

Fluency Flyers

Reading Reels for Roots DVD*

Reading Celebration
certificates

STaR

STaR story:
Dear Tooth Fairy

Story map 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 /ir/

Say-It-Fast (optional)

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

/h-er/ *her*

/c-r-ee-k/ *creek*

/r-a-ke/ *rake*

/t-r-a-de/ *trade*

/c-a-m-p/ *camp*

/t-i-re/ *tire*

**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 6

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:
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 /ir/ in each of the following words:

bird dirt firm

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

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

Stretch and Read with the New Sound

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

bird dirt stir

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 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 6

Team Celebration Points →

Write Words and Sentences

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

Tell the students to use “er” as in better.

under thunder

Tell the students to use “ur” as in fur.

turn curl

Tell the students to use “ir” as in girl.

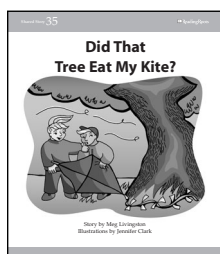
bird *twirl

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

I saw a bird in the tree.

- Discuss the meaning of the sentence briefly. Have partners work **separately** 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 to partners who correctly tell you how to write the sentence.

Team Celebration Points →



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 are two different meanings for the word “march”?** [*One meaning of “march” is to walk in a military style. “March” is also the name of a month.*]
2. **Why is March a good time to fly a kite?** [*March is a good time to fly a kite because it is often windy then.*]
3. **Can a tree really eat a kite? Why not?** [*(Answers may vary.) A tree cannot really eat a kite because it is not an animal with teeth.*]

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.

Partner Reading

Teacher's Note: Before beginning Partner Reading, complete Guided Partner Reading if you were unable to do so on Day 1.

- **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.
- 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.

Lesson 35 **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. When the class is finished, have partners share their written answers.

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 35.

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 Dear Tooth Fairy.*]

Why does Holly think she will get a coin? [*Holly thinks the Tooth Fairy will take the plastic fangs and leave a coin.*] **Have you ever put a tooth under your pillow so the Tooth Fairy would leave you a coin? What happened?**

Display page 2. **How did Holly feel when she got the Tooth Fairy's note?**

Display page 10. **After Holly got the note with the leaflet, she wondered about something. What was it that she wondered about?**

What did Holly's final note to the Tooth Fairy say? [*Holly's final note to the Tooth Fairy said that she knew the answer to the riddle; she was leaving her tooth.*] **Have you ever done something for a final time? What was it?**

Display pages 18 and 19. **What did Holly do with her tooth the evening she wrote her final note?**

What did the fairies use to make the Queen Fairy's throne? [*They used the teeth they collected from under children's pillows.*] **Have you ever seen a throne? Where did you see it?**

Display page 24. **What did the Tooth Fairy put in with the note after she took Holly's tooth?**

What did Holly do when she realized another tooth was definitely loose? [*She started another letter to the Tooth Fairy.*] **Have you ever thought that your tooth was definitely going to fall out? What did you do?**

Structure Review

Story Map →

- Display and review the story map with the students. Tell the students what each part of the story map means (title, characters, setting, problem, solution, and important events).
- Ask the students to help you identify the elements of the story map in the STaR story. **Let's use our story map 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?** [Dear Tooth Fairy.]

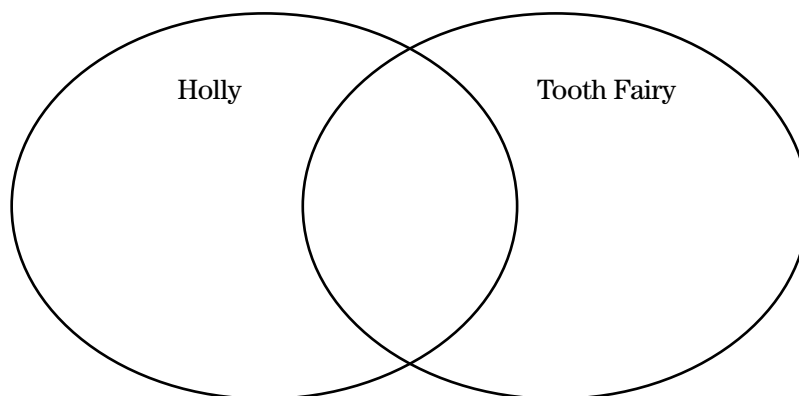
Think-Pair-Share →

- T-P-S: **Where did the story happen? What is the setting?** [*This story has two different settings: Holly's room and Fairyland.*]
- T-P-S: **Who are some of the characters in the story?** [*Holly, the Tooth Fairy, and the Fairy Queen.*]
- T-P-S: **What is the problem in the story?** [*Holly wanted to get a coin from the Tooth Fairy, but she didn't want to give the fairy her tooth.*]
- T-P-S: **What was the solution? How was the problem solved?** [*Holly wrote notes to the Tooth Fairy to find out why the fairies needed her tooth.*]
- T-P-S: **One important event in the story is that Holly leaves plastic fangs for the Tooth Fairy instead of her real tooth. What are some other important events in the story?** [*The Tooth Fairy left the fangs and a note. Holly wrote more notes to the Tooth Fairy. The Tooth Fairy needed Holly's tooth for the Queen Fairy's throne. The Tooth Fairy took Holly's real tooth and left a coin.*]

Retell

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

Option 1: Graphic Organizer: Compare and Contrast



- Tell the students that they will use a Venn diagram to compare and contrast Holly and the Tooth Fairy. Explain the graphic organizer, telling the students what should go in each part. Label one circle "Holly" and the other "Tooth Fairy."

Lesson 35 **Day 2**

Random Reporter →

- Ask the students to talk in their groups about things that only describe Holly. Then have them discuss things that only describe the Tooth Fairy. Fill in the appropriate circles as the students respond.
- Ask the students to talk in their groups about what is true for both Holly and the Tooth Fairy. 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. *[Examples: Holly and the Tooth Fairy are the same because they both write notes. They are different because Holly gives her tooth to the Tooth Fairy and the Tooth Fairy collects teeth from children.]*

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 did the Tooth Fairy write Holly the first note?

Why does it take Holly a long time to give her tooth to the Tooth Fairy?



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

Random Reporter →

Team Celebration Points →

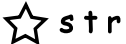
STaR Writing

Writing Strategies Bank


Draw a Picture


Draw a Line

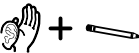

Find and Copy a Word


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 using strategies from the Writing Strategies Bank as needed by your students.
- Allow time for the students to write their own sentences in their partner writing books. Circulate as they write, discussing the strategies that the students have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used the strategies that you have introduced. Display the writing on a special writing celebration bulletin board.
- 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.

Lesson 35 **Day 2**

- **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 Holly write to the Tooth Fairy?

Why does the Tooth Fairy finally leave a coin for Holly on her last visit?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>to find out about the Tooth Fairy</i>	Good answer. Can you say that in a complete sentence? <i>Holly wants to find out about the Tooth Fairy.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Holly wants to find out about the Tooth Fairy."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Holly wants to find out about the Tooth Fairy.</i>	Good answer. Can you add some details to your sentence? <i>Holly wants to find out things about the Tooth Fairy, like if there is more than one.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What does she want to know?</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 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 60*

Alphie puppet

*Reading Reels for
Roots DVD**

Partner Practice
Booklet 6

Letter-Blending Cards*

Green index cards, paper,
or tagboard*

Shared Story

Shared Story 35:
*Did That Tree Eat
My Kite?*

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Adventures in Writing

STaR story:
Dear Tooth Fairy

Chart paper and marker or
board space

Alphie and Bett puppets

Bett's riddle written on chart
paper (teacher prepared)*

Editing Checklist
(teacher created)

Writing Strategies Bank
(teacher prepared)

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 /_y/ (fly)

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)	five	/f-i-ve/ (3)
by	/b-y/ (2)	apple	/a-pp-le/ (3)
beech	/b-ee-ch/ (3)	flag	/f-l-a-g/ (4)



Animated Alphabet

Class Review—Sounds and Words

Video: Animated Alphabet—Introduce and play the Animated Alphabet segment for /ir/. **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—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—Stretch and read the words below. Use the Finger Detective to cover the ending or break the word into parts.

chirping chomp join



Partner Practice Booklet 6

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 →

Quick Erase

- Use the following sequence:
pie...lie...tie...time...fine...line...lone...bone...bones
- 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.

try shy my

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

Lesson 35 Day 3

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 an airplane. It is flying in the sky. Every time I see this picture, I say, “Fly in the sky.” Let’s say that sentence together. [Fly in the sky.]** Say each /_y/ 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 shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

- Build a strong connection between the picture and the letter. Point to the letter “_y” in the picture. **We’ve seen this letter before. We know that it says /y/ as in “yo-yo.” It also says /_y/, as in “puppy,” at the end of some words. But this letter is troublesome. It can make another sound at the end of words. When it comes at the end of very short words, it says /_y/ as in “fly.” When I see this letter at the end of a short word, I think of “Fly in the sky.”** 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 short 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 short word. When I point to “_y,” I want you all to say:**

/_y/ “Fly in the sky.” “dash y”

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

Interactive
Whiteboard Users

Method varies

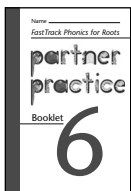
Stretch and Read with the New Sound

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.

fly my cry



The Sound and the Furry



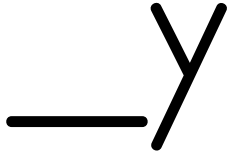
Partner Practice
Booklet 6

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.

Team Celebration Points



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.

/ow/ as in snow

/i_e/ as in bike

/igh/ as in light

/oa/ as in boat

/ie/ as in tie

/_y/ as in fly

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.

my try dry

cry fry sky



Between the Lions

Video: *Between the Lions*—Introduce and play the *Between the Lions* segment.

Let's watch our friends from *Between the Lions* use the /_y/ sound. This will help us remember the /_y/ sound.

Shared Story

Partner Word and Sentence Reading

- Have the students sit with their assigned partners. Distribute the Shared Stories, and have the students turn to the list of story words on the inside front cover.
- **We're going to practice reading words and sentences from the story together. Take turns reading each of the words with your partner. When you and your partner are finished, I want you to think about which word was the easiest to read and which word was the hardest to read. Then you can read the sentences.**
- Have pairs read the words together. When they are finished, call on partnerships to tell you which words were easy to read and which words were hard. Encourage the students to share a strategy they used to read a difficult word.
- Award team celebration points to partnerships who share a strategy they used to read a difficult word.

Team Celebration Points →

Partner Reading

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

Focus on Fluency →

Reading Smoothly
with Expression

Lesson 35 Day 3

Monitor

- Monitor the students as they participate in partner reading. Make sure that the students are taking turns, reading with expression, and retelling what happened on each page.
- Model specific reading strategies and reading with expression as necessary.
- As you monitor the students, record rubric scores for several students on the teacher cycle record form for:
 - accuracy,
 - reading smoothly and with expression,
 - the use of word strategies introduced so far,
 - appropriate partner helping,
 - accurate retelling, and
 - appropriate turn-taking.

Team Celebration Points

- If any student reads smoothly and expressively, place a sticker beside the story title on that student's Fluency Flyer. Award team celebration points to any student who earned a sticker.



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 35.



Between the Lions

Adventures in Writing

Prewriting

- Have the students gather in front of the board. Display the cover of the Shared Story, *Did That Tree Eat My Kite?* **The title of our Shared Story this week has a punctuation mark in it. What is that mark called? [A question mark.] Why does the title have a question mark? [The title has a question mark because it asks something.] When a sentence asks something, we call it a question. We write question marks at the end of questions.**
- Introduce the riddle as an example of something that contains a question. **Today we are going to write riddles. Riddles have sentences that give clues about what something is, without naming it, and then ask the question "What is it?" at the end. Riddles are fun! You can read a riddle to a friend and see if he or she can guess the answer.**

Lesson 35 **Day 3**

- Use Alphie to help demonstrate the format of a riddle. **Alphie has written a riddle. Let's see if you can guess the answer to Alphie's riddle.** Have Alphie read his riddle to the class. Use Think-Pair-Share to have the students guess the answer.

It grows in your mouth.

It helps you chew your food.

If it falls out, you can put it under your pillow.

What is it?

[A tooth.]

- Introduce the writing activity. Model the process of creating a riddle. **Today you will write your own riddle. But first, we will write one together.**
- **The first thing that you have to do is think of the answer in your mind. The answer is a secret, so do not write it on your paper. We can let Alphie try to guess the answer to our riddle, so we need to cover his ears.** Cover Alphie's ears, or put him away so he will not "hear" the discussion.
- **We read a story about kites. Let's see if you can think of some clues to describe a kite.** Use Think-Pair-Share to have the students think of ways to describe a kite. Model writing sentences with their ideas. *[Possible responses: It flies high in the sky. It has a string attached to it. It can get stuck in trees.]* Write three clue sentences, and then add the question **"What is it?"**
- Bring Alphie out, or uncover his ears, and ask a volunteer to read the riddle to him. Have Alphie guess the answer.
- **You will work with your partner to help you think of ideas for your riddle. Your partner will be the only one to know your secret answer. Be sure to use quiet voices when you plan so no one else will find out your secret!**

Partner Planning

- Provide time for the students to plan with their partners. Remind them that they will need to decide what they will describe with their riddles and think of three to five clues about each item. Have them think about how to express these clues in complete sentences.
- Encourage the students to help their partners think of details that will make their sentences more interesting.

Writing

Drafting

- Ask the students to write their clue sentences. Remind them that they will need to add the question "What is it?" to the end of their riddles.
- 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

Editing Checklist

- Do all the sentences begin with a capital letter?
- Do all names begin with a capital letter?
- Do all sentences end with a period or an exclamation mark?
- Are words that we can write spelled correctly?
- Are there any missing words?
- Are there any extra words?

- Display the Editing Checklist, and review the items on the list. Add a new question, “Do sentences that ask something end with question marks?” to the checklist.
- **We talked about question marks today and how we need to add one to the end of a sentence that asks something. This is something else that we can look for when we check our papers. So I will add to the checklist, “Do sentences that ask something end with question marks?”** Add this question to the checklist.
- **Bett wrote her own riddle. She wants to see if we can guess the answer. She also wants us to help check her paper. We can use our Editing Checklist to help her.**
- Display Bett’s riddle. Have Bett read the riddle to the students. Allow them to guess the answer. [*Honey.*] Then use the Editing Checklist to guide the students to check for mistakes. Make the corrections on the chart paper.

Bett’s Adventures in Writing

It is very sticky
bears love love to eat it.
the bees make.
what is it

Corrections:

- Sentence 1:** Put a period at the end.
- Sentence 2:** Capitalize “bears.” Remove the extra word “love.”
- Sentence 3:** Capitalize “the.” Add the missing word “it” after “make.”
- Sentence 4:** Capitalize “what.” Add a question mark to the end.

Lesson 35 **Day 3**

- Ask the students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each paper. The students should only correct mistakes in writing on their own papers.
- Monitor the students as they edit their papers. 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 clues in each student's riddle should logically lead one to discover the answer.
Identifies and Corrects Errors	The students, working together with their partners, should be able to identify and correct errors in the categories specified on the Editing Checklist. All students should include a question mark after the last sentence, "What is it?"
Writes with Quality and Quantity	Each student should write at least three clue sentences. The clue sentences should not include the riddle's answer. Quality sentences will use descriptive language.



Writing Celebration

- Randomly select a number, and explain that the team member with that number will read his or her riddle to the team first. Remind the students not to give away the answers to their partners' riddles! Ask the other students on the team to listen carefully while their teammate reads and then try to guess the answer to the riddle. They can share what they liked about the riddle.
- The students should take turns reading and hearing feedback until all team members have had an opportunity to share.
- Circulate as the students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage the students to comment positively or ask one another questions about their work.

Lesson 35 **Day 3**

- 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. A partner may have provided ideas to make the sentences more interesting or helped the student to correct an error.
- Allow a few students to read their riddles to the rest of the class, reminding the other team members not to give away the answers. Allow the other students to guess the answer to each riddle.

Team Celebration Points

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

Team Celebration Points

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

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

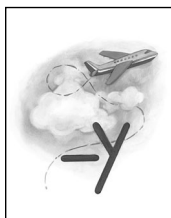
Have the students read the Shared Stories to family members several times. Ask them to return the Shared Stories and the Read & Respond forms to school with signatures and comments from their listeners.

Extension Activity *(optional)*

- Play an adapted version (without chasing) of the circle game Duck, Duck, Goose, substituting the words “tooth” for “duck” and “note” for “goose.”
- **Today we’re going to a play a circle game. It’s like the game Duck, Duck, Goose, but instead of using the words “duck” and “goose, you’ll say “tooth” and “note.” When the Tooth Fairy taps you and says, “Note,” he or she will give you a note. Instead of chasing the Tooth Fairy, you will take the note, and you will be the Tooth Fairy.**
- For all the students to have a turn, place them in groups of five or six, and have each group sit on the floor in a circle. Explain that one person will be the Tooth Fairy and will deliver a note to someone who lost a tooth. The Tooth Fairy will go around the group tapping each person on the head. As the Tooth Fairy taps each child in the circle, the Tooth Fairy says either “tooth” or “note.” When the Tooth Fairy says, “Note,” he or she places a small piece of paper in the lap of the selected student. Then that student becomes the Tooth Fairy and delivers a note to another student. Encourage the students to make sure that each child in their group has a turn to be the Tooth Fairy.
- Demonstrate how to play with one group. **I’ll be the Tooth Fairy and show you how to play the game.** Walk around the outside of the circle, and say, “Tooth,” as you tap several students on the head. After tapping several students, tap one child, and say, “Note.” As you do, drop the piece of paper on the child’s lap, and say, “I’m leaving a note for Carmel because she lost her tooth.” Tell the students that the child with the note will now be the Tooth Fairy.
- Have the students play the game in their groups until each student has had a turn as the Tooth Fairy.
- Encourage the students to use new vocabulary as they pretend to read the note from the Tooth Fairy. **When the Tooth Fairy says, “Note,” to you and gives you a note, you can say, “I lost my tooth, and the Tooth Fairy left me a note.”**
- If time and the students’ interest permit, change the game, using the words “tooth” and “coin” this time. Encourage the student who receives the note this time to say something about losing the tooth and getting a coin. **This time when you play the game, use the words “tooth” and “coin.” The person who gets the note can say, “I gave my tooth to the Tooth Fairy, and she (or he) gave me a coin.” Then you take your turn as the Tooth Fairy.**

At a Glance

FastTrack Phonics

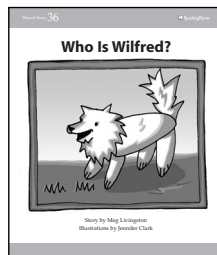


Day 1:
New sound: /_y/ (fly)

Day 2:
FTP Assessment 9
SOLO Assessment 9

Day 3: Review

Shared Story



Shared Story:
Who is Wilfred?
by Meg Livingston



Review Sound: /w/

Strategies/Skills:

Previewing

Predicting

STaR

STaR Story:

Extra! Extra! Writing a Newspaper Article
Written by Jack Gallagher

Students will describe the importance of question words such as “who,” “what,” “why,” “when,” “where,” and “how.”

Students will use the Writing Strategies Bank to write a sentence with one or more STaR vocabulary words.

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

Adventures in Writing

Students will interview classmates and write articles.

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

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

Students will use the Editing Checklist to check their own work and their partners' work to identify and correct errors.

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 35
Cooperative Learning Cue Cards

FastTrack Phonics

Phonics picture cards from section 60*

Cami puppet

Partner Practice Booklet 6

*Reading Reels for Roots DVD**

Shared Story

Shared Story 36:
Who Is Wilfred?

Language development cards for lesson 36*

Key card for "soft c"*

Word cards*

Reading Strategy Cue Cards

*Reading Reels for Roots DVD**

STaR

STaR story:
Extra! Extra! Writing a Newspaper Article

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 35. 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.

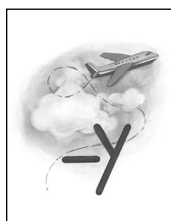
Team Celebration Points →



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/

Say-It-Fast (optional)

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

/c-l-a-ss/	<i>class</i>	/p-i-le/	<i>pile</i>
/f-l-y/	<i>fly</i>	/c-r-i-b/	<i>crib</i>
/f-r-u-i-t/	<i>fruit</i>	/l-o-g-s/	<i>logs</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 6

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:
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:

why dry by

- 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?** [*responses*] **That’s right. “Fly in the sky.”** Say each /_y/ word in the phrase, and ask the students to repeat it. Stretch the /_y/ sound in each word.

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:

fly spy try

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 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 6

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.

Tell the students to use “igh” as in light.

thigh fighting

Tell the students to use “i_e” as in bike.

bite biting

Tell the students to use “_y” as in fly.

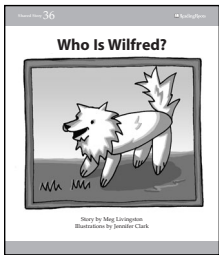
my crying

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

I like to fly like a plane in the sky.

- 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.
- Award team celebration points to partners who correctly tell you how to write the sentence.

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 *Who Is Wilfred?* I see a big white dog on the front cover. Do you think the dog’s name is Wilfred?** (WGR) **I wonder what we might learn about Wilfred in this book.** (T-P-S)

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

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 5. **Here is the teacher Mr. West. He looks like he is teaching right now.** Display page 7. **Here is Wilfred! How did a dog get into school? We’ll have to read the story to find out more about Wilfred.**

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 36 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

web	articles
dog	pictures
newspaper	

Video Words

who	smile
why	paste
what	white paste
how	newspaper
where	



Animated Alphabet



The Sound and the Furry

Green Words

draw	children
good	wagged
write	chatted
share	project
stories	writing
waved	pasted
when	white
wrote	wish

Red Words

son	newspaper
new	picture
find	putting
head	whose

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 36 of *Reading Reels for Roots*, or display the key card for "w."
- **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 for page 1.
 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. As a part of this discussion, partners share a word that was difficult for them and the strategy they used to read it.
 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 36 **Day 1**

Monitor

- Repeat steps 1–6 for the remainder of the pages, having the students alternate which partner reads first. Monitor partner reading to make sure that partners continue to alternate reading and retelling on each page and to ensure that they are helping each other effectively. Encourage the students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages on Day 2. Partner B begins to read the first page on Day 2.

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 special project is Mr. West’s class going to work on?** *[They are going to make a class newspaper.]*
 2. **What facts do the children need for a newspaper story?** *[They need who, what, when, where, why, and how.]*
 3. **What did the children decide to write about?** *[A big white dog wandered into the classroom. They learned about the dog from the principal. They decided to write about the dog.]*
- 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

reporter interesting
information grab

Background Words

sniffed gather
shy curious

STaR

STaR story:

Extra! Extra! Writing a Newspaper Article

Written by Jack Gallagher

Illustrated by James Bravo

Summary: *This expository text tells the reader how to write a newspaper article. The students learn what makes a good story—the 5Ws and 1H and the importance of facts. The book also teaches readers the role of interviews, headlines, and pictures in a newspaper article. Finally, the text examines an example of a newspaper article.*

Preview

- Display the front cover of the book, and read the title and author while encouraging the students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow the students to think about what is being explained in various parts of the text. Review the underlined STaR words as appropriate.

Think-Pair-Share →

- Cover: **The name of the book is *Extra! Extra! Writing a Newspaper Article*. This is an expository text. Remember that expository texts tell us about things that are real. What do you think this expository text is about? (T-P-S) That's right! This expository text is about how to write a newspaper article like the ones Mr. West's class wrote in the Shared Story *Who Is Wilfred*?**



- **Remember that expository texts have special features to help us better understand what the book is talking about. Point to the box on page 7. For example, this book has text boxes that summarize or give us extra information about the text. This text box is about main ideas. Does anybody remember what a main idea is? Wait for the students' responses. Right. The sidebar says that a main idea is what a story is mostly about. What is the story mostly about?**
- Page 1: Point to the boy and girl in the illustration. **This boy and girl are reporters. A reporter is a person who writes news. What news do you think they will write about?**

Lesson 36 **Day 1**

- Page 6: **Reporters** gather, or collect, **information**. **Information** is knowledge about an event or situation. When the children in Mr. West's class asked Mrs. White about Wilfred, they were collecting **information**. What **information** do you think the reporters in these illustrations are gathering?
- 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
reporter	1	a person who writes news	Picture Walk, page 1
interesting	1	something that gets your attention	Vicki loves reading books about horses because she finds these animals very <i>interesting</i> .
information	4	knowledge about an event or situation	Mom has all the <i>information</i> about the class field trip to the museum.
grab	8	get	Wilfred the dog tried to <i>grab</i> the Frisbee from Tina's hand.

Lesson 36 **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
sniff	1	smell	Tom's dog likes to <i>sniff</i> his food before eating it.
shy	4	uncomfortable around other people	Diego is very <i>shy</i> and doesn't like to talk to people he doesn't know.
gather	5	to bring together; collect	We <i>gather</i> all the art supplies and put them in a box when we are done.
curious	8	wanting to learn	Rob is very <i>curious</i> and always asks questions to learn new things.

This book is about writing a newspaper article. To be a reporter, it is important to be curious about things. “Curious” means wanting to learn about something. What are you curious about? Invite the students to briefly describe what they are curious about. If needed, prompt them with questions such as: **Why are you curious about that? What do you want to know about that subject?**

Reporters have to gather information. “Gather” means to collect or bring together. How can we gather information about something? Prompt student answers as necessary.

A shy person is someone who is uncomfortable with other people, particularly people he or she doesn't know. How do you think a shy person feels about asking questions?

Demonstrate sniffing. What am I showing you right now? I am sniffing. When do people sniff? Prompt student answers as necessary.

Interactive Reading

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

Think-Pair-Share

Page 1 **“Reporter” and “interesting” are two of our STaR words. A reporter is someone who writes news. The book says a reporter is able to sniff out a good story to share with other people. Our other STaR word is “interesting.” The book asks, “Can you tell when a story or event is interesting?” Use Think-Pair-Share to ask the students: What does “interesting” mean? Wait for the students’ responses. Something that is interesting is something that gets your attention.**

Pages 2, 3 Use Think-Pair-Share to ask the students: **What is an interesting story for you and your friends?** Provide the following sentence stem for the students. **An interesting story is _____.**

The illustration on this page gives us an idea of what the reporters might write about. Use Think-Pair-Share to ask the students: **What do you think the reporters might write about?** Provide the students with the following sentence stem. **The reporters will write about _____.**

Page 4 **“Information” is one of our STaR words. Information is knowledge about an event or situation. The book says that news reporters should never make up information for a story. Use Whole Group Response to ask the students: Can we make up things when we are writing a newspaper article? Use Think-Pair-Share to ask the students: Why?**

Use Think-Pair-Share to have the students answer one or more of the questions in the text boxes on this page.

Page 5 Use Think-Pair-Share to ask the students: **How do reporters get information for a newspaper article?** Provide the following sentence starter for the students to complete. **Reporters can _____.** Have the students repeat the complete answer with you.



Point to the notebook in the illustration, and read the questions in the notebook. Use Think-Pair-Share to ask the students: **What information do the reporters want to get from Principal Newton?**

Page 7 Use Think-Pair-Share to ask the students: **What do the reporters do once they have all the information they need?** Provide the students with the following sentence starter. **Once the reporters have all the information, they _____.**

Think-Pair-Share →

- Pages 8, 9 Use Think-Pair-Share to ask the students: **Which headline did the reporters choose?** Wait for the students' responses. **The book tells us that pictures help grab the reader's attention. "Grab" is a STaR word. When you grab someone's attention, it means that you get their attention quickly.** Use Think-Pair-Share to ask the students: **Why do you think the reporters chose this picture for their newspaper article?**

- Page 10 Use Whole Group Response to ask the students: **Which "W" question was answered first?** Wait for the students' responses. **Where and when did the students see the new slide?**

- Page 11 **We know some information in this article already. We know "what"—a new slide, "when"—Monday morning, and "where"—on the school playground.** Use Think-Pair-Share to ask the students: **What does the next part of the article tell us about the new playground?** Wait for the students' responses. **Finally, the article answers the "how" question.** Use Think-Pair-Share to ask the students: **How was Mr. Newton able to get the new slide?**

- Pages 12, 13 **It is important to interview someone who has true information for a newspaper article.** Use Think-Pair-Share to ask the students: **Who did the reporters interview for this article?** Provide the students with the following sentence starter. **The reporters interviewed _____.** Use Think-Pair-Share to ask the students: **What will the students reading the article learn about what the playground will look like?**



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.
- Challenge the students to work with their partners to create sentences that contain two of the STaR words.
- 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



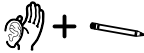
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

- Restate each of the STaR words.
 - Model writing a sentence that contains two of the STaR words. Use the strategies from the Writing Strategies Bank as needed, with an emphasis on the Sound Spelling, Write Sounds that You Know, and Remember a Word strategies. **I will write a sentence with two of the words. My sentence is, “The reporter wrote an article that gave information about the concert.”**
 - Ask for student input on ways to make your sentence more interesting. Revise your sentence using some of the students’ suggestions.
 - Tell the students to work with their partners to think of sentences they will write using the STaR words. Encourage the students to help their partners add details to their sentences to make them more interesting.
 - Allow time for the students to write their sentences in their partner writing books. Circulate as they write, discussing with the students the strategies that they have used.
 - Select one or two students to share their written sentences with the class. Try to select students who have used more than one STaR word in their sentences. 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.
- 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 good newspaper reporters have to have?

What story did the reporters write about?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>a nose for news</i>	Good answer. Can you say that in a complete sentence? <i>A good newspaper reporter has to have a nose for news.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "A good newspaper reporter has to have a nose for news."</i>
The student responds in a complete, but not very elaborate, sentence. <i>A good newspaper reporter has to have a nose for news.</i>	Good answer. Can you add some details to your sentence? <i>A good newspaper reporter has to have a nose for news to sniff out stories.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What does a nose for news 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 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 36:
Who Is Wilfred?

Reading Strategy
Cue Cards

Fluency Flyers

*Reading Reels for
Roots DVD**

Reading Celebration
certificates

STaR

STaR story:
*Extra! Extra! Writing
a Newspaper Article*

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.

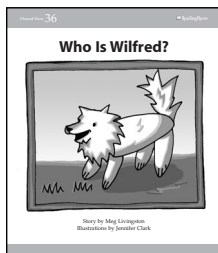
FastTrack Phonics**Assessment 9**

- Administer the FastTrack Phonics Assessment 9 and the Structured Oral-Language Observation (SOLO) 9 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)

- What are the children in Mr. West's class going to do?** *[They will make a class newspaper.]*
- What will the children write about?** *[The children will write about the big ice storm, making cupcakes, and the deer's visit.]*
- What are the facts needed for a newspaper story?** *[The facts needed for a newspaper story are who, what, where, why, when, and how.]*



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

Partner Reading

Teacher's Note: Before beginning Partner Reading, complete Guided Partner Reading if you were unable to do so on Day 1.

Focus on Fluency

Accuracy

- **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.
- 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. When the class is finished, have partners share their written answers.

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 36.



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 Extra! Extra! Writing a Newspaper Article.*] **What do the reporters in the text write about?** [*The reporters in the text write about the new slide at school.*] **Have you ever been a reporter? What did you write about?**

Display page 1. **What do reporters do with good stories that they sniff out? Are you able to sniff out good stories?**

What do reporters do after they find an interesting story? [*After reporters find an interesting story, they ask questions about the story.*] **Have you ever told an interesting story to your friends? What was it about?**

Display page 6. **To whom do reporters talk to gather information?**

Can reporters make up information for a story? [*No, reporters should never make up information for a story.*] **Have you ever asked questions to gather information about something? Whom did you ask?**

Display page 4. **Can reporters be shy? Why?**

What parts of a newspaper article grab the reader's attention? [*Pictures and headlines are parts of a newspaper article that grab the reader's attention.*] **Have you ever read a story because the picture grabbed your attention? What was the picture about?**

Display page 8. **Why do pictures make people curious about the story? What things in a story make you curious?**

Idea Tree

Structure Review

- Display and review the idea tree poster.
- **Let's use our idea tree to help us think about important parts of the book.**
What is the big topic of this book? *[Newspaper articles.]* Write the topic on the trunk of the tree.
- **We will make branches for our tree that show the more important things, or main ideas, that we learned from the book.** Prompt the students to generate a list of things that they remember from the text. Record main ideas on the large branches of the tree, and supporting details on the smaller branches.
- Use the questions below, if needed, to help the students remember information from the book.
- T-P-S: **What are some of the things we learned about a reporter's job?**
[Possible responses: They can't make up information. They have to gather true information. They must ask six types of questions.]
- T-P-S: **What are some features of newspaper articles? What did we learn about them?** *[Headlines tell the reader what the article is about. The headline is the title of the article and should be short. Pictures make readers curious about the articles. The pictures and colors grab the readers' attention.]*

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 1: These are the reporters. Reporters have a nose for news.

Pages 2 and 3: Reporters look for stories to write about.

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 interesting story would you like to write about?

Whom would you interview for your article?

What questions would you ask during the interview?

What other details would you put in your story?

What would be the headline?

What picture would you put next to the article?



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

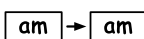
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



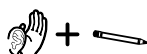
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

Lesson 36 **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 using strategies from the Writing Strategies Bank as needed by your students.
- Allow time for the students to write their own sentences in their partner writing books. Circulate as they write, discussing the strategies that the students have used.
- Select one or two students to share their written sentences with the class. Try to select students who have used the strategies that you have introduced. Display the writing on a special writing celebration bulletin board.
- 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 reporters get information?

How do pictures and headlines grab the reader's attention?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>ask questions</i>	Good answer. Can you say that in a complete sentence? <i>Reporters ask questions to get information.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Reporters ask questions to get information."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Reporters ask questions to get information.</i>	Good answer. Can you add some details to your sentence? <i>Reporters ask "who," "what," and "where" questions to get information.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What kinds of questions do reporters ask?</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 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**

FastTrack Phonics review lesson

Partner Practice Booklet 6

*Reading Reels for Roots DVD**

Shared Story

Shared Story 36: *Who is Wilfred?*

Reading Strategy Cue Cards

Fluency Flyers

*Reading Reels for Roots DVD**

Adventures in Writing

Alphie and Bett puppets

Bett's article written on chart paper (teacher prepared)*

Editing Checklist (teacher created)

Writing Strategies Bank (teacher created)

Partner writing books (teacher acquired)

*Not needed for interactive whiteboard users

Team Celebration Points



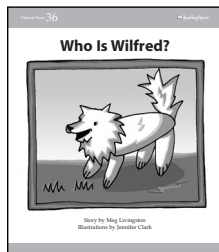
Read & Respond

**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**

- Use the following FastTrack Phonics review lesson, focusing mostly on the sounds needed by your students as indicated by Assessment 9. (See appendix for review lessons.)
- Review Lesson 28: /ow/, /oo/, and /u_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.**

Lesson 36 **Day 3**

Team Celebration Points

- Have pairs read the words together. When they are finished, call on partnerships to tell you which words were easy to read and which words were hard. Encourage the students to share a strategy they used to read a difficult word.
- Award team celebration points to partnerships who share a strategy they used to read a difficult word.

Focus on Fluency

Reading Smoothly
with Expression

Monitor

Partner Reading

- **Now we're going to read the story with our partners, just like we did yesterday. Since we already know what happens in the story, we can use this time to practice reading in our best storytelling voices. A storytelling voice is nice and smooth. Let's practice that today as we read the story together.**
- Monitor 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.
- If any student reads smoothly and expressively, place a sticker beside the story title on that student's Fluency Flyer. Award team celebration points to any student who earned a sticker.

Team Celebration Points



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 36.



Between the Lions

Adventures in Writing

Prewriting

- Have the students gather in front of the board. Introduce the activity. **We have been reading and talking about newspapers. Today we are going to pretend to be reporters who work for a newspaper. We are going to interview our partners for newspaper articles about their plans for the summer. After we write our articles, we will put them in a class newspaper.**
- **To write an article, first we need to collect information. After we collect the information, we will write the sentences for our articles. To collect information, you will ask six important questions.** Read each of the following question words as you write them on chart paper.

Summer Plans

Who?

What?

Where?

When?

Why?

How?

- Bring out the Alphie and Bett puppets. **Alphie and Bett will show us how this can work. Alphie will be interviewing Bett, so we need to write Bett's name after the question "Who?"** Write "Bett." Alphie, go ahead and ask Bett the next question.
- As Alphie: **Bett, I hear you've got some exciting plans for the summer this year! What will you do?**
- As Bett: **I'll visit my grandmother.** Help Alphie write "visit grandmother" next to the question "What?"
- As Alphie: **That sounds like fun! Where does your grandmother live?**
- As Bett: **In the forest in Virginia.** Help Alphie write "forest in Virginia" next to the question "Where?"
- Alphie will finish his interview with Bett later. **Let's see if he can write some complete sentences with her answers. Alphie, can you think of a sentence or two that includes the information that you've gathered so far?**
- As Alphie: **I can write just one sentence with all this information! "This summer, Bett will visit her grandmother in the forest in Virginia." Do you like my sentence?**
- As the teacher: **I think that's a tremendous sentence, Alphie!**

Lesson 36 **Day 3**

- Explain how partners will plan to write their articles by interviewing each other. **You will interview your partner to write your article. You and your partner will decide who will be the reporter first. That person will ask the six questions and write the answers in his or her partner writing book. Then, you and your partner will switch roles.**
- **After you have both had a turn to ask the questions and write the answers, you can talk about how you can tell all the information in complete sentences. You may write a sentence for every answer, or you might be able to write a longer sentence that has more information in it, like Alphonse did.**

Partner Planning

- Ask the students to copy the six questions (“Who?” “What?” “Where?” “When?” “Why?” and “How?”) in their partner writing books.
- Provide time for the students to take turns interviewing one another and taking notes. The students should then work with their partners to think of sentences that they could write with the information.

Writing

Drafting

- Tell the students to write sentences that tell all the information they collected about their partners’ plans for the summer.
- 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

Editing Checklist

.....

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

Lesson 36 **Day 3**

- Bring out Bett, her completed paper, and the Editing Checklist. Explain to the students that Bett interviewed Alphie, and she has written an article about him. She would like them to help her check her paper.
- Display Bett's chart paper. Have Bett read each sentence on her paper. Then use the Editing Checklist to guide the students to check for mistakes. Make the corrections on the chart paper.

Bett's Adventures in Writing

Alphie's Summer Plans

alphie will go to the beach this summer in Florida. He will leave as soon as school is out out and return at the end of July. Alphie wants to go to the beach because it is near the water, and alligators luv the water. he will ride to the beach in a car with his mother and his sister. wouldn't you like to go to the beach with Alphie.

Corrections:

Sentence 1: Capitalize "Alphie."

Sentence 2: Delete the extra word "out."

Sentence 3: Correct the spelling of "love." (Say-Spell-Say)

Sentence 4: Capitalize "he."

Sentence 5: Capitalize "wouldn't." Change the period to a question mark.

- Ask the students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each paper. The students should only correct mistakes in writing on their own papers.
- Monitor the students as they edit their papers. 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 convert the information gathered during the interview process into complete sentences.
Identifies and Corrects Errors	The students, working together with their partners, should be able to identify and correct errors in the categories specified on the Editing Checklist.
Writes with Quality and Quantity	The final sentences should answer the questions “Who?” “What?” “When?” “Where?” “Why?” and “How?” Sophisticated writers will be able to write fewer sentences that each contain the answers to multiple questions.



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. A partner may have provided ideas to make the sentences more interesting or helped the student to correct an error.

Team Celebration Points



- Award team celebration points to students who share an error that they or their partners found and corrected.
- Allow a few students to share what they wrote with the entire class. Remind the students to practice active listening while someone is sharing his or her work.
- Award team celebration points to students who successfully share their writing.

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

Extension Activity (*optional*)

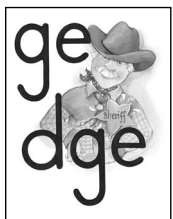
- Have the students illustrate their newspaper articles. **Our newspaper articles are missing something! Does anybody know what we are missing?** Wait for the students responses. **Very good! Our newspaper articles are missing pictures. Remember that a picture helps the reader learn more about the story. It helps the reader to see what the reporter wrote about. Pictures help grab the reader's attention. They make people curious about the story. So it's your turn to draw a picture about your article. Remember that bright, colorful pictures are a good way to make people want to read your story.**
- Compile all the newspaper articles into a class newspaper. Leave the newspaper in an area where the students will be encouraged to look through it during their free time.

At a Glance

FastTrack Phonics

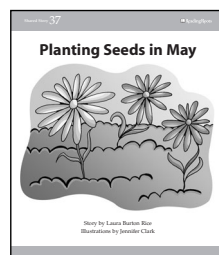


Days 1 and 2:
New sound: /ph/



Day 3:
New sound: /ge/
and /dge/

Shared Story



Shared Story:
Planting Seeds in May
by Laura Burton Rice



Review Sound: /ā/

Strategies/Skills:

Previewing

Predicting

STaR

STaR Story:
Camille and the Sunflowers
Written by
Laurence Anholt

Students will tell why certain events are important to the solution of the problem in the story.

Students will use the Writing Strategies Bank to write a sentence with one or more STaR vocabulary words.

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

Adventures in Writing

Students will write instructions for planting seeds.

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

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

Students will use the Editing Checklist to check their own work and their partners' work to identify and correct errors.

You will need:**Team Celebration**

Super Team, Great Team, and Good Team celebration certificates earned in lesson 36
Cooperative Learning Cue Cards

FastTrack Phonics

Key card for "ph"*
Alphie puppet
Green index cards, paper,
or tagboard*
Partner Practice Booklet 7
*Reading Reels for
Roots DVD**

Shared Story

Shared Story 37:
Planting Seeds in May
Language
development cards
for lesson 37*
Word cards*
Reading Strategy
Cue Cards
*Reading Reels for
Roots DVD**

STaR

STaR story:
Camille and the Sunflowers
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 36. 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 /ph/

Hear the Sound

Teacher's Note: The sound /f/, made by the letter group “ph,” will be represented by the symbol /f/ in this lesson.

- **Today we're going to listen for a special sound in some words. I'm going to say a word, and you'll say it after me.** Say each word below. Slightly exaggerate the /f/ sound at the beginning of each word. Have the students repeat the word, stressing the /f/ sound.

photo phonics phrase phone

Whole Group Response →

- **What sound did you hear at the beginning of all those words? (WGR) That's right. All those words begin with the sound /f/.**
- **Now we're going to listen for the /f/ sound in some more words.** Say each word below, and have the students say it after you. Slightly exaggerate the /f/ sound in each word.

alphabet gopher graphic Alphie

Whole Group Response →

- **Did you hear the /f/ sound in those words? (WGR) Yes, I heard the /f/ sound too. Was it at the beginning, the middle, or the end of those words? (WGR) Yes, you could hear the /f/ sound in the middle of each word.** Repeat the words, if necessary, so the students hear the /f/ sound in the middle of each.
- **Now let's listen for that sound in some more words.** Say each word below, and have the students say it after you. Slightly exaggerate the /f/ sound in each word.

photograph telegraph graph
triumph paragraph autograph

Whole Group Response →

- **Did you hear the /f/ sound in those words? (WGR) Yes, I heard the /f/ sound too. Was it at the beginning, the middle, or the end of those words? (WGR) Yes, you could hear the /f/ sound at the end of each word.** Repeat the words, if necessary, so the students hear the /f/ sound at the end of each.

Introduce the New Letter Group

Whole Group Response →

- **How do we spell the /f/ sound? (WGR) That's right. We usually spell the /f/ sound with the letter “f.”** Write the letter “f” on the board. **Today we are going to learn a new way to spell this sound. Sometimes the sound /f/ is spelled with these letters.** Erase the “f,” and write the letters “ph” on the board. Point to the letters and say: /f/. Have the students make the /f/ sound with you as you point to the letters.

Lesson 37 Day 1

- Remind the students that the letters “p” and “h” make different sounds by themselves, but when they’re together, they make one new sound. If the students have difficulty with this concept, remind them of other letter pairs that behave similarly—for example, “th,” “ch,” “sh,” and “ng.”



Key Card

- Show the students the “ph” key card, “Photo of Alphie.” Say: **This picture will help us remember one of the ways to spell the /f/ sound. This is a photo of Alphie.** Have the class repeat the phrase “Photo of Alphie” and exaggerate the /f/ sound in the words. Post the key card above the letter “f” in the alphabet wall frieze. Say: **We’ll put this picture with the letter “f” because it also makes the sound /f/.**

Stretch and Read with the Letter Group

With the teacher—Now let’s read some words that have the “p” and the “h” making the /f/ sound.

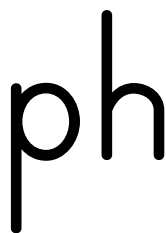
- Use the Letter-Blending Cards “ph,” “o,” “n,” and “e” to spell the word “phone.” Separate the letters so there is some space between the “ph” card and the rest of the letters. Point to the letter card “ph” and ask: **What sound do these letters make when they’re together?** (WGR) **Yes, the sound is /f/.. /f/.** Now let’s put that sound with the rest of the word. Sound out the word as follows: /ph...o...ne/, /ph..o..ne/, /ph.o.ne/—phone. **What is the word?** (WGR) Use the word in a sentence to clarify the meaning.

- Use the Letter-Blending Cards to spell the word “graph.” Repeat the reading process as described above.

With a partner—Now you’re ready to read some of these words with a partner. Have the students turn to page 1 of their Partner Practice Booklets and take turns reading the words in the top box twice. Then read the words as a group. After you read each word with the class, use it in a sentence to clarify the meaning.

graph gopher phony phone

- Use Random Reporter to select a student from each team to read the words to the class. Award team celebration points to partners who read the words successfully.



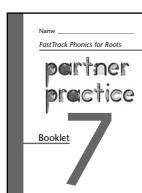
Write the Letter Group

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

Interactive
Whiteboard Users

Method varies

Whole Group Response



Partner Practice
Booklet 7

Random Reporter



Whole Group Response →

Stretch and Count/Stretch and Spell

- **Let's count the different sounds we hear in words. Let's start with the word "phone."** Demonstrate how to stretch and count the word "phone." Say: /ph...o...ne/, and hold up a finger for each sound. When you are finished, ask: **How many sounds are there in the word "phone"?** (WGR) **Yes, there are three sounds. Let me see if I can write each of those sounds.**

- Make the sounds in the word "phone" as you write the corresponding letters on the board. Then say the word: **"phone."**

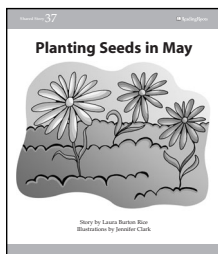
Teacher's Note: Writing a sound for each letter is tricky since the "e" works with the letter "o" to make the long o sound. Write the word in three parts: "ph...o...ne." Then point out the "o_e" spelling pattern in the word.

- **Now it's your turn to write words with the /f/ sound.** Stretch and count the following words with the students. When they have counted the sounds, have them write the word in the bottom box in their Partner Practice Booklets.

graph gopher phony

Partner Check

- When the students have finished writing, have them check their work with their partners. Partners can work together to discuss and settle any differences in their words. Have the class spell each word for you as you write it on the board. Have the students correct their work if necessary.
- Say to the class: **Let's write down two ways to spell the sound /f/.** The students should write the letter "f" and the letter group "ph" and then check their work with their partners. Then ask the whole class to tell you how to write it on the board.



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 *Planting Seeds in May*. I see three big flowers on the cover of the book. The seeds must be seeds for flowers. Someone must have planted these seeds in May, and then these flowers grew from the seeds.**

Lesson 37 Day 1

*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

blue jay	cloud/sky
seeds	dirt
fence	garden
grass	nest
pail	raincoat

Video Words



jay	wings
sky	clouds
seeds	pecks
sleep	nest
pail	stay away
take away	

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 see Vick in a garden. He is digging. He must be the one who plants the seeds. Here's Fran. Maybe she'll help him.** Display page 10. **Vick and Fran are planting the seeds. But look! It's starting to rain! I wonder if they can still plant the seeds? We'll have to read 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 37 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

blue jay	pail
planting	raincoats
right	sky
stay	while
wings	cloud
May	garden
grow	lay
first	away

Red Words

eyes	before
flew	over

Word Presentation

- **Let's practice the special letter groups we'll see a lot of in today's story.** Play the Animated Alphabet segment for lesson 37 of *Reading Reels for Roots*, or display the key cards for "ai" and "ay."
- **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, noting the special sound of "a" in "away."
- 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.

Monitor →

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 for page 1.
 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. As a part of this discussion, partners share a word that was difficult for them and the strategy they used to read it.
 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, having the students alternate which partner reads first. Monitor partner reading to make sure that partners continue to alternate reading and retelling on each page and to ensure that they are helping each other effectively. Encourage the students to use the Reading Strategy Cue Card when they encounter difficult words. To ensure that both partners interact with the entire text, partners switch the reading of the pages on Day 2. Partner B begins to read the first page on Day 2.

Teacher Shared Story →

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 was Vick doing in the garden?** *[He was planting seeds.]*
 2. **How did Trail Cat cause trouble for Vick and Fran?** *[Trail Cat jumped to get a blue jay and spilled the bucket of seeds on the grass.]*
 3. **How did Fran and Vick plant the seeds after the rain came?** *[They put on their raincoats and kept planting.]*
- 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

painter	furniture
uniform	canvas

Background Words

sunflowers	sacks
cart	paint

STaR

STaR story:

Camille and the Sunflowers

Written and illustrated by Laurence Anholt

Summary: *One day Camille and his father encounter a stranger, a painter named Vincent, in their small village. Although Vincent has no friends and no money, he hopes that he can make a living there by selling his paintings. Camille and his father befriend Vincent and decide to help him by bringing Vincent furniture for his small house. Out of gratitude, Vincent paints portraits of Camille and his entire family. The portraits are beautiful but unusual, and they are not well received by the townspeople. In fact, the townspeople are quite cruel to Vincent and insist that he leave town. Vincent leaves, but he continues his artwork, and he is eventually recognized as one of the greatest painters in history.*

Teacher's Note: The pages of this book are not numbered. Before reading, number the pages. Page 2 begins "Where Camille lived...."

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 *Camille and the Sunflowers*. Look at the picture on the cover. What is Camille holding in his hand?** Wait for the students' responses. **That's right! Camille is holding a sunflower. There is also a man in the picture. Can anyone tell me what he is holding?** Wait for the students' responses. **That's right! He is holding a painting of sunflowers. Maybe he is a painter. Does anybody know what a painter does?** Wait for the students' responses. **Very good! A painter is an artist who paints pictures.**
- Page 10: **Whom is the painter painting in this picture?** Wait for the students' responses. **Right. The painter is painting a man. The man is wearing a blue uniform. A uniform is a special outfit that you wear for a job. What job do you think the man does?** Wait for the students' responses. **Who are some people who wear uniforms to work?** Wait for the students' responses.
- Page 8: **Can anybody tell what those things are in the cart?** Wait for the students' responses. **Right! There is a chair and a table. This is furniture. Furniture is tables, chairs, sofas, and beds.**
- 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
painter	7	an artist who paints pictures	Picture Walk, page 10
furniture	8	tables, chairs, sofas, and beds	Picture Walk, page 8
uniform	10	special clothing	Picture Walk, page 10
canvas	11	a piece of cloth used as a surface for painting	Leslie stretched a large piece of <i>canvas</i> on a frame and then painted a red beach ball on it.

Lesson 37 **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
sunflowers	2	tall flowers with yellow petals and brown centers	Max's mom loved the big yellow <i>sunflowers</i> he gave her on Mother's Day.
sacks	4	bags	The postal workers carry the mail around in big <i>sacks</i> .
cart	8	a vehicle with two wheels used to move things	Tom and Tony used a <i>cart</i> to move the heavy boxes.
paint	10	art colors	We used two colors of <i>paint</i> for the sky and the grass.

This book is about a famous painter. A painter uses paint, a coloring material, to create beautiful pictures. What kind of pictures would you like to paint? Invite the students to briefly describe what they would like to paint. If the students have difficulty, prompt them with questions such as: **What color paint would you use? What would you paint on?**

In the story, Camille and his father bring the painter furniture in a cart. A cart is a vehicle with two wheels used to move things. What can you move in a cart?

The painter in this book makes a beautiful painting of sunflowers. Sunflowers are big flowers with yellow petals and brown centers, like the ones we saw on the book cover. Would you like to paint sunflowers? What would you do with a sunflower?

A sack is a type of bag. Sacks are used to carry things, like potatoes or apples. What would you carry in a sack?

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: How did the mail come to this town? Provide the following sentence starter for the students to complete. The mail came on a _____. Have the students repeat the complete sentence with you. |
| Page 6 | Use Think-Pair-Share to ask the students: Who do you think the strange man is? |
| Page 7 | “Painter” is one of our STaR words. A painter is an artist who paints pictures . Use Think-Pair-Share to ask the students: What do you think the painter will paint in this town? |
| Page 8 | “Furniture” is one of our STaR words. The book says that they loaded the cart with pots and pans and furniture for the yellow house. Point to the illustration. What clues do you see in the illustration that help you know what “furniture” means? Wait for the students’ responses. Use Think-Pair-Share to ask the students: Why do Camille and his father bring the furniture to the painter? |
| Page 10 | Vincent asked Camille’s father if he would like to have his picture painted while he was dressed in his best blue uniform. “Uniform” is one of our STaR words. I know Camille’s father is a postman. This helps me understand that a uniform is a special outfit that you wear for a job.

Vincent told Camille’s father to sit very still while Vincent painted his picture. Use Think-Pair-Share to ask the students: Why do you think Vincent wanted Camille’s father to sit still? Wait for the students responses. Show how you would sit if an artist like Vincent wanted to paint your picture. |
| Page 11 | “Canvas” is another of our STaR words. Canvas is a special kind of cloth that painters use to paint pictures on. Use Think-Pair-Share to ask the students: Why do you think painters make their pictures on a canvas? |
| Page 13 | Use Think-Pair-Share to ask the students: What do you think the painter is going to do with the paintings? |
| Page 15 | Use Think-Pair-Share to ask the students: How do you think Vincent feels when the children and grown-ups tease him? |
| Page 17 | Use Think-Pair-Share to ask the students: Why do you think nobody bought Vincent’s paintings? |
| Page 19 | Use Think-Pair-Share to ask the students: Do you think people will ever like Vincent’s paintings? |
| Page 25 | Use Think-Pair-Share to ask the students: What do you think Vincent is going to show Camille? |



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.
- Challenge the students to work with their partners to create sentences that contain two of the STaR words.
- 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

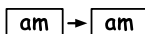
Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



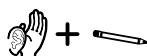
Remember a Word



Say-Spell-Say



Stretch and Count



Sound Spelling

- Restate each of the STaR words.

Lesson 37 **Day 1**

- Model writing a sentence that contains two of the STaR words. Use the strategies from the Writing Strategies Bank as needed, with an emphasis on the Sound Spelling, Write Sounds that You Know, and Remember a Word strategies. **I will write a sentence with two of the words. My sentence is, “The painter wore a white uniform.”**
 - Ask for student input on ways to make your sentence more interesting. Revise your sentence using some of the students’ suggestions.
 - Tell the students to work with their partners to think of sentences they will write using the STaR words. Encourage the students to help their partners add details to their sentences to make them more interesting.
 - Allow time for the students to write their sentences in their partner writing books. Circulate as they write, discussing with the students the strategies that they have used.
 - Select one or two students to share their written sentences with the class. Try to select students who have used more than one STaR word in their sentences. Display the writing on a special writing celebration bulletin board.
- Team Celebration Points** →
- Award team celebration points to students who successfully share a complete sentence.

Alphie’s Question Quiz

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

Alphie’s Questions:

Where did the painter live?

Why did Camille and his father bring furniture to the yellow house?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>in a yellow house</i>	Good answer. Can you say that in a complete sentence? <i>The painter lived in a yellow house.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "The painter lived in a yellow house."</i>
The student responds in a complete, but not very elaborate, sentence. <i>The painter lived in a yellow house.</i>	Good answer. Can you add some details to your sentence? <i>The painter lived in the yellow house in Camille's town.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What do you know about the yellow house?</i>

Oral-Language Scoring Rubric

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

Team Celebration

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

Key card for “ph”
 Cami puppet
 Partner Practice Booklet 7
*Reading Reels for Roots DVD**

Shared Story

Shared Story 37:
Planting Seeds in May
 Reading Strategy
 Cue Cards
 Fluency Flyers
*Reading Reels for Roots DVD**
 Reading Celebration
 certificates

STaR

STaR story:
Camille and the Sunflowers
 Writing Strategies Bank
 (teacher created)
 Partner writing books
 (teacher acquired)

*Not needed for interactive whiteboard users

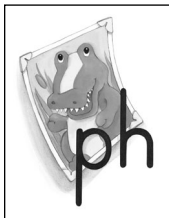
Team Celebration Points



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

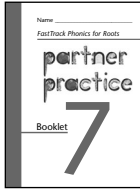
FastTrack Phonics**Partner Reading**

- Have the students sit with their partners and open their Partner Practice Booklets to page 2. **You and your partner are going to read a little story together. You'll each read one sentence at a time. You may find some tricky words. Remember that you can use the Finger Detective to help you read those words.**
- Review how to use the Finger Detective to read a word. Write the word “phone” on the board. Demonstrate sounding out the word with the Finger Detective using the sample text below as a guide.
- **Let's remember what we do when we come to a difficult word. We use the Finger Detective so we can look at only one letter at a time.** Cover all the letters in the word except “p.” Make the /p/ sound, and then move your hand over to uncover the letter “h.” Make the /h/ sound, and then say: **That doesn't sound like any word I know. /p/.../h/.../p/.../h/. Oh! I remember the new rule we learned. When the “p” and the “h” are together, they make the /f/ sound.**



Finger Detective

Lesson 37 **Day 2**



Partner Practice Booklet 7

Whole Group Response →

- **Now that I know that these two letters say /f/, I can sound out the rest of the word.** Sound out the rest of the word using the Finger Detective.
- **Now you're ready to read a story with your partner. You'll each take a turn so you can read the page together.** Designate each student in a partnership as Partner A or Partner B. Have the Partner As read the first sentence while the Partner Bs listen and follow along. Then the partners will switch roles. The Bs read the next sentence, and the As listen and follow along. Have partners continue to take turns reading each sentence of the passage in this way. After partners have read the story, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**



Finger Detective

- Ask the students to choose a difficult word they encountered and demonstrate how they used the Finger Detective to read it. If the students don't have any examples to share, suggest the word "Phillip" by writing it on the board. Demonstrate using the Finger Detective to sound it out using the text below as a guide.
- **Let's sound out this word together using the Finger Detective.** Cover the entire word, except the letters "ph," with your hand. **I can see the "p" and the "h" together at the beginning of the word, so I know the first sound is /f/. Now I can go on to read the rest of the word.** Slide your hand, and uncover the letter "i" as you say /i/. Slide your hand, and uncover the letters "ll" as you say /l/. Continue until you have sounded out the word slowly: **/Ph...i...ll...i...p/**. **Gradually say the sounds faster until you say the whole word. Phillip! The word is Phillip! Phillip is a boy's name.**

Whole Group Response →

Find Words with the Sound

- **Let's read this story one more time and circle all the words that have the /f/ sound. Remember, the /f/ sound can come at the beginning, middle, or end of a word. We also know it can be spelled in different ways, so you need to listen carefully to each word. Do you think you can find all the words with the /f/ sound? (WGR)**

Lesson 37 **Day 2**

- Have the Bs read the first sentence of the student text while the As listen and follow along. Then partners will discuss and identify words with the /f/ sound that they found in that sentence. When both partners agree on the words, they will circle them in their Partner Practice Booklets. Then partners will switch roles.

My friend Phillip came to visit me. It was fun! We went to the river and walked on the rocks. We went to a field and saw a big bird called a pheasant. It flew over us and I took a photo of it.

It got very dark, and the trees looked like phantoms. We felt frightened and used Phillip's phone to call my mom to come get us. While we waited, we counted five gophers on the ground!

Whole Group Response →

List Words on the Chart

- When partners have completed the task, ask: **Did you find lots of words with the /f/ sound?** (WGR) **Did you see the /f/ sound spelled in different ways?** (WGR) **What two ways can you spell /f/?** (WGR)
- **Let's make a chart and list all the words you circled. We'll put words spelled with "f" on one side and words spelled with "ph" on the other side.**
- Draw a line down the center of a piece of chart paper to make two columns. Label one column "f" and the other "ph." The students will have this chart in their Partner Practice Booklets. Have them label one side of their charts "f" and the other "ph." Your chart paper will look like this:

f	ph

Random Reporter →
Team Celebration Points →

- Reread the passage with the students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any words with the /f/ sound in that sentence? Decide with your teams what column(s) the word belongs in.**
- Use Random Reporter to select students to share any words that contain the /f/ sound from the sentence. Award team celebration points to the students who can correctly identify the column on the chart in which the word belongs.

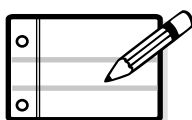
Lesson 37 **Day 2**

- Remind the students to check their papers to see if they have identified and circled that word in their booklets. Then write the word in the appropriate column on the chart paper. The students will write the words on their charts in their Partner Practice Booklets. The completed chart paper will look like this:

f	ph
friend, fun, field, flew, felt, frightened, five	Phillip, pheasant, photo, phantoms, Phillip's, phone, gophers

Teacher's Note: As the students begin to plot words on the chart paper, they will inevitably ask, "But how do you know which spelling to use?" or "Why do some words use 'ph' and others use 'f'?" Explain that sounds have different ways of being spelled. There aren't always rules that tell you when to use certain spellings. Encourage the students by telling them that the more they read, the easier it will be to remember which spellings to use in which words.

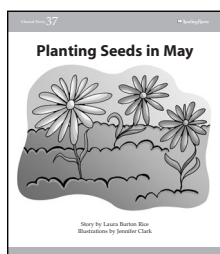
Dictation



- **Now let's write some sentences with words that have the /f/ sound. I'll say a sentence, and you'll repeat it after me. Then you'll write the sentence on your paper.** Have the students write on the back of the page in their Partner Practice Booklets.
- Read each sentence below. Make sure that the students can repeat each sentence before they try to write it.
 1. **Find the phone.**
 2. **Take five photos.**
 3. **A gopher can't fly.**

Partner Check

- When the students have finished writing, have them check their work with their partners. Partners can work together to discuss and settle any differences in their sentences.
- Write each sentence on the board, and have the class help you to spell selected words with the new letter group. Example: **The first sentence was "Find the phone." I'll write that on the board. "Find** (write the word "find") **the** (write the word "the") **phone."** **Hmmm. Can you help me spell "phone"?** Have the whole class spell the word in unison while you write it on the board. Have the students correct their sentences if necessary.
- **Let's write down two ways to write the sound /f/.** The students should write the letter "f" and the letter group "ph" and then check their work with their partners. Ask the whole class to tell you the two ways to write the sound, and then write it on the board.



Shared Story

Story Review

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

1. **Why did Vick have to hurry to plant the seeds?** *[Vick needed to plant his seeds before it rained.]*
2. **How did the pail of seeds get knocked over?** *[Trail Cat leaped at the jay but missed the jay and the tree. He landed in the pail of seeds.]*
3. **Could Vick and Fran still plant the seeds after the rain came? How?** *[Vick and Fran put on their raincoats so they could keep planting in the rain.]*

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.

Partner Reading

Teacher's Note: If the students do not finish the story on Day 1, you can complete Guided Partner Reading on Day 2, before starting Partner Reading. Have partners begin reading the story where they stopped on Day 1.

- **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.
- 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.

Think-Pair-Share

Monitor

Team Celebration Points

Focus on Fluency

Accuracy

Lesson 37 **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. When the class is finished, have partners share their written answers.

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 37.

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 Camille and the Sunflowers.*]

Display pages 2 and 3. **What did the sunflowers that grew in Camille's town look like? What did Camille do with the bunch of sunflowers he picked up?**

Display page 5. **What did Camille and his father do with the heavy sacks?**

Who was the painter in the story? [*The painter was a man named Vincent.*] **The painter was... Where did the painter live?** [*The painter lived in the yellow house.*] **The painter lived...**

Why did Camille and his father bring furniture to Vincent's house? [*Camille and his father brought furniture to Vincent's house to help him.*] **Camille and his father knew Vincent needed furniture because...**

Display page 8. **Why did Camille and his father put the furniture in a cart? What else can you move with a cart?**

Display page 10. **What did Camille love about the paints Vincent used? What paint colors would you use to paint the picture of Camille's father?**

What uniform was Camille's father wearing when Vincent painted his picture? [*Camille's father was wearing a postman's uniform.*] **Camille's father was wearing a...**

What appeared on the canvas as Camille watched Vincent paint? [*A picture of Camille's father appeared on the canvas.*] **A picture of...**

Story Map

Structure Review

- Display and review the story map poster with the students. Tell the students that each part of the map will help them understand the story better.
- Prompt the students to give information about the characters, setting, problem, and solution from the story.
- Give an example of an important event, and prompt the students to give more examples in complete sentences.
- **Let's use our story map to help us think about important parts of the story.**
- T-P-S: **What is the setting?** [*This story has four different settings: the fields in Camille's town, the yellow house, Camille's school, and Camille's house.*]

Think-Pair-Share

Lesson 37 **Day 2**

- T-P-S: **Who are some of the characters in the story?** *[Camille, Camille’s father, Vincent, the town’s children, and the town’s grown-ups.]*
- T-P-S: **What is the problem in the story?** *[Vincent arrives in Camille’s town to paint and sell his paintings, but nobody buys them.]*
- T-P-S: **What was the solution? How was the problem solved?** *[Vincent finally leaves town.]*
- **An important event that took place in the story was when Vincent arrived in Camille’s town. What other important events of the story do you remember?**

Retell

- Expand understanding about book 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: Camille, Camille’s father, Vincent, Camille’s mother, Camille’s big brother, Camille’s baby sister, children in town, grown-ups in town

Dialogue: “I am Vincent, the painter.” “Let’s try to help him.”

Option 2: Reread the story.

Think-Pair-Share

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

How does Vincent feel when Camille and Camille’s father bring furniture and a big bunch of sunflowers?

How does Camille feel when Vincent paints his portrait?

What do the grown-ups say to Vincent?

How does Camille feel when the other children laugh at his portrait?

What does Camille dream?

Was Camille’s dad right? Did people learn to love Vincent’s paintings?



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 map their sentences relate.
- Encourage the students to help their partners think of details that will make their sentences more interesting.
- Use Random Reporter to select students to share their sentences with the class.
- Award team celebration points to students who successfully share a complete sentence.

Random Reporter →

Team Celebration Points →

STaR Writing

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

- Explain to the students that they will now write sentences about their favorite parts of the story.
- Share your own sentence about a part of the story. Ask the students for any ideas about things you could change or add to your sentence to make it more interesting.
- Model writing your sentence, using strategies from the Writing Strategies Bank as needed by your students. Purposefully make one or two mistakes in your sentence.
- Ask the students to use the Editing Checklist to help you look for mistakes. Correct any mistakes.
- 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 37 **Day 2**

- Encourage the students to reread their sentences to check for mistakes.
- 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 was Camille's dad wearing when Vincent painted his portrait?

What did Camille call Vincent?

Fostering Richer Language

Student Response	Teacher Prompt	If further prompting is needed...
The student responds in an incomplete sentence. <i>uniform</i>	Good answer. Can you say that in a complete sentence? <i>Camille's dad was wearing his uniform.</i>	If the child is unable to respond in a sentence, model a sentence for him. <i>We can say, "Camille's dad was wearing his uniform."</i>
The student responds in a complete, but not very elaborate, sentence. <i>Camille's dad was wearing his uniform.</i>	Good answer. Can you add some details to your sentence? <i>Camille's dad was wearing his best blue uniform.</i>	If the child is unable to add details, prompt with a question about the sentence. <i>What can you say about his uniform?</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 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**

Key card for /ge/
and /dge/*

Alphie puppet

*Reading Reels for
Roots DVD**

Partner Practice
Booklet 7

Shared Story

Shared Story 27:
Planting Seeds in May

Language
development cards
for lesson 37*

Key cards for "ay"
and "ai"*

Word cards*

*Reading Reels for
Roots DVD**

Adventures in Writing

Sunflower seeds (optional)

Editing Checklist
(teacher created)

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 /ge/ and /dge/

Hear the Sound

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

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

cage page edge fudge

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

stage barge judge ledge

Whole Group Response

Introduce the New Letter Group

Whole Group Response →

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

Stretch and Read Words with the Letter Group

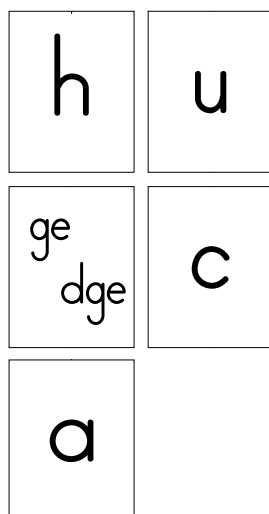
Interactive
Whiteboard Users →

Method varies

With the teacher

- **Let's look at some words that have "ge" and "dge" and read them together.** Use the Letter-Blending Cards "a" and "ge" to spell the word "age."
- **I see a pattern that I recognize.** Point to the "a" and the "e." **I remember that when the "a" and the "e" have a letter between them, they make the /ā/ sound. /ā→ā/.**
- **Now I just need to make the sound in the middle.** Point to the "g." **This letter says /g/. Make the "hard g" sound. That means that this word is /ā g/. /ā g/. Hmm. That doesn't sound right. Wait! I remember. When the "g" has an "e" after it, it usually says /j/. Slide the card "ge" over. Point to it and say: /j/, /j/. Have the class join you. Slide the card back. That means that this word is "a...ge." "Age." What is the word? (WGR) Use the word in a sentence to clarify the meaning. You're going to notice that when the letter "g" is between the "a" and the "e," it usually makes the /j/ sound. Let's look at some more words.**
- Use the Letter-Blending Cards to spell the words "huge" and "cage." Repeat the reading process as described above. Demonstrate sounding out the words with the "hard g" sound to show the students how to self-edit while they are reading. Use the following sample text as a guide.
- **/c...ā...g/, /c ā g/ (pronounced with a "hard g" sound). Hmm. That doesn't sound like any word I know. Wait! I remember that the "g" makes the /j/ sound when it's between the "a" and the "e." And I know that the letters "ge" usually say /j/ when they're together. /c...a...ge/. Cage. Yes, that it! The word is "cage." A bird lives in a cage.**
- **Now let's read some words that use the letters "dge" to make the /j/ sound.** Use the Letter-Blending Cards to spell the following words: "fudge," "bridge," and "edge." After you read each word with the class, use it in a sentence to clarify the meaning.

Whole Group Response →



Letter-Blending Cards

Lesson 37 Day 3



Partner Practice Booklet 7

Random Reporter

Team Celebration Points

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

cage page judge trudge

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

Write the Letter Group

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



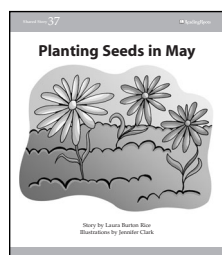
age large huge

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

edge badge fudge

Partner Check

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



Shared Story

Partner Word and Sentence Reading

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

Team Celebration Points

Focus on Fluency

Reading Smoothly
with Expression

Monitor

Partner Reading

- **Now we’re going to read the story with our partners, just like we did yesterday. Since we already know what happens in the story, we can use this time to practice reading in our best storytelling voices. A storytelling voice is nice and smooth. Let’s practice that today as we read the story together.**
- Monitor 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 37 **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.
- Award stickers to students who read smoothly and expressively on the Fluency Flyer. Award team celebration points to any students who earned a sticker.

Team Celebration Points



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 37.



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 wrists, etc.) if the sentence is silly.
- Call on a student to share his or her answer. If the sentence is silly, be sure to ask the student to tell why.
- Review word meanings with examples and definitions as necessary.
 1. Jenna wakes up early in the **evening** to go to school. [*silly*]
 2. Ty was the **final** contestant, so he was the first to perform in front of the judges. [*silly*]
 3. Olivia is **shy** and loves to meet and talk to people she doesn’t know. [*silly*]
 4. The painters never paint on a **canvas** because it’s not a good surface on which to paint. [*silly*]
 5. **Interesting** stories are boring and unable to keep the reader’s attention. [*silly*]
 6. Police officers wear **uniforms** to work. [*sensible*]
 7. Paige’s mom left her a **note** to tell Paige she went to the doctor and will be back for dinner. [*sensible*]
 8. Sean took his dog to a **reporter** because the dog’s hair was falling off and it had a skin rash. [*silly*]
 9. **Sunflowers** don’t need water or sunlight to grow. [*silly*]
 10. Ian studied so much that he will **definitely** get a good grade on the test. [*sensible*]

Adventures in Writing

Prewriting

- Have the students gather in front of the board. Introduce the writing activity. **In *Planting Seeds in May*, we read about Fran and Vick planting daisy seeds. Today we’re going to think and write about how we could plant something. We will write instructions for someone to follow that tells them how to plant a sunflower.**
- Create a class-generated list of steps that a person could follow to plant sunflower seeds. **First, we will talk about the steps that a person could follow. I will take notes on the board to help me remember our ideas. I can write complete sentences with the ideas later. Show the sunflower seeds. If I want to plant these sunflower seeds, what do I need to do first?** *[Possible responses: dig holes in the dirt, find a shovel, decide where to plant them, buy a bag of potting soil, etc.]*
- Write the numeral “1” on the board. Then model writing a phrase, not a complete sentence, using one of the students’ ideas. Continue collecting ideas and recording them on the chart paper in a numbered-list format. Use only words and phrases, not complete sentences.
- Write the title “How to Plant Sunflowers” on a second piece of chart paper. **When you talk to your partners about what you want to write today, you can make notes like I did on my list so you will remember what you want to say. Then when it is time to write, you can write complete sentences.**
- **I will write a sentence with our first step.** Have the students help you to compose a complete sentence with the first idea in the list. Ask them for ideas to make your sentence more interesting if needed.

Partner Planning

- Provide time for the students to plan with their partners. Tell them to think of at least five steps that someone would need to follow to plant sunflower seeds. Allow the students to take notes as needed, but tell them not to worry about writing perfect sentences yet.
- Ask partners to discuss how to express their ideas in complete sentences. Encourage the students to help their partners think of details that will make their sentences more interesting.

Writing

Drafting

- Ask the students to copy the title for their papers from the chart paper. Provide time for the students to write their steps in complete sentences.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words the students do not know how to write.
- 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.

Checking

Editing Checklist

Do all the sentences begin with a capital letter?

Do all names begin with a capital letter?

Do all sentences end with a period or an exclamation mark?

Are words that we can write spelled correctly?

Are there any missing words?

Are there any extra words?

Do sentences that ask something end with question marks?

- Display the Editing Checklist Chart. **We have been practicing looking for mistakes with our puppet friends. Today you are ready to go ahead and work with your partners to look for mistakes in your own sentences. Let's review what things you should be looking for.** Read and discuss each of the items on the Editing Checklist.
- Ask the students to take turns rereading their papers to their partners. Partners should look together to identify and correct mistakes on each paper. The students should only correct mistakes in writing on their own papers.
- Monitor the students as they edit their papers. Note progress in the development of the students' writing skills for several students using the indicators and rubrics from the teacher cycle record form.

Expectations for this lesson include:

Uses 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 steps should be written in complete sentences and follow a logical sequence.
Identifies and Corrects Errors	The students, working together with their partners, should be able to identify and correct errors in the categories specified on the Editing Checklist.
Writes with Quality and Quantity	Each student must write at least five sentences. Quality sentences will use descriptive language.



Writing Celebration

- Randomly select a number, and explain that the team member with that number will read his or her sentences to the team first. Ask the other students on the team to listen carefully while their teammate reads. Remind the other team members to share something they like about the 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. A partner may have provided ideas to make the sentences more interesting or helped the student to correct an error.

Team Celebration Points

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

Team Celebration Points

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

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 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.

Table of Contents

FastTrack Phonics Optional Review Lessons 23–29	415
FastTrack Phonics Graphemes	428
The Alphabet Chant	430
Alliterative Phrases	432
Letter Group Phrases	433
Letter Writing Cues: Manuscript	434
Letter Writing Cues: D’Nealian	435
Shared Story and STaR Story Title List	436
Shared Story Skills	438
STaR Story Objectives	442
Adventures in Writing Scope and Sequence	446
Adventures in Writing Objectives	449
Phonics Picture Card List	452
Lesson Index for Levels 3 and 4 Language Development Cards	453
Alphabetical Index for Levels 3 and 4 Language Development Cards	457
Blackline Master—Graphics for Writing Strategies Bank	461
Read & Respond Form—English	465
Read & Respond Form—Spanish	467
Reading Celebration Certificates	469
Super Team, Great Team, Good Team Certificates	470
Team Cooperation Goals	473
Reading Strategy Cue Card	474
Fluency Flyer for Level 3	475
Administering the FastTrack Phonics Assessment	476
FastTrack Phonics Assessment Items	480
FastTrack Phonics Student Pages—Assessments 7–9	481
Administering the Structured Oral-Language Observation (SOLO)	484
SOLO Record Forms	486
SOLO Student Pages—SOLOs 7–9	488
Teacher Cycle Record Form for Non-Data Tools Users	491

You will need:

Photocopy of FTP Worksheet for Optional Review Lesson 23

Reading Reels for Roots DVD*

Partner Practice Booklet 5

*Not needed for interactive whiteboard users



Key Cards



Animated Alphabet

Review of /er/, /ue/, and /ai/

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.

hat	/h-a-t/ (3)	flight	/f-l-igh-t/ (4)
fate	/f-a-te/ (3)	hose	/h-o-se/ (3)
jug	/j-u-g/ (3)	log	/l-o-g/ (3)

Class Review—Sounds

Animated Alphabet—Introduce and play the Animated Alphabet segments for “er,” “ue,” and “ai.” **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 “er,” “ue,” and “ai” 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 “er,” “ue,” and “ai” 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 12–17 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 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:
butter faster due glue pail gain
- 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:

Photocopy of FTP Worksheet for Optional Review Lesson 24

Reading Reels for Roots DVD*

Partner Practice Booklet 5

*Not needed for interactive whiteboard users



Key Cards

Review of /igh/ and /ow/ (snow)

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.

inch	/i-n-ch/ (3)	beds	/b-e-d-s/ (4)
cake	/c-a-ke/ (3)	web	/w-e-b/ (3)
bib	/b-i-b/ (3)	teeth	/t-ee-th/ (3)



Animated Alphabet

Class Review—Sounds

Animated Alphabet—Introduce and play the Animated Alphabet segments for “igh” and “ow” (snow). **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 “igh” and “ow” (snow) 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 “igh” and “ow” (snow) 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 18–21 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.

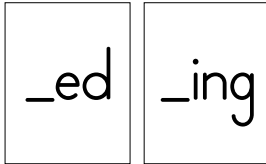
Write Words with the Letter Group

- Have the students stretch and spell the following words in their partner writing books:
high might sigh row show mow
- 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:

Photocopy of FTP Worksheet for Optional Review Lesson 25
Partner Practice Booklet 6

*Not needed for interactive whiteboard users



Key Cards

Review of /_ed/ and /_ing/

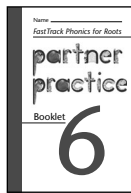
Break-It-Down

- 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.

slide	/s-l-i-de/ (4)	rug	/r-u-g/ (3)
pond	/p-o-n-d/ (4)	log	/l-o-g/ (3)
bride	/b-r-i-de/ (4)	bead	/b-ea-d/ (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 6

Partner Practice

- Ask the students to read the bottom boxes on pages 2 and 3 in Partner Practice Booklet 6. 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:

joking wiped racing baked waving taped

- 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:

Photocopy of FTP Worksheet for Optional Review Lesson 26

Reading Reels for Roots DVD*

Partner Practice Booklet 6

*Not needed for interactive whiteboard users



Key Cards

Review of /aw/ and /oi/

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.

boy	/b-oy/ (2)	dog	/d-o-g/ (3)
hill	/h-i-ll/ (3)	lap	/l-a-p/ (3)
rocks	/r-o-ck-s/ (4)	top	/t-o-p/ (3)



Animated Alphabet

Class Review—Sounds

Animated Alphabet—Introduce and play the Animated Alphabet segments for “aw” and “oi.” **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 “aw” and “oi” 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 “aw” and “oi” lessons. Stretch and read the words with the class.



Partner Practice
Booklet 6

Partner Practice

- Ask the students to read the bottom boxes on pages 4–7 in Partner Practice Booklet 6. 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:
saw draw jaw soil join point
- 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:

Photocopy of FTP Worksheet for Optional Review Lesson 27

Reading Reels for Roots DVD*

Partner Practice Booklet 6

*Not needed for interactive whiteboard users



Key Cards



Review of /oa/ and /ur/

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.

goat	/g-oa-t/ (3)	rope	/r-o-pe/ (3)
cone	/c-o-ne/ (3)	arm	/ar-m/ (2)
drum	/d-r-u-m/ (4)	tire	/t-i-re/ (3)



Animated Alphabet

Class Review—Sounds

Animated Alphabet—Introduce and play the Animated Alphabet segments for “oa” and “ur.” **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 “oa” and “ur” 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 “oa” and “ur” lessons. Stretch and read the words with the class.



Partner Practice
Booklet 6

Partner Practice

- Ask the students to read the bottom boxes on pages 8–11 in Partner Practice Booklet 6. 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:
soak foam oat burn surf curl
- 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.

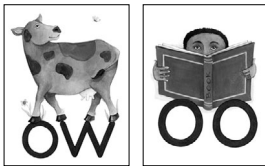
You will need:

Photocopy of FTP Worksheet for Optional Review Lesson 28

Reading Reels for Roots DVD*

Partner Practice Booklet 6

*Not needed for interactive whiteboard users



Key Cards

Review of /ow/ (cow), /oo/ (book), and /u_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.

zoo	/z-oo/ (2)	tube	/t-u-be/ (3)
moon	/m-oo-n/ (3)	gum	/g-u-m/ (3)
block	/b-l-o-ck/ (4)	late	/l-a-te/ (3)



Animated Alphabet

Class Review—Sounds

Animated Alphabet—Introduce and play the Animated Alphabet segments for “ow” (cow), “oo” (book), and “u_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 “ow” (cow), “oo” (book), and “u_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 “ow” (cow), “oo” (book), and “u_e” lessons. Stretch and read the words with the class.



Partner Practice
Booklet 6

Partner Practice

- Ask the students to read the bottom boxes on pages 12–17 in Partner Practice Booklet 6. 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:

now down foot hood tube huge

- 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:

Photocopy of FTP Worksheet for Optional Review Lesson 29

Reading Reels for Roots DVD*

Partner Practice Booklet 6

*Not needed for interactive whiteboard users



Key Cards



Review of /ir/ and /_y/ (fly)

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.

by	/b-y/ (2)	fly	/f-l-y/ (3)
kite	/k-i-te/ (3)	rocks	/r-o-ck-s/ (4)
teeth	/t-ee-th/ (3)	tire	/t-i-re/ (3)



Animated Alphabet

Class Review—Sounds

Animated Alphabet—Introduce and play the Animated Alphabet segments for “ir” and “_y” (fly). **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 “ir” and “_y” (fly) 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 “ir” and “_y” (fly) lessons. Stretch and read the words with the class.



Partner Practice
Booklet 6

Partner Practice

- Ask the students to read the bottom boxes on pages 18–21 in Partner Practice Booklet 6. 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:

sir girl dirt by try dry

- 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.

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 Alphie	37
ge dge	Large badge	37–38
tch	Pitch and catch	38
ew	New stew	39

Letter Writing Cues: Manuscript

/a/ apple:	Left around the apple and down the leaf.	/a/ (stretch)
/b/ bat and ball:	Down the bat and right around the ball.	/b/ /b/ /b/
/c/ caterpillar:	Curl left around the caterpillar.	/c/ /c/ /c/
/d/ dinosaur:	Left around his back, then head to toe.	/d/ /d/ /d/
/e/ elephant:	Right under his ear, then all around his trunk.	/e/ (stretch)
/f/ flower:	Curve down the flower, then across the leaves.	/f/ (stretch)
/g/ girl:	Left around the girl, down her braid (plait), and curl.	/g/ /g/ /g/
/h/ horse:	From head to toe and over his back.	/h/ /h/ /h/
/i/ insect:	Go down the insect, lift and dot.	/i/ (stretch)
/j/ Jane jumps:	Down Jane's back, up to her toes. Jump to the ball.	/j/ /j/ /j/
/k/ kangaroo:	From head to toe, arm up, kick out.	/k/ /k/ /k/
/l/ leg:	Down the long, long leg.	/l/ (stretch)
/m/ mountains:	From the man go down, climb one mountain and another.	/m/ (stretch)
/n/ net:	From head to toe and over the net.	/n/ (stretch)
/o/ octopus:	Left around the octopus.	/o/ (stretch)
/p/ parrot:	From head to tail, then right around the parrot.	/p/ /p/ /p/
/q/ queen:	Left around the queen and way down her staff.	/q/ /q/ /q/
/r/ rabbit:	From head to tail and along his paws.	/r/ (stretch)
/s/ snake:	Left around, right around, from head to tail.	/s/ (stretch)
/t/ tower:	Go down the tower, lift and cross.	/t/ /t/ /t/
/u/ umbrella:	Right under the umbrella, up and down.	/u/ (stretch)
/v/ vulture:	Down one wing and up the other.	/v/ (stretch)
/w/ worm:	Wiggle down, wiggle up, down and up.	/w/ /w/ /w/
/x/ exercising fox:	Left hand to right toe, right hand to left toe.	/x/ /x/ /x/
/y/ yo-yo:	Slant right down one string and way down the other.	/y/ /y/ /y/
/z/ zipper:	Zig right, zag left, zig right.	/z/ (stretch)

Letter Writing Cues: D'Nealian

/a/ apple:	Left around the apple and down the leaf, kick up.	/a/ (stretch)
/b/ bat and ball:	Slant down the bat and up around the ball.	/b/ /b/ /b/
/c/ caterpillar:	Curve left around the caterpillar.	/c/ /c/ /c/
/d/ dinosaur:	Left around his back, slant up to his head, back down, kick up.	/d/ /d/ /d/
/e/ elephant:	Right up under his ear, then all around his trunk.	/e/ (stretch)
/f/ flower:	Curve around the flower, slant down the stem, then across the leaves.	/f/ (stretch)
/g/ girl:	Left around the girl, down her braid (plait) and curl.	/g/ /g/ /g/
/h/ horse:	Slant from head to toe, up over his back, kick up.	/h/ /h/ /h/
/i/ insect:	Slant down the insect, kick up and dot.	/i/ (stretch)
/j/ Jane jumps:	Slant down Jane's back, up to her toes. Jump to the ball.	/j/ /j/ /j/
/k/ kangaroo:	Slant from head to toe, up around her tummy and kick out.	/k/ /k/ /k/
/l/ leg:	Slant down the long, long leg and kick up.	/l/ (stretch)
/m/ mountains:	Slant down the man, climb one mountain and another, kick up.	/m/ (stretch)
/n/ net:	From head to toe and over the net, kick up.	/n/ (stretch)
/o/ octopus:	Left around the octopus.	/o/ (stretch)
/p/ parrot:	From head to tail, back up, right around the parrot.	/p/ /p/ /p/
/q/ queen:	Left around the queen and way down her staff.	/q/ /q/ /q/
/r/ rabbit:	From head to tail and along his paws.	/r/ (stretch)
/s/ snake:	Left around, right around, from head to tail.	/s/ (stretch)
/t/ tower:	Slant down the tower, kick up, and cross.	/t/ /t/ /t/
/u/ umbrella:	Right under the umbrella, up, down, kick up.	/u/ (stretch)
/v/ vulture:	Down one wing and up the other.	/v/ (stretch)
/w/ worm:	Wiggle slant down, wiggle up, down and up.	/w/ /w/ /w/
/x/ exercising fox:	Left hand to right toe, right hand to left toe, kick up.	/x/ /x/ /x/
/y/ yo-yo:	Right under the strings, up and way down with a curve.	/y/ /y/ /y/
/z/ zipper:	Zig right, zag left, zig right.	/z/ (stretch)

Level 1

Lesson	Shared Story	STaR Story	Author
1		<i>Are You My Mother?</i>	P. D. Eastman
2		<i>There's an Alligator Under My Bed</i>	Mercer Mayer
3		<i>Bringing the Rain to Kapiti Plain</i>	Verna Aardema
4	<i>Show and Tell</i>	<i>How to Be a Good Dog</i>	Gail Page
5	<i>A Card for Dad</i>	<i>Sophie and the Mother's Day Card</i>	Kaye Umansky
6	<i>Miss Sid Meets Sad Sam</i>	<i>Birds</i>	Caroline Arnold and Patricia J. Wynne
7	<i>The Ice Cream Man</i>	<i>Ice Cream: The Full Scoop</i>	Gail Gibbons
8	<i>Pit-Pat</i>	<i>Six-Dinner Sid</i>	Inga Moore
9	<i>A Game of Tag at the Farm</i>	<i>Come Out and Play</i>	Maya Ajmera and John D. Ivanko
10	<i>The Painters</i>	<i>Jamaica Louise James</i>	Amy Hest
11	<i>The Costume Party</i>	<i>The Costume Party</i>	Victoria Chess
12	<i>Kim's Visit</i>	<i>The Relatives Came</i>	Cynthia Rylant
13	<i>The Field Trip</i>	<i>The Ant and the Elephant</i>	Bill Peet
14	<i>The Rainy Day</i>	<i>Mud Puddle</i>	Robert Munsch and Sami Suomalainen
15	<i>The Mysterious Song</i>	<i>Beaks!</i>	Sneed B. Collard III and Robin Brickman

Level 2

Lesson	Shared Story	STaR Story	
16	<i>The Class Trip</i>	<i>Farmer Duck</i>	Martin Waddell and Helen Oxenbury
17	<i>Bug Alert!</i>	<i>Head Louse</i>	Karen Hartley, Chris Macro, and Philip Taylor
18	<i>Fang</i>	<i>Buster</i>	Denise Fleming
19	<i>The Pest in the Tent</i>	<i>Let's Go Camping!</i>	Brody Coleson
20	<i>May I Borrow Your Ice Cream?</i>	<i>Let's Be Friends Again!</i>	Hans Wilhelm
21	<i>The Noisy Morning</i>	<i>Bear Snores On</i>	Karma Wilson
22	<i>Hiccups</i>	<i>The Tortoise and The Hare</i>	An Aesop fable adapted by Janet Stevens
23	<i>Fish in Class</i>	<i>What's It Like to Be a Fish?</i>	Wendy Pfeffer and Holly Keller
24	<i>Late!</i>	<i>The Grouchy Ladybug</i>	Eric Carle
25	<i>And Then What Happened?</i>	<i>Cloudy With a Chance of Meatballs</i>	Judi Barrett

Shared Story and STaR Story Title List

Level 3

Lesson	Shared Story	STaR Story	Author
26	<i>Let's Go Fishing</i>	<i>Dear Mr. Blueberry</i>	Simon James
27	<i>The Camping Trip</i>	<i>The Three Billy Goats Gruff</i>	Paul Galdone
28	<i>Is There an Alligator in the Pond?</i>	<i>Trosclair and the Alligator</i>	Peter Huggins
29	<i>Leaves Fall</i>	<i>Trees Around the World</i>	Lucy Wilson
30	<i>Cupcakes</i>	<i>Baking a Wonderful Wacky Cake</i>	Catalina Castillo
31	<i>Ride a Bike</i>	<i>Vera Rides a Bike</i>	Vera Rosenberry
32	<i>Home with a Cold</i>	<i>The Big Snow</i>	Berta and Elmer Hader
33	<i>Slippery Steps</i>	<i>Callie Cat, Ice Skater</i>	Eileen Spinelli
34	<i>The Ice Storm</i>	<i>"On a Night of Snow"</i>	A poem by Elizabeth Coatsworth
35	<i>Did That Tree Eat My Kite?</i>	<i>Dear Tooth Fairy</i>	Alan Durant
36	<i>Who Is Wilfred?</i>	<i>Extra! Extra! Writing a Newspaper Article</i>	Jack Gallagher
37	<i>Planting Seeds in May</i>	<i>Camille and the Sunflowers</i>	Laurence Anholt

Level 4

Lesson	Shared Story	STaR Story	Author
38	<i>The Land of the Midnight Sun</i>	<i>Living in the Arctic</i>	Allan Fowler
39	<i>The Three Wishes</i>	<i>Sausages</i>	Jessica Souhami
40	<i>The Artists of Benin City</i>	<i>Crafting Fun for a Rainy Day</i>	Kwami Conteh
41	<i>Anansi, the Spider</i>	<i>Rehema's Journey</i>	Barbara A. Margolies
42	<i>A Farm in China</i>	<i>The Empty Pot</i>	Demi
43	<i>Woo Zen, a Cinderella Story</i>	<i>Er-lang and the Suns</i>	Tony Guo, Euphine Cheung, and Karl Edwards
44	<i>A Trip to the Inca Kingdom</i>	<i>We're from Brazil</i>	Emma Lynch
45	<i>The Magic Lake</i>	<i>At Home in the Rain Forest</i>	Diane Willow
46	<i>Pen Pals in the U.S.A.</i>	<i>Country Kid, City Kid</i>	by Julie Cummins
47	<i>How Turtle Flew South for the Winter</i>	<i>What Is in the Ocean?</i>	by Kathleen Collins
48	<i>Paul Bunyan's Pancakes</i>	<i>Pecos Bill</i>	by Bill Balcziaik

Each of the Reading Roots Shared Stories focuses on various reading skills and strategies. The list below identifies where skills are introduced for the first time.

Level 1

Shared Story Number	Letter Focus	Title	Skill
4	d	<i>Show and Tell</i>	Previewing Understanding the concept of a sentence Using periods at the end of sentences
5	t	<i>A Card for Dad</i>	Using periods correctly
6	i	<i>Miss Sid Meets Sad Sam</i>	Recognizing exclamation points Recognizing question marks
7	n	<i>The Ice Cream Man</i>	
8	p	<i>Pit-Pat</i>	Predicting Adding “s” to third person verbs
9	g	<i>A Game of Tag at the Farm</i>	
10	o	<i>The Painters</i>	
11	c	<i>The Costume Party</i>	Understanding the use of quotation marks
12	k, ck	<i>Kim’s Visit</i>	
13	_nt, _nd	<i>The Field Trip</i>	
14	u	<i>The Rainy Day</i>	
15	ng	<i>The Mysterious Song</i>	Adding “ing” to the end of a verb

Level 2

Shared Story Number	Letter Focus	Title	Skill
16	"s__" s blended with other consonants	<i>The Class Trip</i>	Introducing the word pattern "_all"
17	b	<i>Bug Alert!</i>	Understanding the prefix "un"
18	f	<i>Fang</i>	Identifying and describing new characters
19	e	<i>The Pest in the Tent</i>	Understanding the past tense "ed" ending
20	l	<i>May I Borrow Your Ice Cream?</i>	Introducing the contraction "I'll"
21	"_l" l blended with other consonants	<i>The Noisy Morning</i>	Recognizing "ed" and "ing" endings on verbs
22	h	<i>Hiccups</i>	Understanding the use of parentheses
23	sh	<i>Fish in Class</i>	Introducing the word pattern "_all"
24	r	<i>Late!</i>	
25	ee, ea	<i>And Then What Happened?</i>	Understanding the tall tale genre

Level 3

Shared Story Number	Letter Focus	Title	Skill
26	"_r" r blended with other consonants	<i>Let's Go Fishing</i>	Introducing contractions Identifying and discussing story setting Introducing question words "who," "where," and "what"
27	_lp, _mp, _ft	<i>The Camping Trip</i>	Practicing consonant blends
28	j	<i>Is There an Alligator in the Pond?</i>	
29	v	<i>Leaves Fall</i>	
30	a__e	<i>Cupcakes</i>	
31	i__e	<i>Ride a Bike</i>	
32	o__e, oe	<i>Home with a Cold</i>	
33	y	<i>Slippery Steps</i>	
34	soft c	<i>The Ice Storm</i>	
35	ch	<i>Did That Tree Eat My Kite?</i>	
36	w	<i>Who Is Wilfred?</i>	
37	ay, ai	<i>Planting Seeds in May</i>	

Level 4

Shared Story Number	Letter Focus	Title	Skill
38	aw	<i>The Land of the Midnight Sun</i>	Understanding geographical information Getting factual information from text Summarizing to identify main ideas Understanding paragraphs Understanding “est” ending
39	th	<i>The Three Wishes</i>	Recognizing fairy tale genre Understanding and describing narrative story plot Understanding comparisons with “more than” and “less than” Discriminating “there” and “their” Using prefix “dis”
40	qu	<i>The Artists of Benin City</i>	Changing “y” to “i” before adding “es”
41	-ight, -ould	<i>Anansi, the Spider</i>	Recognizing folktale genre
42	oo (moon)	<i>A Farm in China</i>	
43	z	<i>Woo Zen, a Cinderella Story</i>	Recognizing fairy tale genre
44	oa (boat) ow (blow)	<i>A Trip to the Inca Kingdom</i>	Understanding historical information
45	x	<i>The Magic Lake</i>	Recognizing legend genre
46	oo (book)	<i>Pen Pals in the U.S.A.</i>	
47	ir, or, ar, er, ur	<i>How Turtle Flew South for the Winter</i>	
48	u__e, ue	<i>Paul Bunyan’s Pancakes</i>	

Objectives

Level 1

Lesson	STaR Story	Text	Objective
1	<i>Are You My Mother?</i> by P. D. Eastman	narrative	Students will write sentences about the main character of the story.
2	<i>There's an Alligator Under My Bed</i> by Mercer Mayer	narrative	Students will identify the main character's feelings in the story.
3	<i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema	narrative	Students will identify the setting of the story.
4	<i>How to Be a Good Dog</i> by Gail Page	narrative	Students will identify how the main character's feelings change in the story.
5	<i>Sophie and the Mother's Day Card</i> by Kaye Umansky	narrative	Students will identify important events in the story.
6	<i>Birds</i> by Caroline Arnold and Patricia J. Wynne	expository	Students will identify important information in a text.
7	<i>Ice Cream: The Full Scoop</i> by Gail Gibbons	expository	Students will answer questions about important parts of the text.
8	<i>Six-Dinner Sid</i> by Inga Moore	narrative	Students will ask questions about important story details.
9	<i>Come Out and Play</i> by Maya Ajmera and John D. Ivanko	expository	Students will use background knowledge to help them understand the topic of an expository text.
10	<i>Jamaica Louise James</i> by Amy Hest and Sheila White Samton	narrative	Students will identify the setting in a story.
11	<i>The Costume Party</i> by Victoria Chess	narrative	Students will identify the problem and solution in the story.
12	<i>The Relatives Came</i> by Cynthia Rylant and Stephen Gammel	narrative	Students will predict what will happen next in a story.
13	<i>The Ant and the Elephant</i> by Bill Peet	narrative	Students will compare characters in a story.
14	<i>Mud Puddle</i> by Robert Munsch and Sami Suomalainen	narrative	Students will understand dialogue in a story.
15	<i>Beaks!</i> by Sneed B. Collard III and Robin Brickman	expository	Students will make predictions about the main idea in an expository text.

STaR Story Objectives

Level 2

Lesson	STaR Story	Text	Objective
16	<i>Farmer Duck</i> by Martin Waddell and Helen Oxenbury	narrative	Students will describe different parts of the story.
17	<i>Head Louse</i> by Karen Hartley, Chris Macro, and Philip Taylor	expository	Students will identify topic sentences and main ideas in the text.
18	<i>Buster</i> by Denise Fleming	narrative	Students will describe how and why a character's feelings change from the beginning to the end of a story.
19	<i>Let's Go Camping!</i> by Brody Coleson	expository	Students will identify the topic, main idea, and supporting details in an expository text.
20	<i>Let's Be Friends Again!</i> by Hans Wilhelm	narrative	Students will identify the theme of the story. They will give supporting evidence for this theme.
21	<i>Bear Snores On</i> by Karma Wilson	narrative	Students will retell the story in logical order.
22	<i>The Tortoise and The Hare</i> An Aesop fable adapted by Janet Stevens	narrative	Students will identify the moral of the story. They will tell the difference between the theme and the moral.
23	<i>What's It Like to Be a Fish?</i> By Wendy Pfeffer and Holly Keller	expository	Students will identify text features (e.g., pictures, diagrams) that help them understand the main ideas.
24	<i>The Grouchy Ladybug</i> by Eric Carle	narrative	Students will identify facts and opinions in the text.
25	<i>Cloudy With a Chance of Meatballs</i> by Judi Barrett	narrative	Students will identify humorous parts of the story.

STaR Story Objectives

Level 3

Lesson	STaR Story	Text	Objective
26	<i>Dear Mr. Blueberry</i> by Simon James	narrative	Students will discuss the differences between narrative and expository texts.
27	<i>The Three Billy Goats Gruff</i> by Paul Galdone	narrative	Students will identify how the setting of a story affects the characters.
28	<i>Trosclair and the Alligator</i> by Peter Huggins	narrative	Students will identify the theme of a story and whether it is real or fantasy.
29	<i>Trees Around the World</i> by Lucy Wilson	expository	Students will identify the topic of a text and tell why they think the author wrote about it.
30	<i>Baking a Wonderful Wacky Cake</i> by Catalina Castillo	expository	Students will identify the order of information in the text and tell why the author wrote it in this order.
31	<i>Vera Rides a Bike</i> by Vera Rosenberry	narrative	Students will identify the sequence of events in the story and tell why the author wrote the story in this order.
32	<i>The Big Snow</i> by Berta and Elmer Hader	narrative	Students will identify the main purpose of the story and tell how the author supports it.
33	<i>Callie Cat, Ice Skater</i> by Eileen Spinelli	narrative	Students will identify the moral of the story and give evidence that supports it.
34	<i>"On a Night of Snow"</i> A poem by Elizabeth Coatsworth	narrative	Students will interpret figurative language in a poem.
35	<i>Dear Tooth Fairy</i> by Alan Durant	narrative	Students will describe characters in the story. They will compare characters to themselves and tell how that makes them feel about the character.
36	<i>Extra! Extra! Writing a Newspaper Article</i> by Jack Gallagher	expository	Students will describe the importance of question words like "who," "what," "why," "when," "where," and "how."
37	<i>Camille and the Sunflowers</i> by Laurence Anholt	narrative	Students will tell why certain events are important to the solution of the problem in the story.

STaR Story Objectives

Level 4

Lesson	STaR Story	Text	Objective
38	<i>Living in the Arctic</i> by Allan Fowler	expository	Students will summarize the main ideas of the text.
39	<i>Sausages</i> by Jessica Souhami	narrative	Students will summarize the important events in a story.
40	<i>Crafting Fun for a Rainy Day</i> by Kwami Conteh	expository	Students will understand the process described in the text. They will identify clue words that help them to understand the sequence.
41	<i>Rehema's Journey</i> by Barbara A. Margolies	narrative	Students will identify questions that they have about the story and how the author answers the questions.
42	<i>The Empty Pot</i> by Demi	narrative	Students will identify various sentence structures in the story and tell how these affect the story.
43	<i>Er-lang and the Suns</i> by Tony Guo, Euphine Cheung, and Karl Edwards	narrative	Students will identify words that help them to understand the genre of the story. Students will tell how this genre differs from others.
44	<i>We're from Brazil</i> by Emma Lynch	expository	Students will identify historical information in the text and how they know these are facts.
45	<i>At Home in the Rain Forest</i> by Diane Willow	expository	Students will identify facts in an expository text.
46	<i>Country Kid, City Kid</i> by Julie Cummins	narrative	Students will make comparisons within the story and tell why the author presented the information this way.
47	<i>What Is in the Ocean?</i> by Kathleen Collins	expository	Students will present short reports composed of at least six sentences that provide information on a topic with main ideas and supporting details and maintain a clear focus.
48	<i>Pecos Bill</i> retold by Bill Balczak	narrative	Students will identify elements that help them recognize the tall-tale genre. Students will tell how this genre differs from others.

Scope and Sequence

Adventures in Writing lessons are structured so that students can begin writing from the beginning of the program. The lessons increase in complexity so that students progress from writing short, simple words and phrases to thinking about, planning, and polishing their writing. The writing goals for each level of the program are listed below:

Level 1

During STaR Writing on Days 1 and 2, a series of emergent writing strategies are introduced over the course of the Reading Roots lessons in level 1. As each new strategy is introduced, the teacher adds it to a Writing Strategies Bank that is maintained and referenced for all writing activities in all parts of the lesson.

Adventures in Writing goals in level 1:

Prewriting:	Learn the purpose of prewriting. Learn different ways to prewrite including story review, brainstorming, list making, and partner/team/group discussion.
Peer Discussion:	Learn how to discuss writing topics with peers to generate writing ideas and plan writing.
Word-Level Writing:	Complete sentence stems with a word or a short phrase. Use phonetic spelling and writing strategies to write words.
Sentence-Level Writing:	Write up to two simple sentences independently using phonetic spelling and writing strategies.
Peer Editing:	Learn how to give and receive constructive comments about writing. Learn how to use a partner's comments to improve or edit writing.

Level 2

Although the Writing Strategies Bank is still used as a reference for the students, in level 2 the teacher encourages the students to use more sophisticated strategies, such as sound spelling, to write words. Also in level 2, there is an increased emphasis on having partners provide information to each other about how to elaborate their written or oral sentences to make the language more interesting.

Adventures in Writing goals in level 2:

Prewriting:	Use brainstorming, list making, and discussion for prewriting.
Peer Discussion:	Learn how to discuss writing topics with peers to generate writing ideas and plan writing.
Sentence-Level Writing:	Write at least three sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex.
Self-Editing:	Check for capitalization, spelling, and punctuation.
Peer Editing:	Give and receive constructive comments about writing. Use a partner's comments to improve or edit writing.

Level 3

In level 3, the concepts of self- and peer-editing are introduced. Over the course of the lessons in level 3, the teacher will introduce a series of items to check, such as capitalization and punctuation, on an Editing Checklist that the students will use as they review their work. Like the Writing Strategies Bank, new items are added to the list as they are introduced. The students practice the editing process in each lesson by helping one of the Reading Roots puppets to edit his or her paper before checking their own. The students are encouraged to work together in their partnerships to find and correct errors.

Adventures in Writing goals in level 3:

- Prewriting:** Use brainstorming, list making, and discussion for prewriting. Organize prewriting notes and phrases into categories.
- Peer Discussion:** Discuss writing topics with peers to generate writing ideas and plan writing.
- Sentence-Level Writing:** Write at least six sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex.
- Self-Editing:** Learn how to make additional edits to writing such as looking for omitted words, considering word choice, and considering sentence structure.
- Peer Editing:** Give and receive constructive comments about writing. Use a partner's comments to improve or edit writing.

Level 4

The writing process in level 4 unfolds over two days. The students continue to use strategies from the Writing Strategies Bank as needed and refer to the Editing Checklist when reviewing their papers. However, they no longer practice editing with puppet papers before working with their partners. As a part of the editing process, the students also begin to use an Adventures in Writing Scoring Guide to ensure that their papers meet the criteria for earning a top score of 8 points for the team score sheet average.

Adventures in Writing goals in level 4:

- Prewriting:** Use brainstorming, list making, and discussion for prewriting. Organize prewriting notes and phrases into categories.
- Peer Discussion:** Discuss writing topics with peers to generate writing ideas and plan writing.
- Sentence-Level Writing:** Write six or more sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex.
- Paragraph Writing:** Understand paragraphs and their format. Write sentences in the form of a paragraph.

Adventures in Writing goals in level 4: *(continued)*

- Self-Editing:** Learn how to make additional edits to writing such as looking for omitted words, considering word choice, and changing sentence structure.
- Peer Editing:** Give and receive constructive comments about writing. Use a partner’s comments to improve or edit writing.
- Publishing:** Make a final copy for display and sharing with the class.

Objectives

Level 1

Lesson	Skill
1	Students will write sentences about the main character of the story.
2	Using a sentence starter, students will write complete sentences to provide the solution to a problem.
3	Students will write complete sentences using antonyms.
4	Students will write complete sentences using adjectives to describe people.
5	Students will write sentences in response to questions.
6	Students will write sentences that describe story characters.
7	Students will write answers to questions about desserts.
8	Each student will write two sentences to contribute to a team book that explains how to take care of a cat.
9	Students will write complete sentences using background knowledge and information about a topic provided during STaR lessons.
10	Students will write sentences that make figurative comparisons of places.
11	Students will write sentences to describe costumes.
12	Students will use lists of objects and a sentence starter to write sentences about a place they will go and what they will pack.
13	Students will write sentences about where they would like to go on a field trip and the types of things they would do there.
14	Students will write sentences that explain a way to get clean after one has gotten dirty.
15	Students will write sentences that provide a clue and a different ending to the Shared Story.

Level 2

Lesson	Skill
16	Students will write postcards to a friend that tell about the things they can do on a class trip.
17	Students will write descriptive sentences about the contents of a student's backpack.
18	Students will create character webs to help them write descriptive sentences about Fang.
19	Students will write about their plans for a camping trip.
20	Students will write about sharing something with a friend.
21	Students will write about ways to wake up Bob, a story character.
22	Students will write advice for a friend who has the hiccups.
23	Students will write about the contents of a fish tank.
24	Students will use sequencing words to write about different things they do to get ready for school in the morning.
25	Students will write tall tales.

Level 3

Lesson	Skill
26	Students will work together to write about a fishing trip they went on with a friend.
27	Students will write about a camping trip.
28	Students will write about a swimming trip that they will take with a friend.
29	Students will write descriptions of trees during different seasons.
30	Students will write recipes for cupcakes.
31	Students will write directions for riding a bicycle.
32	Students will write about how to take care of a pet.
33	Students will write directions that tell how to make a snowman.
34	Students will write about fun indoor and outdoor activities that they can do on a snowy day.
35	Students will write riddles.
36	Students will interview classmates and write articles.
37	Students will write instructions for planting seeds.

Level 4

Lesson	Skill
38	Students will describe the Arctic.
39	Students will write about three wishes.
40	Students will write the steps to make a clay animal.
41	Students will describe their lives.
42	Students will use character webs to write descriptions of a story character.
43	The students will write letters asking for help with a problem.
44	Students will write about a typical day.
45	Students will write poems (a cinquain about a story character).
46	Students will write about a place they have visited.
47	Each student will write a paragraph about a plant or animal that lives in the ocean.
48	Students will write tall tales about themselves.

Section Tab

1	/m/	mermaid, moon, mop, mitt
2	/a/	match, mitt, moon, mop, ant, apple, ax
3	/s/	mermaid, moon, ant, apple, seven, sun, suit, sock
4	/d/	six, mother, ant, sock, desk, duck, door, doll
5	/t/	door, soap, mittens, apple, tiger, teeth, ten, tie
6	/i/	ax, suit, duck, tire, insect, inch, igloo
7	/n/	seven, desk, tent, inch, nurse, nose, nails, nine
8	/p/	nuts, ten, door, insect, pillow, pie, pickle, pig
9	/g/	pig, igloo, tiger, nose, goat, gum, gate, girls
10	/o/	insect, nails, popcorn, goat, octopus, ox
11	/c/	ox, pig, goose, nurse, car, cake, camel, cane
12	/k/	gate, octopus, popcorn, coat, key, kite, kitten, kitchen
13	/u/	octopus, kite, sock, cane, umbrella, under, up
14	/r/	umbrella, gate, cookies, kitten, rooster, rug, rope, rake
15	/b/	cap, kitchen, umbrella, ruler, bus, bug, book, balloon

Section Tab

16	/f/	bed, rope, up, key, fire, fish, fan, five
17	/e/	boat, feet, rake, under, eggs, edge, echo
18	/l/	eggs, run, five, book, ladder, lamp, leaf, lion
19	/h/	log, bike, edge, fish, hand, hat, heart, happy
20	/ng/	five, echo, hat, lion, ring, king, swing
21	/sh/	hose, octopus, fan, leaf, shirt, shell, sheep, shoe
22	/z/	shirt, log, heart, eggs, zebra, zipper, zoo, zig-zag
23	/w/	umbrella, zebra, sheep, happy, wagon, windmill, watch, web
24	/ch/	watch, zig-zag, shoe, hen, chain, chair, cherry
25	/j/	cherry, web, zebra, shell, Jack-in-the-box, jeep, jet, jug
26	/v/	jet, wagon, zipper, cherry, van, vine, vase, vegetables
27	/y/	vine, chain, Jack-in-the-box, whale, yard, yo-yo, yawn, yell
28	/th/	chair, valentine, yarn, jug, thimble, thermometer, thumb
29	/q/	thimble, vegetables, yawn, jeep, quarter, queen, question mark, quilt
30	/x/	van, thumb, yo-yo, quilt, box, ox, six, fox

Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
ax	26	mouse	27	snow	28
bait	26	mouse R	27	sock	28
bike	26	path	27	spring	28
boat	26	pets	27	storm	28
cat	26	ship	27	suitcase	28
crab	26	shoulder	27	summer	28
creek	26	tent	27	sun	28
fishing	26	tree stump	27	toys	28
fishing gear	26	whale	27	wind	28
hat	26	alligator	28	winter	28
mittens	26	bank	28	dump	29
net	26	bird R	28	house R	29
pole	26	books	28	jacket	29
reel	26	cat	28	leaves	29
sandwich	26	clothes	28	mittens	29
shed	26	cloud/sky	28	plastic bags	29
spoon	26	cookies	28	rake	29
water R	26	creek	28	storm	29
worms	26	fall	28	tree—fall	29
worms R	26	game	28	tree—spring	29
bear	27	ice	28	tree—summer	29
bear R	27	jam sandwiches	28	tree—winter	29
bus	27	jeep	28	van	29
camping gear	27	lamp	28	vest	29
campsite	27	money	28	bowl	30
car	27	picnic mat	28	butter	30
child	27	pictures	28	cake mix	30
dad	27	pond	28	cane	30
dog	27	raft	28	cupcake tin	30
giant	27	rain	28	cupcakes	30
head R	27	Sad Sam	28	eggs	30
horse	27	sleet	28	eggshells	30

R = Readle Card

All cards are used in Reading Roots 3rd Edition.

Cards in **bold text** only needed in Reading Roots 4th Edition, paper format.

Lesson Index for Levels 3 and 4 Language Development Cards . . .

Card	Lesson	Card	Lesson	Card	Lesson
milk	30	head	R 32	oven	34
oven	30	medicine	32	principal	34
spoon	30	medicine	R 32	sleeping bag	34
timer	30	pine cones	32	stick	34
airplane	31	robe	32	toothbrush	34
bike	31	seeds	32	baker	35
bike helmet	31	shed	32	chin	35
boat	31	snow	32	construction worker	35
bus	31	stones	32	doctor	35
car	31	throat	32	kite	35
eyes	R 31	van	32	police officer	35
feet	31	window seat	32	string	35
handlebars	31	ice	33	teacher	35
handles	31	pebbles	33	tree	35
helicopter	31	pond	33	wind	35
horse	31	sand	33	articles	36
parachute	31	sleet	33	dog	36
pedals	31	steps	33	newspaper	36
raft	31	twins	33	pictures	36
school	R 31	backpack	34	web	36
ship	31	blanket	34	blue jay	37
skateboard	31	car	34	cloud/sky	37
train	31	dark	34	dirt	37
tricycle	31	dinner	34	fence	37
truck	31	electricity	34	garden	37
van	31	fan	34	grass	37
yard	31	fireplace	34	nest	37
blanket	32	football	34	pail	37
doe and baby deer	32	hot dog	34	raincoat	37
fence	32	ice storm	34	seeds	37
fence	R 32	lamp	34	Arctic	38
game	32	mop	34	cooked fish	38

R = Readle Card

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Cards in **bold text** only needed in Reading Roots 4th Edition, paper format.

Lesson Index for Levels 3 and 4 Language Development Cards . . .

Card	Lesson	Card	Lesson	Card	Lesson
lake	38	palace	40	stone	42
lawn	38	queen	40	tea	42
office	38	chicken	41	vegetables	42
pine tree	38	child	41	zoo	42
raw fish	38	feast	41	Chinese bride	43
reindeer	38	fish	41	fan	43
sea	38	football	41	fog	43
shawl	38	forest	41	king	43
ship	38	peanuts	41	moon	43
Stockholm	38	spider	41	New Year feast	43
straw bed	38	village	41	palace	43
Sweden	38	vine	41	peach	43
beard	39	waist	41	pond	43
elf	39	yams	41	robe	43
hamlet (village)	39	bamboo	42	scales	43
hut	39	China	42	silk	43
path	39	chopsticks	42	slippers	43
sausage	39	dragon	42	Andes Mountains	44
soup	39	duck	42	coast	44
woodcutter	39	farm	42	earthquake	44
Africa	40	fireworks	42	Inca Kingdom	44
airport	40	goose	42	Incas	44
arts and crafts	40	Great Wall of China	42	llamas	44
Benin City	40	jump rope	42	messenger	44
cocoa	40	kite	42	South America	44
crocodile	40	panda	42	steep steps	44
equator	40	paper	42	volcano	44
hippo	40	pig	42	wool	44
liquid	40	ping pong	42	corn	45
market	40	rice	42	crab	45
mask	40	silk	42	fan	45
Nigeria	40	spoon	42	illness	45

R = Readle Card

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Cards in **bold text** only needed in Reading Roots 4th Edition, paper format.

Lesson Index for Levels 3 and 4 Language Development Cards . . .

Card	Lesson	Card	Lesson	Card	Lesson
Incas	45	hook	46	stick	47
jail	45	letter	46	teepee	47
llamas	45	masts	46	turtle	47
palace	45	medicine person	46	turtle shell	47
prince	45	oceans	46	bacon fat	48
snake	45	Olympic Mountains	46	beard	48
son	45	Pacific Ocean	46	fire hose	48
apartment	46	pen pals	46	flour	48
aquarium	46	pony	46	log cabins	48
Atlantic Ocean	46	sails	46	logs	48
beach	46	sea lion	46	ox	48
city/country	46	sequoia trees	46	pancakes	48
clipper ship	46	ships	46	penny	48
coast	46	U.S.A.	46	pine tree	48
doctor	46	waves	46	sawmill	48
farm	46	whale	46	settlers	48
flippers	46	wooden house	46	shovel	48
harbor	46	buffalo	47	steamboat	48
hoof	46	grip/grasp	47		

R = Readle Card

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Cards in **bold text** only needed in Reading Roots 4th Edition, paper format.

Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
Africa	40	books	28	crocodile	40
airplane	31	bowl	30	cupcake tin	30
airport	40	buffalo	47	cupcakes	30
alligator	28	bus	27, 31	dad	27
Andes Mountains	44	butter	30	dark	34
apartment	46	cake mix	30	dinner	34
aquarium	46	camping gear	27	dirt	37
Arctic	38	campsite	27	doctor	35, 46
articles	36	cane	30	doctor	46
arts and crafts	40	car	27, 31, 34	doe and baby deer	32
Atlantic Ocean	46	cat	26	dog	27
ax	26	cat	28	dog	36
backpack	34	chicken	41	dragon	42
bacon fat	48	child	27, 41	duck	42
bait	26	chin	35	dump	29
baker	35	China	42	earthquake	44
bamboo	42	Chinese bride	43	eggs	30
bank	28	chopsticks	42	eggshells	30
beach	46	city/country	46	electricity	34
bear	27	clipper ship	46	elf	39
bear R	27	clothes	28	equator	40
beard	39, 48	cloud/sky	28	eyes R	31
Benin City	40	cloud/sky	37	fall	28
bike	26	coast	44, 46	fan	34
bike	31	cocoa	40	fan	43, 45
bike helmet	31	construction worker	35	farm	42
bird R	28	cooked fish	38	farm	46
blanket	32, 34	cookies	28	feast	41
blue jay	37	corn	45	feet	31
boat	26	crab	26, 45	fence R	32
boat	31	creek	26, 28	fence	32, 37

R = Readle Card

All cards are used in Reading Roots 3rd Edition.

Cards in **bold text** only needed in Reading Roots 4th Edition, paper format.

Alphabetical Index for Levels 3 and 4 Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
fire hose	48	hot dog	34	messenger	44
fireplace	34	house R	29	milk	30
fireworks	42	hut	39	mittens	26, 29
fish	41	ice	28	money	28
fishing	26	ice	33	moon	43
fishing gear	26	ice storm	34	mop	34
flippers	46	illness	45	mouse R	27
flour	48	Inca Kingdom	44	mouse	27
fog	43	Incas	44, 45	nest	37
football	34	jacket	29	net	26
football	41	jail	45	New Year feast	43
forest	41	jam sandwiches	28	newspaper	36
game	28	jeep	28	Nigeria	40
game	32	jump rope	42	oceans	46
garden	37	king	43	office	38
giant	27	kite	35, 42	Olympic Mountains	46
goose	42	lake	38	oven	30
grass	37	lamp	28, 34	oven	34
Great Wall of China	42	lawn	38	ox	48
grip/grasp	47	leaves	29	Pacific Ocean	46
hamlet (village)	39	letter	46	pail	37
handlebars	31	liquid	40	palace	40, 43, 45
handles	31	llamas	44, 45	pancakes	48
harbor	46	log cabins	48	panda	42
hat	26	logs	48	paper	42
head R	27, 32	market	40	parachute	31
helicopter	31	mask	40	path	27, 39
hippo	40	masts	46	peach	43
hoof	46	medicine R	32	peanuts	41
hook	46	medicine	32	pebbles	33
horse	27, 31	medicine person	46	pedals	31

R = Readle Card

All cards are used in Reading Roots 3rd Edition.

Cards in **bold text** only needed in Reading Roots 4th Edition, paper format.

Alphabetical Index for Levels 3 and 4 Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
pen pals	46	sails	46	South America	44
penny	48	sand	33	spider	41
pets	27	sandwich	26	spoon	26, 30, 42
picnic mat	28	sausage	39	spring	28
pictures	28	sawmill	48	steamboat	48
pictures	36	scales	43	steep steps	44
pig	42	school	R 31	steps	33
pine cones	32	sea	38	stick	34, 47
pine tree	38, 48	sea lion	46	Stockholm	38
ping pong	42	seeds	32, 37	stone	42
plastic bags	29	sequoia trees	46	stones	32
pole	26	settlers	48	storm	28
police officer	35	shawl	38	storm	29
pond	28, 33	shed	26, 32	straw bed	38
pond	43	ship	27, 31	string	35
pony	46	ship	38	suitcase	28
prince	45	ships	46	summer	28
principal	34	shoulder	27	sun	28
queen	40	shovel	48	Sweden	38
raft	28	silk	42, 43	tea	42
raft	31	skateboard	31	teacher	35
rain	28	sleeping bag	34	teepee	47
raincoat	37	sleet	28	tent	27
rake	29	sleet	33	throat	32
raw fish	38	slippers	43	timer	30
reel	26	snake	45	toothbrush	34
reindeer	38	snow	28	toys	28
rice	42	snow	32	train	31
robe	32	sock	28	tree	35
robe	43	son	45	tree stump	27
Sad Sam	28	soup	39	tree—fall	29

R = Readle Card

All cards are used in Reading Roots 3rd Edition.

Cards in **bold text** only needed in Reading Roots 4th Edition, paper format.

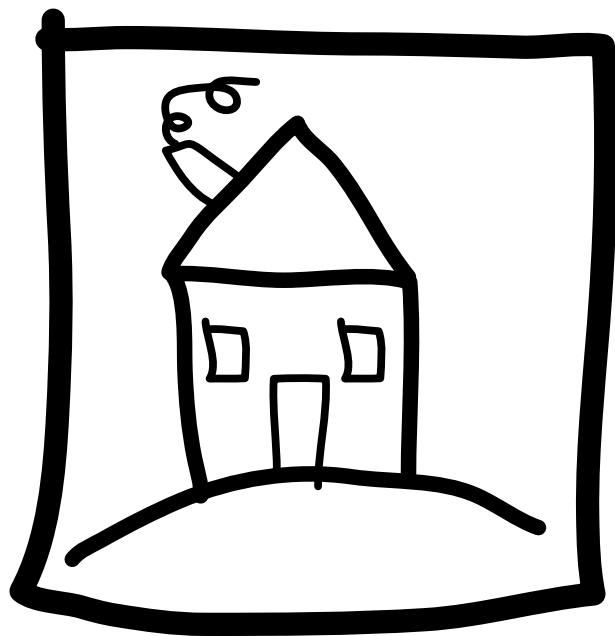
Alphabetical Index for Levels 3 and 4 Language Development Cards

Card	Lesson	Card	Lesson	Card	Lesson
tree—spring	29	vest	29	window seat	32
tree—summer	29	village	41	winter	28
tree—winter	29	vine	41	woodcutter	39
tricycle	31	volcano	44	wooden house	46
truck	31	waist	41	wool	44
turtle	47	water	R 26	worms	R 26
turtle shell	47	waves	46	worms	26
twins	33	web	36	yams	41
U.S.A.	46	whale	27	yard	31
van	29, 32	whale	46	zoo	42
van	31	wind	28		
vegetables	42	wind	35		

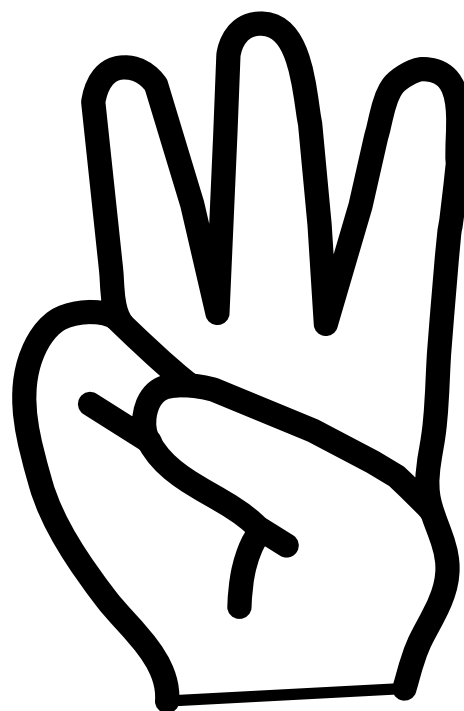
R = Readle Card

All cards are used in Reading Roots 3rd Edition.

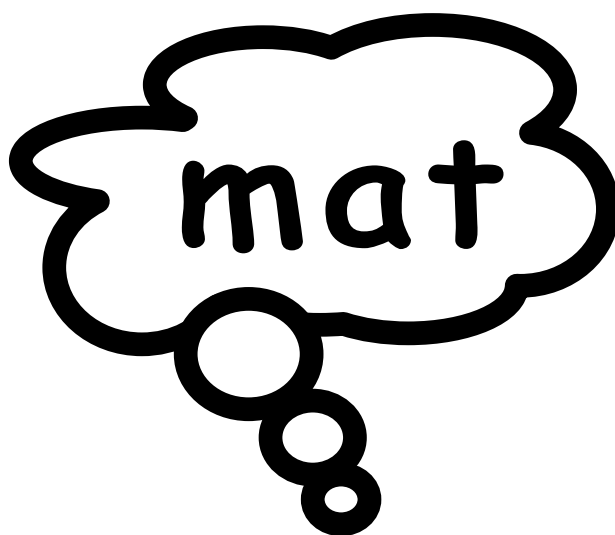
Cards in **bold text** only needed in Reading Roots 4th Edition, paper format.



Draw a Picture



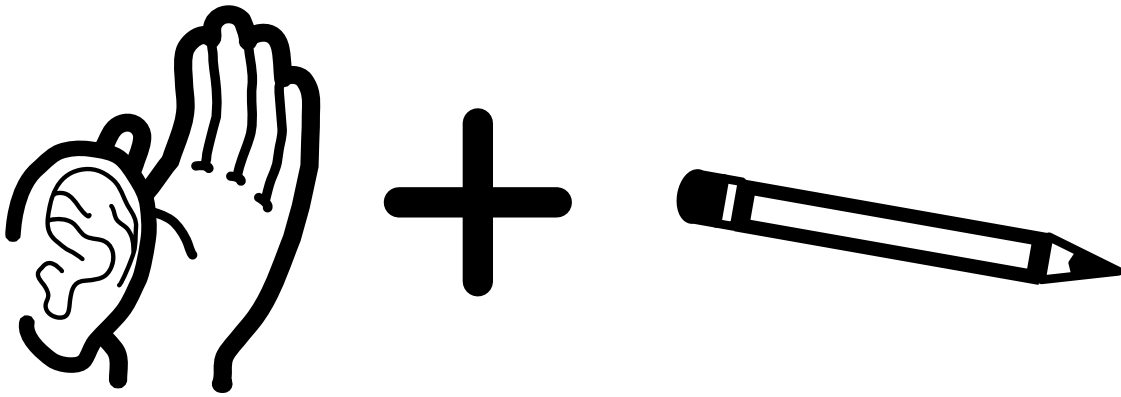
Stretch and Count



Remember a Word



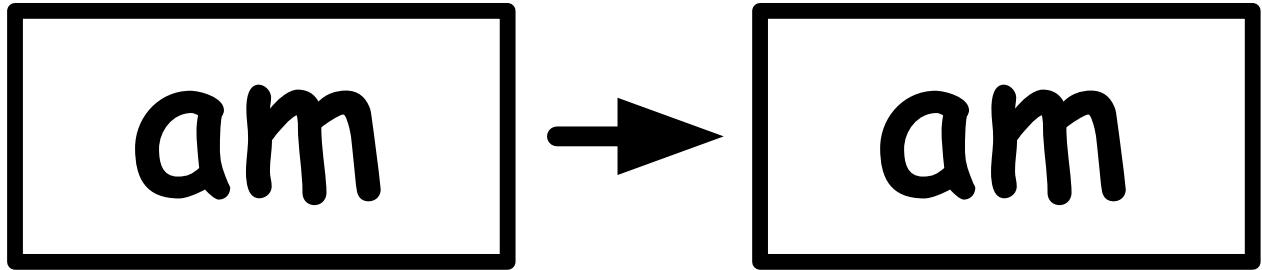
Say-Spell-Say



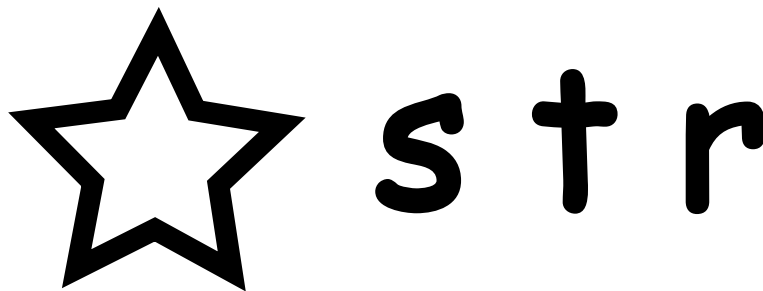
Sound Spelling



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Read & Respond

for Reading Roots



Dear Parents: Each night, your child will be bringing home a Shared Story for reading class homework. This is a story that will be used in class for three days. Please read with your child each day and help your child to complete the homework tasks outlined below.

Ask your child to write one or two favorite words from the story on the back. Please sign and return the form.

Be sure to celebrate this progress!

Child's Name

Date

Shared Story Title

1

1st EVENING

Have your child read the words and sentences on the inside front cover of the story. Ask them to sound out the green words, and play Say-Spell-Say with the red words.

Signature

(Please send the book back to school with your child.)

2

2nd EVENING

Have your child read the partner story questions and answers on the inside back cover of the story. Ask your child to find the place in the story where the answer for each question is supported.

Signature

(Please send the book back to school with your child.)

3

3rd EVENING

Have your child read the Shared Story to you. Ask your child to tell what happened after each page.

Signature



Read & Respond

for Reading Roots



Dear Parents: Each night, your child will be bringing home a Shared Story for reading class homework. This is a story that will be used in class for three days. Please read with your child each day and help your child to complete the homework tasks outlined below.

Ask your child to write one or two favorite words from the story on the back. Please sign and return the form.

Be sure to celebrate this progress!

Child's Name

Date

Shared Story Title

1

1st EVENING

Have your child read the words and sentences on the inside front cover of the story. Ask them to sound out the green words, and play Say-Spell-Say with the red words.

Signature

(Please send the book back to school with your child.)

2

2nd EVENING

Have your child read the partner story questions and answers on the inside back cover of the story. Ask your child to find the place in the story where the answer for each question is supported.

Signature

(Please send the book back to school with your child.)

3

3rd EVENING

Have your child read the Shared Story to you. Ask your child to tell what happened after each page.

Signature

1.

2.

3.

1.

2.

3.



Leer y Responder

para Reading Roots



Leer y Responder

para Reading Roots



Estimados padres: La tarea diaria de la clase de lectura involucra el uso de un Cuento compartido, que su hijo(a) llevará a casa. Este cuento será usado en clase durante tres días. Por favor, ayude a su hijo(a) a completar la tarea asignada para cada uno de estos tres días, y firme el formulario *Leer y Responder* para que su hijo(a) lo pueda devolver a la escuela.

Nombre del niño

Fecha

Título del Cuento compartido

1

Primera noche

Pida a su hijo(a) que lea las palabras y las oraciones que aparecen dentro de la cubierta anterior del cuento. Pídale que pronuncie las palabras verdes y que diga-deletree-diga las palabras rojas.

Firma

(Por favor, asegúrese de que su hijo(a) devuelva el libro a la escuela.)

2

Segunda noche

Pida a su hijo(a) que lea las preguntas y respuestas que aparecen dentro de la cubierta posterior del cuento. Pídale que le muestre la parte del cuento que apoya su respuesta.

Firma

(Por favor, asegúrese de que su hijo(a) devuelva el libro a la escuela.)

3

Tercera noche

Pida a su hijo(a) que lea el Cuento compartido. Después de leer cada página, pídale que le diga qué pasó.

Firma

Nombre del niño

Fecha

Título del Cuento compartido

1

Primera noche

Pida a su hijo(a) que lea las palabras y las oraciones que aparecen dentro de la cubierta anterior del cuento. Pídale que pronuncie las palabras verdes y que diga-deletree-diga las palabras rojas.

Firma

(Por favor, asegúrese de que su hijo(a) devuelva el libro a la escuela.)

2

Segunda noche

Pida a su hijo(a) que lea las preguntas y respuestas que aparecen dentro de la cubierta posterior del cuento. Pídale que le muestre la parte del cuento que apoya su respuesta.

Firma

(Por favor, asegúrese de que su hijo(a) devuelva el libro a la escuela.)

3

Tercera noche

Pida a su hijo(a) que lea el Cuento compartido. Después de leer cada página, pídale que le diga qué pasó.

Firma

1.

2.

3.

1.

2.

3.

Reading Celebration!



Name

read aloud to the class today
with wonderful expression from

name of book

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01702E HD0209

Reading Celebration!



Name

read aloud to the class today
with wonderful expression from

name of book

© 2003 Success for All Foundation

01702E HD0209

Reading Celebration!



Name

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01702E HD0209

Reading Celebration!



Name

read aloud to the class today
with wonderful expression from

name of book

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01702E HD0209

Super Team! Super Team! Super Team!

Team Name

Team Member

Teacher



GREAT TEAM

Team Name

Team Member

Teacher

Great Team!

TEAM NAME

TEAM MEMBER

TEACHER

GOOD TEAM!

Team Name

Team Member

Teacher

GOOD TEAM!

Team Name

Team Member

Teacher

Good Team!

Team Name

Team Member

Teacher

good team

team name

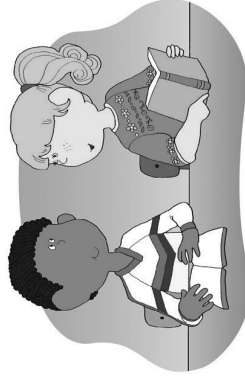
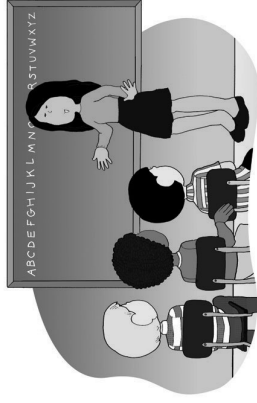
team member

teacher

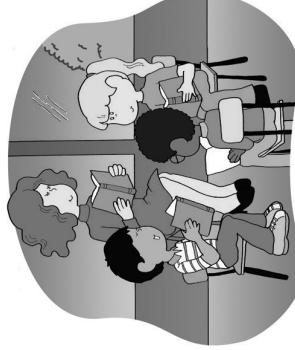


Team Cooperation Goals

Practice Active
Listening



Explain Your Ideas/
Tell Why



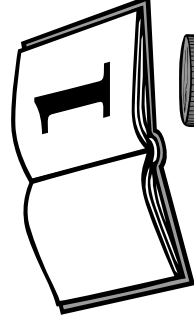
Everyone
Participates



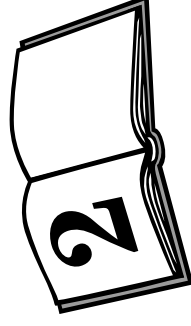
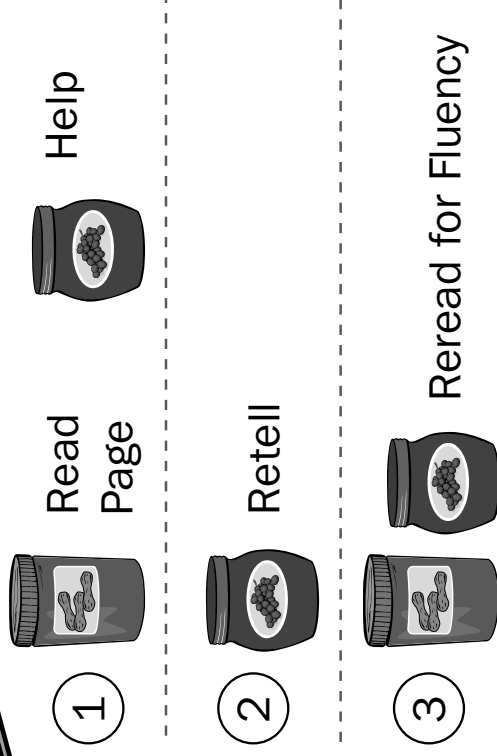
Help and
Encourage Others



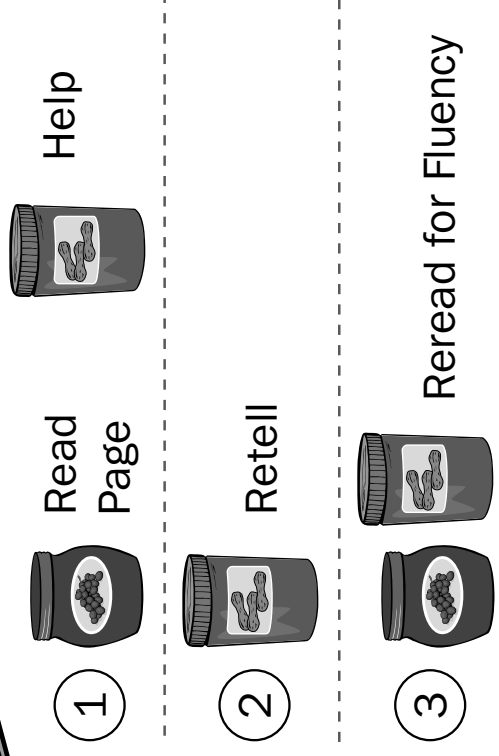
Complete
Tasks



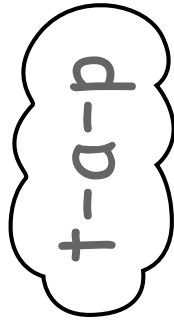
Guided Partner Reading



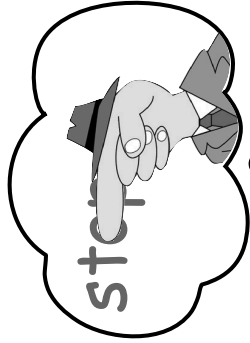
Guided Partner Reading



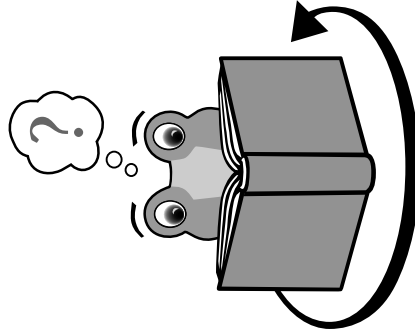
Stuck?



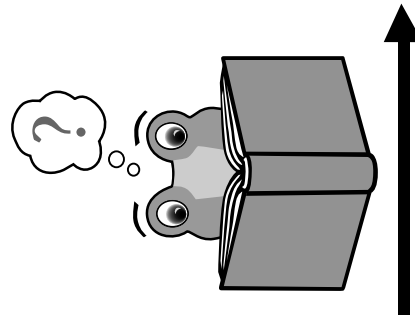
Sound It
Out



Finger
Detective



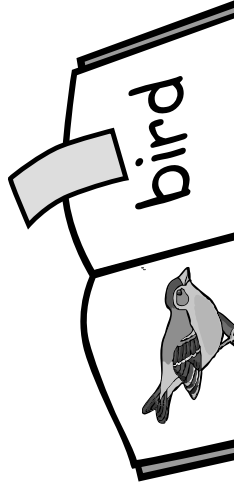
Read Again
and Think



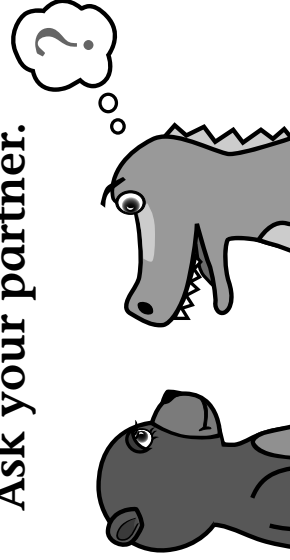
Read On
and Think

Still Stuck?

Put a sticky note on it!



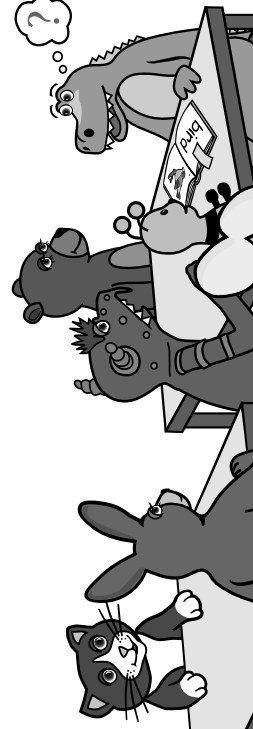
Ask your partner.

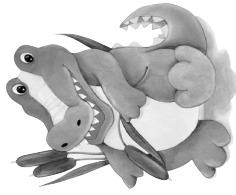


Ask your team.



Discuss with the class.



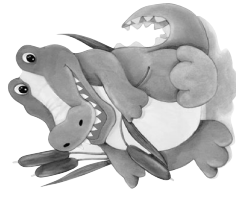


LEVEL 3 Fluency Flyer for Reading Roots

Name _____

Story	Title	My partner and I can read a page accurately.	My partner and I can read a page smoothly and with expression.
26	Let's Go Fishing		
27	The Camping Trip		
28	Is There an Alligator in the Pond?		
29	Leaves Fall		
30	Cupcakes		
31	Ride a Bike		

★
Dear Parents: The mark beside the story title shows that your child has read the story successfully.
Be sure to celebrate this progress!



LEVEL 3 Fluency Flyer for Reading Roots

Name _____

Story	Title	My partner and I can read a page accurately.	My partner and I can read a page smoothly and with expression.
32	Home with a Cold		
33	Slippery Steps		
34	The Ice Storm		
35	Did That Tree Eat My Kite?		
36	Who Is Wilfred?		
37	Planting Seeds in May		

★
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 3

Assessment Number	Reading Sounds and Writing Sounds	Stretch and Read <i>Students read from word list</i>	Stretch and Spell
7 <i>Given during RR lesson 28</i>	/er/ (as in batter) /ue/ (as in blue) /ai/ (as in rain) /igh/ (as in light) /ow/ (as in snow)	farmer missed brain night teaching clues Sue greeting throwing show cupcakes bright rain twice butter	1. letter —I wrote a letter to my grandma. 2. true —My teacher told us a true story. (Hint: Use /ue/ as in blue.) 3. rain —Rain helps the plants grow. (Hint: Use /ai/ as in train.) 4. night —It is dark at night. (Hint: Use /igh/ as in light.) 5. glow —This toy will glow in the dark. (Hint: Use /ow/ as in snow.)
8 <i>Given during RR lesson 32</i>	/aw/ (as in saw) /oi/ (as in boil) /oa/ (as in boat) /ur/ (as in nurse)	raking snowing spoil road sunshine drawing jaw smarter curl turn tonight toasted join point smiled	1. baking —Dad is baking twenty cupcakes. (Hint: Use /a_e/ as in cake.) 2. saw —I saw a shooting star. 3. join —I will join the club. (Hint: Use /oi/ as in voice.) 4. coat —Please wear your coat outside. (Hint: use /oa/ as in boat.) 5. burn —Be careful. Don't burn your hand. (Hint: Use /ur/ as in nurse.)
9 <i>Given during RR lesson 36</i>	/ow/ (as in cow) /oo/ (as in book) /u_e/ (as in cube) /ir/ (as in girl) /_y/ (as in fly)	down dropped rules bird thirsty supply good mailman looking my floated shirts cute pools flower	1. down —My pencil fell down to the floor. (Hint: Use /ow/ as in cow.) 2. foot —Your foot goes in your shoe. (Hint: Use /oo/ as in look.) 3. cute —Your puppy is cute. (Hint: Use /u_e/ as in huge.) 4. bird —A red bird sat in the tree. (Hint: Use /ir/ as in girl.) 5. my —Alphie is my friend. (Hint: Use /_y/ as in fly.)

Reading Sounds: Assessment 7

er

•

ue

•

ai

•

igh

•

ow
(as in snow)

•

Stretch and Read: Assessment 7

farmer

brain

teaching

Sue

throwing

cupcake

rain

butter

missed

night

clues

greeting

show

bright

twice

Reading Sounds: Assessment 8

aw

•

oi

•

oa

•

oa

•

ur

•

Stretch and Read: Assessment 8

raking

spoil

sunshine

jaw

curl

tonight

join

smiled

snowing

road

drawing

smarter

turn

toasted

point

Reading Sounds: Assessment 9

ow
(as in cow)

•

oo
(as in book)

•

u_e

•

ir
(as in girl)

•

_y
(as in puppy)

•

Stretch and Read: Assessment 9

down

rules

thirsty

good

looking

floated

cute

flower

dropped

bird

supply

mailman

my

shirts

pool

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 7										SOLO 8												
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	Total Score		
																							Total Score	
	E																							
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SOLO Record Form

Student	SOLO 9												SOLO 10											
	Expressive/Receptive												Total Score											
	1	2	3	4	5	6	7	8	9	10	Total Score													
	huddled	harvest	contest	graceful	flames	saucer	wonder	evening	coin	throne														
	E																							
	R																							
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SOLO #7

1



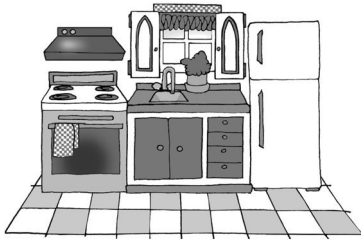
How do you think this girl feels?

2



Where would you find this store?

3



What gets made in this room?

4



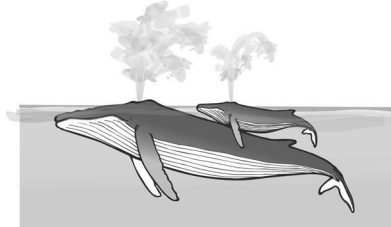
Madison is always nice to the other kids at school.
She is very _____.

5



Lasagna, salad, and bread are on today's _____.

6



Where do whales live?

7



Why do children wear bike helmets?

8



(Point to the water.) What is this deer standing next to?

9



What noise do lions make?

10



You can walk on these rocks if you
want to go _____ the stream.

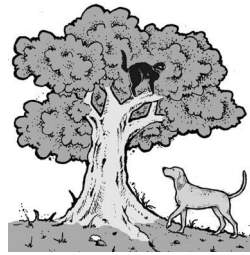
SOLO #8

1



(Point to the spot on the girl's leg.) The girl is trying to catch a bee. What has already happened to her?

2



The dog chased the cat until it ran up the tree. We can say that he _____ the cat.

3



This girl is the only one at home. She is all _____.

4



When the water is smooth, Kevin can _____ across the lake in his boat.

5



What do you notice about trees in the winter?

6



(Point to the flower.) What part of the plant is this?

7



What is the baker doing with this spoon?

8



How does the ice cream taste?

9



What should you wear to keep your head safe when you are riding a bike?

10



These pedals are used to make you move forward. How can you make the bike stop?

SOLO #9

1



When these children got cold, they sat close together.
We can say they _____ together.

2



What happens when the vegetables
are ready to be picked on this farm?

3



These children are racing to see who will finish first.
What is another word for a race?

4



The ballerina moves very smoothly. We can say that she is _____.

5



Tell me what you know about the campfire.

6



What does this tea cup sit on?

7



It looks like the girl is thinking about something.
What do you do when you think about something?

8



What do we call the time of day just before it gets dark?

9



What else can you call this quarter?

10



What do you call the chair this queen sits on?

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	Uses 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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LM0312
Part of Kit #20000